

# Business Information Systems diploma program



Candidate guide

## Copyright

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Saskatchewan Institute of Applied Science and Technology – June 2005

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The Business Information Systems is dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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## Why consider a PLAR assessment?

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PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Business Information Systems program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

## What are the PLAR options?

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To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student.

### Option A: Individual course challenge

If you have 2 or more years of successful experience in the business field, and have learned the skills and knowledge for **one or more** of the Business Information Systems courses, you may apply to be assessed for each applicable course.

### Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Business Information Systems program at: 1-866-467-4278 or 1-866-goSIAST.

## How many courses can be challenged through PLAR in the Business Information Systems program?

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Currently we have 10 courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

## Which courses are PLAR-ready?

Business Information Systems program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
	* Associated Studies courses *	*see note below*	
ACCT 122	Introductory Financial Accounting 1	✓	
BCOM 120	Business Communications I*	✓*	
BCOM 121	Business Communications II*	✓*	
ECON 120	Microeconomics	✓	
MKGT 120	Marketing	✓	
STAT 120	Business Statistics	✓	
ACCT 225	Managerial Accounting	✓	
ADMN 126	Introduction to Management	✓	
ADMN 203	E-Business	✓	
FIN 120	Mathematics of Finance	✓	
COMP 122	Introduction to Programming for Information Systems		X
COMP 123	Introduction to Business Computing		X
COMP 232	Structured Software Development and Legacy Systems		X
COMP 233	Object Oriented Programming Concepts		X
COMP 234	Database		X
COMP 235	Internet Application Development		X
COMP 236	Operating Systems		X
COMP 237	Systems Analysis and Requirements Management		X
COMP 247	Business of Web Design		X
COMP 248	Business Computing Support		X
COMP 249	Information Security, Privacy and Ethics		X
COMP 252	Data Structures		X
COMP 253	Systems Project		X
COMP 254	Computer Architecture and Data Communications		X

<b>Business Information Systems program profile</b>			
<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>PLAR Challenge(s) available through program</b>	<b>PLAR Challenge(s) not available</b>
COMP 255	Visual Application Development		X
COMP 258	Object Oriented Software Design		X

\*Note\*: Some courses common to multiple programs at SIAST (i.e. computers, communications, math, and sciences) are managed by Associated Studies Faculty. To see if these shared courses in your program are PLAR-ready, visit the “Courses Common to Multiple Programs” link on the [PLAR homepage](#) for further details.

For assistance call SIAST and ask to speak to the PLAR advisor/[counselor](#) assigned to the Business Information Systems program at: 1-866-467-4278 or 1-866-goSIAST.

### **Is PLAR available at any time of the year?**

PLAR challenges are currently being offered from September to June of each school year.

### **Is it *easier* to challenge a course through PLAR - OR - take the course?**

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

### **Methods of assessing prior learning**

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

## **If I live out of town, do I have to travel to a main campus to do PLAR?**

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

## **What if I have a disability & need equity accommodations?**

At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: [http://www.siastr.sk.ca/stuservices/advising\\_counselling.shtml](http://www.siastr.sk.ca/stuservices/advising_counselling.shtml)

## **Are there other methods to gain SIAST course credits for prior learning?**

### **Transfer Credit**

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: [http://www.siastr.sk.ca/stuservices/plar/transfer\\_credit.shtml](http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml)

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a SIAST educational counsellor.

**An online provincial transfer credit guide is now available at [www.saskcat.ca](http://www.saskcat.ca)**

**Note:** *If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.*

[SaskLearning Credit Transfer Guide](#)

[SaskLearning website](#)

### **Equivalency Credit**

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

## Contact us

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If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

**Kelsey Campus, Saskatoon, SK**

1-866-goSIAST or 1-866-467-4278

**Palliser Campus, Moose Jaw, SK**

1-866-goSIAST or 1-866-467-4278

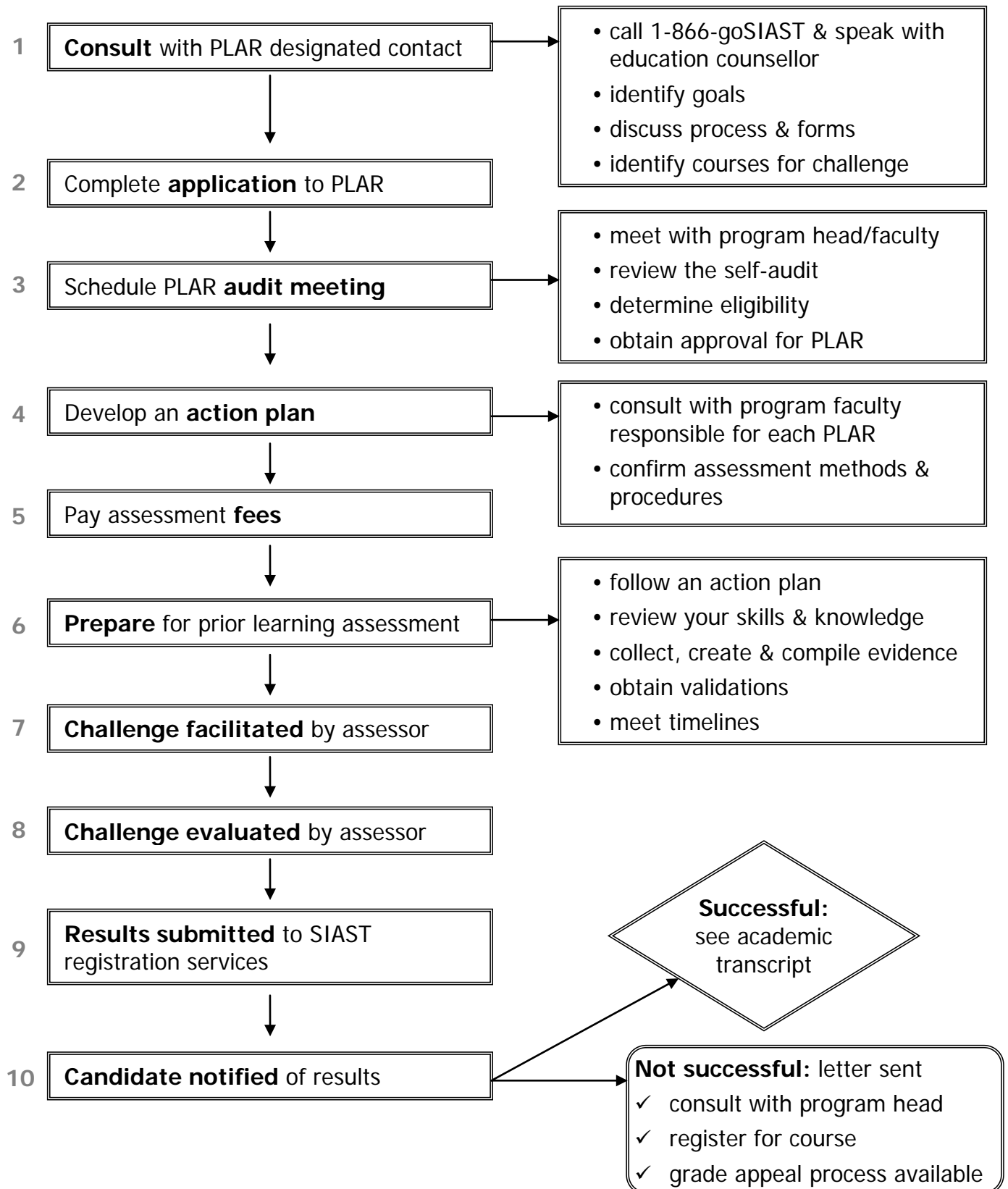
**Wascana Campus, Regina, SK**

1-866-goSIAST or 1-866-467-4278

**Woodland Campus, Prince Albert, SK**

1-866-goSIAST or 1-866-467-4278

## Prior Learning Assessment and Recognition process



## Guiding principles for developing a PLAR evidence file

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1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
  - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last 5 years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

## Types of evidence

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There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your **Business Information Systems** faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- observations
- workplace validations
- work samples
- case studies
- employer or direct supervisor validations
- certificates of attendance or completion from any non formal learning such as industry training
- documentation of any previous formal education

All documents that are submitted to SIAST may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

## How long will it take to prepare evidence for PLAR?

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Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

## Steps to complete a self-audit

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1. Read through the levels of competence as listed below.

**Mastery:** I am able to demonstrate the learning outcome well enough to teach it to someone else.

**Competent:** I can work independently to apply the learning outcome.

**Functional:** I need some assistance in using the outcome.

**Learning:** I am developing skills and knowledge for this area.

**None:** I have no experience with the outcome.

### *Learning outcomes*

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
  - How do I currently use this outcome?
  - What previous training have I had in this outcome: workshops, courses, on-the-job?
  - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

## Self-audit guide(s)

### ACCT 122 – Introductory Financial Accounting 1

Your studies will focus on an introduction to financial accounting that will provide you with accounting skills to handle business transactions. The course content includes bookkeeping techniques, accounting for a merchandising concern and an introduction to accounting for current assets. You will acquire these skills through a combination of lecture material, in class demonstrations, reading assignments and practical exercises and problems. This course is a companion to ACCT 125 (Introductory Financial Accounting 2) where you will continue the study of basic financial accounting.

**Credit unit(s):** 4.00

<b>ACCT 122 – Introductory Financial Accounting 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify the providers, users, and uses of accounting information.					
▪ Define the term “accounting”					
▪ Discuss the forms of business organization					
▪ Discuss the needs of internal and external users of accounting information					
▪ Describe the opportunities within the accounting profession					
2. Identify the basic financial statements and the principles on which they are based.					
▪ Describe the major types of financial statements					
▪ Explain the components of basic financial statements					
▪ Explain the Generally Accepted Accounting Principles (GAAP)					
3. Apply the “Accounting Equation” in the analysis of business transactions.					
▪ Use the accounting equation to analyze business transactions					
▪ Explain the link between the accounting equation and the preparation of financial statements					
▪ Prepare the financial statements					
4. Complete business transactions for a service company.					
▪ Describe an “account” and the use of debits and credits in double-entry accounting					
▪ Demonstrate the accounting process by correctly identifying and journalizing business transactions					

<b>ACCT 122 – Introductory Financial Accounting 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Post transactions to the general ledger</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a trial balance</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Correct errors resulting from a trial balance</li> </ul>					
<b>5. Prepare period-end adjustments.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the importance of periodic reporting and adjusting the accounts under accrual-basis accounting</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare adjusting entries for prepaid expenses, amortization and unearned revenues</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare adjusting entries for accrued expenses and accrued revenues</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare accrual adjustments needed in future periods</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the difference between the cash and accrual basis of accounting</li> </ul>					
<b>6. Prepare a period end worksheet.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the need for a worksheet</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a period end worksheet</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Record the adjusting entries from the worksheet</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare basic financial statements</li> </ul>					
<b>7. Prepare closing entries and a post-closing trial balance.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the significance of closing entries</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare closing entries</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a post-closing trial balance</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the steps in the accounting cycle</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the use of reversing entries</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare reversing entries where appropriate</li> </ul>					
<b>8. Prepare a classified balance sheet.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the need for a classified balance sheet</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify classifications of assets and liabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a classified balance sheet</li> </ul>					

<b>ACCT 122 – Introductory Financial Accounting 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
9. Demonstrate accounting for a merchandising company.					
<ul style="list-style-type: none"> <li>Describe the nature and accounting components of a merchandising company</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the two alternative inventory systems</li> </ul>					
<ul style="list-style-type: none"> <li>Complete purchase and sales transactions using a perpetual inventory system</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare a worksheet for a merchandising company</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare adjusting and closing entries for a merchandising company</li> </ul>					
10. Prepare a classified income statement for a merchandising company.					
<ul style="list-style-type: none"> <li>Explain the need for a classified income statement</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the classifications of expenses for a merchandising company</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare a classified income statement</li> </ul>					
11. Apply alternative methods of valuing inventories and cost of goods sold.					
<ul style="list-style-type: none"> <li>Determine the cost of merchandise inventory</li> </ul>					
<ul style="list-style-type: none"> <li>Compute the value of inventory and cost of sales using four different methods</li> </ul>					
12. Analyze the effects of inventory transactions on financial reporting.					
<ul style="list-style-type: none"> <li>Analyze the effects of different inventory methods on financial statements</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the effects of different kinds of inventory errors</li> </ul>					
<ul style="list-style-type: none"> <li>Use the gross profit method to estimate inventory</li> </ul>					
13. Demonstrate the use of special journals in recording accounting transactions.					
<ul style="list-style-type: none"> <li>Explain the purpose and use of special journals and subsidiary ledgers</li> </ul>					
<ul style="list-style-type: none"> <li>Journalize transactions using a general journal and special journals</li> </ul>					
<ul style="list-style-type: none"> <li>Post to the general ledger and subsidiary ledgers</li> </ul>					
14. Apply the principles of internal control to accounting for cash.					
<ul style="list-style-type: none"> <li>Explain the purpose of internal controls</li> </ul>					
<ul style="list-style-type: none"> <li>Identify basic principles of internal controls</li> </ul>					

<b>ACCT 122 – Introductory Financial Accounting 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Apply internal controls to cash receipts and disbursements</li> </ul>					
15. Prepare month end bank reconciliation.					
<ul style="list-style-type: none"> <li>Explain the purpose of a bank reconciliation</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare a month end bank reconciliation</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare adjusting entries resulting from the bank reconciliation</li> </ul>					
16. Demonstrate accounting for a petty cash fund.					
<ul style="list-style-type: none"> <li>Explain the operations of a petty cash fund</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare entries for petty cash transactions</li> </ul>					
17. Complete transactions relating to accounts receivable.					
<ul style="list-style-type: none"> <li>Determine how accounts receivable are recorded</li> </ul>					
<ul style="list-style-type: none"> <li>Apply the allowance method of accounting for accounts receivable and bad debts</li> </ul>					
<ul style="list-style-type: none"> <li>Apply the direct write-off method of accounting for accounts receivable and bad debts</li> </ul>					
18. Demonstrate accounting for notes receivable.					
<ul style="list-style-type: none"> <li>Describe notes receivable</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the maturity date and interest due on the note</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare entries to record the issuance, interest, and settlement of the note</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

**Evidence file:** (work samples that demonstrate knowledge of the course learning outcomes).

**OR**

**Exam:** 60% pass mark required - problems with approximately 10% multiple choice questions.

*Example of a problem:* From the given information, please prepare a month end bank reconciliation.

## Resources

You may refer to any fundamental accounting textbook book to prepare for your PLAR challenge. The textbook used for this course is:

Fundamental Accounting Principles, 12th Canadian Edition, Larson & Jensen.

## ACCT 225 – Managerial Accounting

Your studies will provide an introduction to the fundamentals of managerial accounting. You will examine cost concepts, pricing strategies, manufacturing accounting, cost allocation, and budgeting processes, and you will be able to select appropriate managerial accounting techniques for decision making.

**Credit unit(s):** 5.0

**Prerequisites:** ACCT 122, minimum grade of 60

<b>ACCT 225 – Managerial Accounting</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the nature and role of managerial accounting in a business environment.					
▪ Define managerial accounting					
▪ Compare managerial accounting and financial accounting					
▪ Identify different decision-making structures in the business environment					
2. Apply appropriate cost terms and classifications for costs incurred by a business organization.					
▪ Apply appropriate cost terms, concepts and classifications to costs incurred by a business concern					
▪ Identify fixed, variable and mixed costs incurred by an organization					
▪ Use the high-low method to determine variable and fixed components of a mixed cost					
▪ Use the scattergraph method to determine variable and fixed components of a mixed cost					
3. Use cost flow information to prepare financial schedules.					
▪ Describe the flow of costs for a business organization					
▪ Identify costs that can be inventoried					
▪ Prepare statements for cost of manufacturing, cost of goods sold, and income					
▪ Compute predetermined overhead rates					
▪ Apply job-order costing techniques in a business organization					
▪ Describe proper treatments for over-applied and under-applied overhead costs					
4. Use cost flow information to prepare budget documents.					
▪ Explain the budgeting process					

<b>ACCT 225 – Managerial Accounting</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Prepare a master budget and supporting schedules for a business.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a cash budget</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a flexible budget</li> </ul>					
<b>5. Use cost information for planning in a business environment.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the standard setting process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate standard costs for manufacturing concerns</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use variance analysis and management by exception techniques</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare detailed analysis of variances for direct labour, direct materials, fixed overhead costs and variable overhead costs</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Interpret variances for possible causes</li> </ul>					
<b>6. Use cost information to control purposes in a business environment</b>					
<ul style="list-style-type: none"> <li>▪ Prepare income statements in contribution margin format</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate margin of safety and degree of operating leverage using contribution margin</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use contribution margin and operating leverage to determine net income given changes in prices, costs or volume</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use contribution margin for cost-volume-profit analysis</li> </ul>					
<b>7. Use cost-volume-profit information for decision making in a business environment.</b>					
<ul style="list-style-type: none"> <li>▪ Prepare segmented income statements</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Interpret segmented income statements for decision making</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify relevant costs for decision making</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Evaluate options using relevant costs</li> </ul>					
<b>8. Select appropriate managerial accounting techniques for decision making in a business environment.</b>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Please include any work samples, validations, letters of reference, and documentation that demonstrates your knowledge and skills of this course's learning outcomes. The following must be submitted:

- Employer validation
- Resume
- Relevant workbased training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have.
- Work samples including:
  - financial schedules – statements for cost of manufacturing, cost of goods sold, and income
  - budget documents – master budget, cash budget, flexible budget
  - income statements – contribution margin format, segmented income statements
  - Master budget for an organization/business

### 2. Clarification interview

Assessor may contact candidate for explanation or verification of submitted evidence.

### 3. Challenge exam

If the evidence submitted is complete or missing some skills and knowledge, candidates may be asked to write a short answer exam.

## Resources

Garrison, Noreen, Kalagnanam, Vaidyanathan (2005). *Introduction to Managerial Accounting, Canadian Edition*. Toronto: McGraw Hill Ryerson.

## BCOM 120 – Business Communications 1

You will develop fundamental employability skills by studying the principles of communication. The course content includes developing effective writing skills. You will apply the principles and skills by writing letters and memorandums for routine and negative purposes. You will develop teamwork employability skills and examine ways to apply communication skills to team and cross-cultural situations.

**Credit unit(s):** 3.0

**Equivalent course(s):** BCOM 104, COMM 141

<b>BCOM 120 – Business Communications 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the process of communication.					
▪ Examine the elements of the communication model					
▪ Explain the role of each element					
▪ Recognize the barriers to effective communication					
▪ Illustrate by example various ways to overcome the barriers					
▪ Interpret the flow of information within an organization					
▪ Define internal and external communication functions					
2. Discuss communication techniques in interpersonal and workplace situations.					
▪ Identify the characteristics of successful teams					
▪ Explain effective teamwork skills					
▪ Explain the techniques of effective listening					
▪ Describe how information is transmitted through non-verbal messages					
▪ Recognize non-verbal messages					
3. Review the importance of cultural awareness in communications.					
▪ Define culture					
▪ Explain how cultural differences affect communication					
▪ Discuss communication techniques					
4. Compose effective sentences and paragraphs.					
▪ Discuss the basic elements that distinguish business writing					
▪ Review the purposes of business messages					

<b>BCOM 120 – Business Communications 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Describe audience analysis and adapting of messages to suit the audience</li> </ul>					
<ul style="list-style-type: none"> <li>Describe informal research methods for routine tasks</li> </ul>					
<ul style="list-style-type: none"> <li>Compare direct and indirect organization of ideas</li> </ul>					
<ul style="list-style-type: none"> <li>Write sentences using techniques for effective writing</li> </ul>					
<ul style="list-style-type: none"> <li>Describe three classic paragraph plans</li> </ul>					
<ul style="list-style-type: none"> <li>Use highlighting techniques (lists, bullets, headings, etc.) to emphasize important items</li> </ul>					
<ul style="list-style-type: none"> <li>Write sentences and paragraphs using appropriate tone and pattern for the situation</li> </ul>					
<b>5. Use standard format when writing business messages.</b>					
<ul style="list-style-type: none"> <li>Discuss appropriate choices of paper, and general appearance and layout of business letters</li> </ul>					
<ul style="list-style-type: none"> <li>Recognize the conventional sequence of standard business letters</li> </ul>					
<ul style="list-style-type: none"> <li>Examine the content and organization of each part of a standard business letter</li> </ul>					
<ul style="list-style-type: none"> <li>Examine additional parts which are commonly used in business letters</li> </ul>					
<ul style="list-style-type: none"> <li>Use full block, modified block and simplified letter styles</li> </ul>					
<ul style="list-style-type: none"> <li>Use open punctuation and mixed punctuation styles</li> </ul>					
<ul style="list-style-type: none"> <li>Demonstrate use of standard letter format</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss variations of standard memorandum forms and format</li> </ul>					
<ul style="list-style-type: none"> <li>Demonstrate use of standard memorandum format</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the differences and similarities between e-mail format and memorandum format</li> </ul>					
<b>6. Write routine business messages.</b>					
<ul style="list-style-type: none"> <li>Discuss the purposes of business correspondence</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the importance of clarity and goodwill in business messages</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the use of audience analysis to determine appropriate message content and tone</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the special requirements of tone when writing internal organization messages</li> </ul>					
<ul style="list-style-type: none"> <li>Analyze the purpose of a message to determine appropriate message content</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the direct pattern used for most routine business messages</li> </ul>					

<b>BCOM 120 – Business Communications 1</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
▪ Compare and contrast letters with memos and e-mail messages					
▪ Discuss effective e-mail practices, including “netiquette”					
<b>7. Write negative business messages.</b>					
▪ Describe the goals of a message delivering a refusal/bad news					
▪ Recognize ways to avoid exposing yourself and your employer to legal liability when writing negative messages					
▪ Explain the components of an indirect negative/bad news message					
▪ Identify situations which require refusal or bad news messages delivered in a (sensitive) indirect approach					
▪ Identify circumstances which warrant using a direct approach to deliver bad news					
▪ Describe strategies for tactful refusal messages					
▪ Write indirect negative letters and memos					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

The evidence file and documented evidence of presentation and evaluation skills are PLAR requirements for BCOM 121. If a candidate is unable to meet these requirements, an appropriate combination of assessment methods will be used in addition to the evidence file.

#### 1. Evidence file \*\* AND/OR

- 2 routine business memos
- 2 routine business e-mails
- 1 letter of application to PLAR
- 2 routine business letters
- 2 negative business letters
- Validation letter(s) from employer(s)
- Performance checklist to validate communication skills

\*\* Please refer to [Appendix B](#) for more information about the evidence file.\*\*

## 2. Assignments AND/OR

Memos, emails, and/or letters may be assigned if the evidence file is incomplete.

## 3. Challenge exam

- Passing mark of 60%
- Learning outcomes 1 – 4 are weighted at 20% of the exam
- Critical learning outcome 6 is weighted at 40% of the exam
- Critical learning outcome 7 is weighted at 40% of the exam

## Resources

**Note:** A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Business Communication: Process and Product, 4th Canadian Edition, Mary Ellen Guffey et al

Study Guide

CD

## BCOM 121 – Business Communications 2

You will continue to develop effective business writing skills and employability skills. The course focuses on writing business reports in informal and formal styles. Your classroom study and experience will help prepare you for a business career by developing your presentation skills.

**Credit unit(s):** 4.0

**Prerequisite(s):** BCOM 120, minimum grade of 60

<b>BCOM 121 – Business Communications 2</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Conduct research for a report.					
▪ Define a research topic, considering the audience and purpose of the report					
▪ Research a topic using print sources					
▪ Research a topic using Internet sources					
▪ Describe primary research methods					
2. Create documentation notes and bibliographies.					
▪ Explain the purpose of crediting resources					
▪ Discuss standard documentation and bibliography formats					
▪ Select the appropriate format for documentation within a report					
▪ Write in-text citations					
▪ Create a bibliography using MLA format					
3. Organize business reports.					
▪ Choose the appropriate format for an informal report					
▪ Choose an appropriate sequence for report content					
▪ Use transition techniques					
4. Use graphics to illustrate reports and presentations.					
▪ Identify the purpose of adding graphic aids to reports					
▪ Choose the appropriate graphic aids for a report considering the data, objective, report content, and audience					
▪ Develop graphic aids					
▪ Incorporate graphic aids into reports					
5. Write informal short reports.					

<b>BCOM 121 – Business Communications 2</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Compare types of information reports</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the major differences between informational and analytical reports</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss conventional content for informal business proposals</li> </ul>					
<ul style="list-style-type: none"> <li>Analyze report situations to determine whether organization should be direct or indirect</li> </ul>					
<ul style="list-style-type: none"> <li>Analyze report data/findings</li> </ul>					
<ul style="list-style-type: none"> <li>Write informal reports</li> </ul>					
<b>6. Write formal reports.</b>					
<ul style="list-style-type: none"> <li>Describe the components of formal reports</li> </ul>					
<ul style="list-style-type: none"> <li>Choose language, style and format appropriate to the purpose and audience of a report.</li> </ul>					
<ul style="list-style-type: none"> <li>Examine data to justify the report's conclusions</li> </ul>					
<ul style="list-style-type: none"> <li>Write an executive summary for a report</li> </ul>					
<ul style="list-style-type: none"> <li>Generate an informative introduction for a formal report</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare prefatory (front) and supplementary (end) parts for a report</li> </ul>					
<b>7. Deliver effective oral presentations.</b>					
<ul style="list-style-type: none"> <li>Classify presentations according to purpose</li> </ul>					
<ul style="list-style-type: none"> <li>Review audience analysis</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss methods of adapting material for listening comprehension</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the major elements of an introduction and techniques for achieving these goals</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss effective and appropriate conclusions</li> </ul>					
<ul style="list-style-type: none"> <li>Review the use of graphic/visual aids and their place in presentations</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss delivery techniques</li> </ul>					
<ul style="list-style-type: none"> <li>Apply techniques for reducing stage fright</li> </ul>					
<ul style="list-style-type: none"> <li>Develop presentations</li> </ul>					
<ul style="list-style-type: none"> <li>Deliver oral presentations</li> </ul>					
<b>8. Evaluate oral presentations.</b>					
<ul style="list-style-type: none"> <li>Recognize effective use of delivery techniques</li> </ul>					

<b>BCOM 121 – Business Communications 2</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Recognize effective presentation content</li> </ul>					
<ul style="list-style-type: none"> <li>Appraise oral presentations</li> </ul>					
<ul style="list-style-type: none"> <li>Show concern and respect for speakers</li> </ul>					
<ul style="list-style-type: none"> <li>Support speakers</li> </ul>					
<ul style="list-style-type: none"> <li>Provide balanced feedback in speaker evaluations</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file \*\*

- Formal report/formal research paper
- 1 analytical report (memo or letter format)
- 2 informational reports (memo or letter format)
- Graphics used in at least one of the above reports
- Letter(s) of validation from employer(s)
- Employer validation of presentation skills
- Testimony from Toastmasters International (or similar organization) to validate presentation and evaluation skills

\*\*Please refer to [Appendix B](#) for more information about the evidence file.\*\*

#### 2. Assignments

- 1 formal report
- 1 analytical assignment
- 2 short informational reports
- 2 presentations which may be pre-recorded
- 1 evaluation of a pre-recorded presentation

#### 3. Challenge exam

- Passing mark of 60%
- Critical learning outcome 5 is weighted 60% of the exam
- Critical learning outcome 7 is weighted 40% of the exam

## Resources

**Note:** A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Business Communication: Process and Product, 4th Canadian Edition, Mary Ellen Guffey et al

Study Guide

CD

## ADMN 126 - Introduction to Management

You will be provided with an overview of the development of management theory and practices. The course content includes organizing, planning, leading and controlling. You will focus on decisions in different types of environments.

**Credit unit(s):** 4.00

**Prerequisite(s):** ADMN 140

<b>ADMN 126 - Introduction to Management</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the concept of management and its relationship to organizational success.					
▪ Identify the functions of management					
▪ Describe the management roles					
▪ Identify which skills are necessary at each of the management levels					
▪ Identify the different levels of management and their purposes					
2. Explain the development and evolution of management theory.					
▪ Explain how job specialization has impacted scientific management theory					
▪ Recall the theory of scientific management					
▪ Identify the five principles of the Theory of Bureaucracy					
▪ Recall the Behavioural Management Theory					
▪ Identify the impact the Hawthorne Studies have on the development of the Human Relations Movement					
▪ Describe the approach of the Management Science Theory					
▪ Describe the Contingency Theory of Management					
3. Describe the environmental factors that impact an organization's success.					
▪ Identify the environmental forces on an organization					
▪ Define general environment					
▪ Define internal environment					
▪ Define task environment					
▪ Describe the impact on an industry's life cycle caused by changes in task and/or general environments					

<b>ADMN 126 - Introduction to Management</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Discuss how boundary-spanning and gate-keeping are utilized to protect an organization</li> </ul>					
<b>4. Identify the challenges when operating in a global economy.</b>					
<ul style="list-style-type: none"> <li>Define the term tariff</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the intent of the Free Trade Doctrine</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the purpose of GATT</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the purpose of WTO</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the purpose of NAFTA</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the challenges an organization faces when operating in a global task environment</li> </ul>					
<ul style="list-style-type: none"> <li>Describe Hofstede's Model of National Culture</li> </ul>					
<ul style="list-style-type: none"> <li>List the obstacles to the development of a more open global environment</li> </ul>					
<b>5. Recognize different ethical models that affect an organization and its stakeholders.</b>					
<ul style="list-style-type: none"> <li>Define the term organizational stakeholders</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the Utilitarian Model of Ethical Decision-Making</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the Moral Rights Model of Ethical Decision-Making</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the Justice Model of Ethical Decision-Making</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the sources of an organization's code of ethics</li> </ul>					
<b>6. Describe the impact that the major approaches to corporate social responsibility have on an organization and its stakeholders.</b>					
<ul style="list-style-type: none"> <li>Identify the approaches to social responsibility</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact on an organization and its stakeholders under the obstructionist approach</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact on an organization and its stakeholders under the defensive approach</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact on an organization and its stakeholders under the accommodative approach</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact on an organization and its stakeholders under the proactive approach</li> </ul>					
<b>7. Solve an organizational problem using the decision-making process.</b>					

<b>ADMN 126 - Introduction to Management</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Differentiate between programmed and non-programmed decision making</li> </ul>					
<ul style="list-style-type: none"> <li>Differentiate between a satisfying decision and an optimizing decision</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the causes of incomplete information</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the steps in the decision-making process</li> </ul>					
<ul style="list-style-type: none"> <li>Evaluate alternatives in a decision</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the cognitive biases that may lead to a poor decision</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the advantages and disadvantages of group decision</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the group decision</li> </ul>					
<b>8. Describe how the planning process is used at different levels of an organization.</b>					
<ul style="list-style-type: none"> <li>Describe the purpose of planning</li> </ul>					
<ul style="list-style-type: none"> <li>Define the term strategy</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the purpose of a mission statement</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the purpose of a vision statement</li> </ul>					
<ul style="list-style-type: none"> <li>Explain each of the steps in the planning process</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the types of planning that occur at different levels in an organization</li> </ul>					
<b>9. Describe the various organizational structures and the influences that determine them.</b>					
<ul style="list-style-type: none"> <li>Explain the differences between centralization and decentralization of authority</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the functional organizational structure and the environmental contingencies that support it</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the divisional organizational structure and the environmental contingencies that support it</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the advantages and disadvantages of the divisional structure</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the matrix organizational structure and the environmental contingencies that support it</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the advantages and disadvantages of the matrix structure</li> </ul>					
<ul style="list-style-type: none"> <li>Identify current and future trends in an organizational structure</li> </ul>					
<b>10. Recognize organizational controls.</b>					

<b>ADMN 126 - Introduction to Management</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
▪ Define organizational control					
▪ Explain the steps in the control process					
▪ Explain the difference between feedforward controls, concurrent controls, and feedback controls					
▪ Identify three mechanisms of output control					
▪ Describe the effectiveness of the three mechanisms of behavioural control					
▪ Describe how organizations attempt to control their culture					
11. Evaluate how different leadership models can impact an organization.					
▪ Define the term leadership					
▪ Describe sources of power and their appropriate use					
▪ Explain the trait theory of leadership					
▪ Describe the components of the behaviour model of leadership					
▪ Describe the focus of the contingency models of leadership					
▪ Explain the differences in the key characteristics of transactional and transformational leadership					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

The candidate will need to develop an evidence file with documents including an [employer validation](#), resume including references (include letters of reference if available), training verification and work samples. Include any other documentation that demonstrates your knowledge and skills of this course's learning outcomes. The following must be submitted:

- Employer validation ([Appendix A](#))
- Resume including references
- Relevant work based training or workshops attended – please include any certificates, statements of attendance, agendas or workshop outlines you may have.

## 2. Clarification interview

The assessor may contact the candidate for explanation or verification of submitted evidence.

## 3. Challenge exam

The candidate may be required to write an exam if there is a weakness in the evidence file.

## Resources

Jones, George, Lane. *Contemporary Management*, 2<sup>nd</sup> Canadian Edition.

## ECON 120 – Microeconomics

Your studies will focus on how production and consumption decisions are made in a market economy. You will learn to analyze supply, demand, cost, price determination, response to price changes, and income distribution.

**Credit unit(s):** 4.0

**Equivalent course(s):** RT 191

<b>ECON 120 – Microeconomics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the nature and methods of economics.					
▪ Define economics					
▪ State the reasons why we study economics					
▪ Explain how economic principles are derived					
▪ Explain the difference between microeconomics and macroeconomics					
▪ Explain the difference between a positive and a normative statement					
▪ Identify society's economic goals					
▪ Prepare a graph from two sets of related variables					
▪ Explain the difference between a direct and an inverse relationship					
2. Explain the economizing problem.					
▪ Recognize the relationship between resources and wants					
▪ Identify the major economic resources and the type of income associated with each of them					
▪ Explain the concept of the production possibilities curve					
3. Demonstrate price equilibrium changes using the laws of supply and demand.					
▪ Define supply and demand					
▪ State the laws of supply and demand					
▪ Explain the determinants which cause the supply and demand curves to shift					
▪ Demonstrate the effects of changes in supply and/or demand on equilibrium price and quantity in a market free of government intervention					

<b>ECON 120 – Microeconomics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Describe economic systems.					
▪ State the characteristics of a capitalist economic system					
▪ Explain the fundamental questions for every economy					
▪ Discuss the characteristics common to all modern economies					
▪ Explain the circular flow model of a market system					
5. Compute price elasticity of demand.					
▪ Define the concepts of price elasticity of demand and supply					
▪ State the determinants of price elasticity					
▪ Compute the coefficient of price elasticity of demand					
6. Describe economic phenomena that affect the market system.					
▪ Describe the effects of price ceilings and floors on the market					
▪ Describe how income and substitution effects explain the typically down-sloping demand curve					
▪ Explain diminishing marginal utility					
▪ Explain the economic value of time as it relates to consumer behaviour					
7. Compute the costs of production.					
▪ Distinguish between plants, firms, and industries					
▪ State the advantages and disadvantages of each of the major forms of business ownership					
▪ Explain economic costs					
▪ Explain the relationship between average and marginal product					
▪ State the law of diminishing marginal returns					
▪ Determine the total and per-unit costs of production					
▪ Compare the short and long-run costs for a business firm					
8. Determine price and output levels under the purely competitive market structure.					
▪ Explain the characteristics of pure competition					

<b>ECON 120 – Microeconomics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Explain the relationship between a firm's level of output, cost of production, product price, and size under short-run and long-run time frames</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the difference between allocative and productive efficiency in a competitive market</li> </ul>					
<ul style="list-style-type: none"> <li>Use the total revenue/total cost and the marginal revenue/marginal cost approaches to determine a competitive firm's output in the short run</li> </ul>					
<b>9. Determine price and output levels under the purely monopolistic market structure.</b>					
<ul style="list-style-type: none"> <li>Explain what is meant by the term monopoly</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how economies of scale and x-inefficiency affect the costs of purely competitive and monopolistic firms</li> </ul>					
<ul style="list-style-type: none"> <li>Explain price discrimination</li> </ul>					
<ul style="list-style-type: none"> <li>Describe price regulation as it pertains to monopolies</li> </ul>					
<ul style="list-style-type: none"> <li>Use the total revenue/total cost and the marginal revenue/marginal cost approaches to determine a monopoly's output in the short run</li> </ul>					
<b>10. Explain the characteristics of monopolistically competitive firms and industries and oligopolistic firms and industries.</b>					
<ul style="list-style-type: none"> <li>Explain the characteristics of monopolistic competition</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how the level of output and price are determined by a monopolistic competitor</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the relationship between price and average cost for the monopolistic competitor</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the wastes of monopolistic competition</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the advantages and disadvantages of advertising</li> </ul>					
<ul style="list-style-type: none"> <li>Describe oligopolies</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the difficulties involved in predicting prices and levels of output for oligopolists</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the inflexibility of prices using the kinked demand curve</li> </ul>					
<ul style="list-style-type: none"> <li>Explain collusion</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the role of non-price competition in oligopolistic industries</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Targeted resume (and)

A targeted resume is a resume that is customized so that it specifically highlights the experience and skills you have that are relevant to the course you are challenging.

- It focuses on your skills and experience, rather than on your chronological work history. Edit your existing resume so that your skills and knowledge under each job experience match the critical learning outcomes of the course.
- State your capabilities, what you can do as well as your achievements what you have done. Make sure that your statements regarding your capabilities and achievements are short and put in bullet style.

Please refer to the website <http://jobsearch.about.com/od/resumes/a/target.htm> for a sample and more information on a targeted resume.

### 2. Challenge Exam (and/or)

Time allowed: as needed, but approximately 3 hours.

The exam has 18 short answers with 4 essay questions. Some questions have tables to fill that require simple calculations. Instructor will share exam blueprint of questions for each outcome in the self-audit meeting with candidate.

### 3. Clarification interview

The assessor may contact the candidate for explanation or verification of submitted evidence.

## Resources

Any introductory economics texts will provide relevant information such as the following one:

McConnell, Brue, Flynn, & Barbiero. (2010). *Microeconomics*, 12<sup>th</sup> edition. McGraw Hill Higher Education.

The following websites may also assist you in preparation for the challenge exam.

[http://highered.mcgraw-hill.com/sites/0070969523/student\\_view0/searchable\\_glossary.html](http://highered.mcgraw-hill.com/sites/0070969523/student_view0/searchable_glossary.html)

[http://highered.mcgraw-hill.com/sites/0070969523/student\\_view0/chapter1/multiple\\_choice\\_quiz.html](http://highered.mcgraw-hill.com/sites/0070969523/student_view0/chapter1/multiple_choice_quiz.html)

## FIN 120 – Mathematics of Finance

You will deal with commercial problems involving simple interest, discounts and markups, partial payments, and commuting a series of obligations. It continues with a wide variety of problems involving compound interest, ordinary annuities, amortization of debt, sinking funds, and valuation of bonds. Practical applications are stressed throughout the course. Use of the financial calculator is shown throughout the course.

**Credit unit(s):** 4.0

<b>FIN 120 – Mathematics of Finance</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Solve business problems using ratios, percentages and proportions.					
<ul style="list-style-type: none"> <li>▪ Apply discounts to a variety of business problems</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Compute the single discount rate equivalent to successive discounts</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Determine the percentage change in a quantity</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Given the percentage change, determine either the initial or final value of a quantity</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Determine the markup of a quantity based on either the cost or the selling price of the quantity</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use discounts and markups to determine the cost, selling price and list price of a quantity</li> </ul>					
2. Perform currency exchange calculations.					
<ul style="list-style-type: none"> <li>▪ Convert currency from one country's currency to another.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Determine the new exchange rate when either the importing or exporting country alters their currency</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate the value of imports and/or exports when either the importing country or exporting country alters the value of their currency</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Determine the factor of change and/or percentage change when a country's currency is altered in value</li> </ul>					
3. Solve problems using simple interest.					
<ul style="list-style-type: none"> <li>▪ Solve for any of the variables, using the simple interest formula</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Solve for any of the variable in simple amount formula</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate the interest earned for a daily interest savings account</li> </ul>					

<b>FIN 120 – Mathematics of Finance</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Calculate the present value of interest bearing and non interest bearing debts</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the dollar amount of a cash discount applied to tax or invoice situations</li> </ul>					
<ul style="list-style-type: none"> <li>Determine the interest rate equivalent to a given discount rate</li> </ul>					
<b>4. Calculate repayments of debts using the Declining Balance Method (U.S. Rule) and the Merchant's Rule</b>					
<ul style="list-style-type: none"> <li>Use discounts and markups to determine the cost, selling price and list price of a quantity</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the balance owing on a loan at any time using the Declining Balance method</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the interest and principal portions of any payment using the U.S. Rule</li> </ul>					
<ul style="list-style-type: none"> <li>Verify debt repayments using the Declining Balance Method</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the total interest charged on a loan</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the balance owing on a debt at any time by the Merchant's Rule</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the interest and principal portions of any payment using the Merchants Rule</li> </ul>					
<b>5. Commute contract obligations.</b>					
<ul style="list-style-type: none"> <li>Commute a contract involving a compound interest situation</li> </ul>					
<ul style="list-style-type: none"> <li>Perform a contract commutation involving annuities</li> </ul>					
<b>6. Solve problems involving compound interest.</b>					
<ul style="list-style-type: none"> <li>Use the formula to solve for any of the variables</li> </ul>					
<ul style="list-style-type: none"> <li>Determine the compound amount through changing compound interest rates</li> </ul>					
<ul style="list-style-type: none"> <li>Discount an amount through changing compound interest rates</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the rate of return on an investment</li> </ul>					
<ul style="list-style-type: none"> <li>Determine the time required for an investment to become a specified future value</li> </ul>					
<ul style="list-style-type: none"> <li>Determine the rate of interest at which a given principal grows to become a required future value</li> </ul>					

<b>FIN 120 – Mathematics of Finance</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
7. Calculate the present value/future value of ordinary annuities					
▪ Calculate the future value of an annuity					
▪ Calculate the P.V. of an ordinary annuity					
8. Perform calculations on ordinary annuities.					
▪ Construct an amortization schedule fully labelling					
▪ Determine the total interest charges over a period of time					
▪ Calculate the increased balance at the end of the term as a result of missing payments					
▪ Determine the amount of a payment that goes to principal as a result of a penalty clause					
▪ Calculate the interest savings resulting from making additional payments on a mortgage with or without penalty clauses					
▪ Calculate the interest savings resulting from increased payments					
▪ Calculate the amount of the subsidy if government or institutions wish to reduce the interest rate on a mortgage					
▪ Calculate the financial repercussions as a result of a repossession situation					
9. Perform calculations on sinking funds					
▪ Determine the required periodic interest payment					
▪ Determine the periodic sinking fund deposit required					
▪ Calculate the “effective rate” of a sinking fund					
10. Perform calculations for the valuation of bonds.					
▪ Calculate the purchase price of different types of bonds					
▪ Calculate the A.I.P., market quotation, accrued interest and the flat price					
▪ Determine the value of a bond if bought between coupon dates					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Targeted resume (and)

A targeted resume is a resume that is customized so that it specifically highlights the experience and skills you have that are relevant to the course you are challenging. The targeted resume must show related work experience and or courses taken that pertain directly to Mathematics of Finance.

- It focuses on your skills and experience, rather than on your chronological work history. Edit your existing resume so that your skills and knowledge under each job experience match the critical learning outcomes of the course.
- State your capabilities, what you can do as well as your achievements what you have done. Make sure that your statements regarding your capabilities and achievements are short and put in bullet style.

Please refer to the website <http://jobsearch.about.com/od/resumes/a/target.htm> for a sample and more information on a targeted resume.

### 2. Challenge exam

Time allowed: 3 hours

The exam will consist of approximately 20 questions. There are approximately five questions that cover the material required to assess learning outcomes 1, 2 and 3. The exam concentrates on learning outcomes 4 to 11, that is, on the compound interest sections of this course.

There are no graphs or formal definitions required on the exam.

You must show all your work. Each question will be graded for the initial formula, the supporting work and the correct answer. The Merchant's Rule equation needs to be shown only once (on the specified question) on the exam.

It is imperative that applicant be adept in the use of a financial calculator.

The passing mark for the challenge exam is 60%. No formula sheets are allowed into the examination room. The applicant is allowed and in fact encouraged to bring and use a financial calculator during the exam.

## Resources

Mathematics of Finance Learning Materials, Palliser Campus Mathematics Department, Palliser Campus Bookstore, 2010

Hummelbrunner and Coombs, Mathematics of Finance with Canadian Applications Sixth Edition, Pearson Hall, 2008.

Jerome F., Business Mathematics in Canada, Sixth Canadian Edition, McGraw-Hill Ryerson, 2010.

It is also suggested that the candidate view the website: <http://programs.siastr.sk.ca/fin120>. Here under the "Solutions to assignment" section you can view the required solution method for the exam questions

## MKTG 120 - Marketing

You will discover the dynamic field of marketing. You will explore what marketing is, how it works, and the effect it can have on consumers and on society. At the end of the course, you should have a strong sense of how to market yourself, your skills, your ideas, as well as more traditional products and services. Marketing concepts you will learn include: the strategic marketing planning process, segmentation, positioning, forecasting, consumer behaviour, and the marketing mix. This introductory course will provide you with a strong foundation should you choose more specialized study within the field of marketing.

**Credit unit(s):** 4.0

<b>MKTG 120 - Marketing</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the function of marketing within an organization.					
▪ Define marketing					
▪ Explain the expanded marketing mix					
▪ Explain the relationship between exchange and marketing					
▪ Discuss the modern marketing concept					
▪ Describe the four R's of marketing					
2. Complete a Strategic Market Plan for an organization.					
▪ Describe the three forces present in the environment of all organizations					
▪ Describe the six external forces that influence an organization's marketing activities					
▪ Explain the micro-environmental influences and the internal environmental forces that can affect a company' marketing abilities					
▪ Explain the purpose and process or organizational planning					
▪ Identify the similarities and differences among mission, objectives, strategies, and tactics					
▪ Recognize the steps of Strategic Company Planning					
▪ Explain the steps in the Strategic Marketing Planning Process					
▪ Describe the purpose and responsibilities of an annual marketing plan					
▪ Explain the Boston Consulting Group matrix and the product market growth matrix					
▪ Prepare a S.W.O.T. analysis for a given company					
3. Explain consumer and business buyer behaviour.					

<b>MKTG 120 - Marketing</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Discuss the stages in the buyer decision process</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the social and group forces that influence purchase decisions</li> </ul>					
<ul style="list-style-type: none"> <li>Describe reference group influence on buyer behaviour</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the psychological component of consumer behaviour</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the categories of situational influences and their effects</li> </ul>					
<ul style="list-style-type: none"> <li>Define the business market</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the major factors that influence business buyer behaviour</li> </ul>					
<b>4. Select the appropriate market segmentation, target market, and market positioning for any given product and/or organization.</b>					
<ul style="list-style-type: none"> <li>Explain the meaning, benefits, and limitations of market segmentation</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the geographic and demographic bases for segmenting consumer markets</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how to segment markets based on lifestyle or product-related behaviour</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how companies identify attractive market segments and choose a market-coverage strategy</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the importance of positioning brand or company to appeal to target market segments</li> </ul>					
<b>5. Identify strategies for the marketing of services.</b>					
<ul style="list-style-type: none"> <li>Discuss the nature and importance of services in our economy</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the four characteristics of services and their marketing implications</li> </ul>					
<ul style="list-style-type: none"> <li>Describe issues related to planning the marketing mix for services</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the importance of service in building customer relationships</li> </ul>					
<b>6. Identify strategies for the marketing of products</b>					
<ul style="list-style-type: none"> <li>Discuss the importance of branding and building a brand strategy</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the benefits of brand equity</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the characteristics of a good brand name</li> </ul>					
<ul style="list-style-type: none"> <li>Identify producers' and intermediaries' branding strategies</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the roles of packaging, labelling, and product support services</li> </ul>					

<b>MKTG 120 - Marketing</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
7. Explain product life cycles and marketing strategies for products.					
▪ Define product					
▪ Discuss the characteristics and marketing considerations for consumer and business goods					
▪ Explain the decisions companies make when developing product lines and mixes					
▪ Explain how companies find and develop new product ideas					
▪ Describe the steps in the new product development process					
▪ Discuss adoption and diffusion processes for new products					
▪ Describe the stages of the product life cycle					
▪ Explain how marketing strategies change during the product's life cycle					
8. Explain pricing considerations and strategies.					
▪ Explain the external and internal factors affecting a firm's pricing decisions					
▪ Describe three general approaches to setting prices					
▪ Explain pricing strategies and policies					
▪ Explain the pricing strategies for entering a market					
▪ Explain the types and purposes of discounts					
▪ Discuss geographic and special pricing strategies					
9. Describe the importance and function of distribution channels for organizations.					
▪ Explain why companies use distribution channels					
▪ Discuss the sequence of decisions involved in designing distribution channels					
▪ Describe the major channels of distribution for consumer's goods and services					
▪ Explain the factors affecting the choice of distribution channels					
▪ Explain the role of wholesalers in the distribution channel					
▪ Explain the importance of retailing in the distribution channel					
10. Design a basic integrated marketing communications program.					

<b>MKTG 120 - Marketing</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Explain the role of marketing communications</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the different methods of marketing communications</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the concept of integrated marketing communications</li> </ul>					
<ul style="list-style-type: none"> <li>Examine how the marketing communications mix is designed</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the considerations in developing a marketing communications budget</li> </ul>					
<ul style="list-style-type: none"> <li>Plan an integrated marketing communications program</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

- Detailed current resume
- Employer validation checklist
- Self-audit for marketing (MKTG 120).
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).
- If applicable, any **additional items** to support the evidence file.
- Work sample of a marketing plan

### Option 1

**Marketing plan: work sample** – Candidates may submit an actual marketing plan they have developed in their work place. The plan must be the candidate's own work and must be validated as such by their direct supervisor or employer.

### Option 2

**Marketing plan: case option** – For candidates who do not wish to submit an actual work sample or who cannot submit a work sample due to company's confidentiality policies, you may choose to complete a case study. This case study assignment will be given to you when you meet with the program faculty in [Step 3 of the PLAR process](#).

**Any marketing plan must address the following items:**

- Environmental scan (indicating opportunities and threats)
- Internal strengths and weaknesses
- Mission statement
- Organizational and marketing objectives
- Consumer profile(s) using the four bases of segmentation
- Positioning strategy(ies)
- Pricing strategy(ies)
- Break-even analysis
- Distribution channel and selection
- Integrated communications plan

### Resources

Armstrong, G., Kotler, P., Cunningham, P. & Mitchell, P. (2009) *Marketing: An Introduction, Canadian Edition*. Don Mills: Pearson Education.

Any introductory reference text book on marketing.

Other resources as directed by the instructor.

## STAT 120 – Business Statistics

You will be introduced to the elements of statistics used in business. The course content includes frequency distribution, measure of central tendency and dispersion, probability distributions (discrete and continuous), sampling, sampling distributions, estimations, regressions, correlation and elementary hypothesis-testing.

**Credit unit(s):** 4.0

**Equivalent course(s):** ACP 374

<b>STAT 120 Business Statistics</b>	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.					
1. Use statistical terminology and thinking.					
2. Diagram appropriate tables and graphical charts for organizing and presenting data.					
3. Calculate averages for summarizing data.					
<ul style="list-style-type: none"> <li>▪ Distinguish the basic types of averages, the mode, median, and mean</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use mathematics symbolism to express the formula for any average from any data distribution</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use calculator features and functions to compute and cumulate products and sums for the computation of averages</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Develop additional columns to the basic data tables for the proper demonstration and reporting of any average from any kind of data distribution</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Distinguish exact and approximate averages</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculated the arithmetic weighted mean</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate the geometric mean from time series data</li> </ul>					
4. Calculate the Standard Deviation and Variance for finding data variability.					
<ul style="list-style-type: none"> <li>▪ Interpret measures of variability of data</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use mathematics symbolism to represent Standard Deviation and Variance for any data distribution</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use calculator features and functions to compute and cumulate deviations and sums for the computation of measures of variation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Develop additional columns to the basic data tables for the proper demonstration and reporting of any variation from any kind of data distribution</li> </ul>					

<b>STAT 120 Business Statistics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Calculate the Standard Deviation and Variance for any kind of data distribution</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply correct units to the calculated measure of variation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Distinguish exact and approximate measures of variation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Distinguish population and sample variation measures</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Interpret the Standard scale and score</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate the standard score or z- value for any data distribution</li> </ul>					
<b>5. Calculate data positions, ranges, and shape.</b>					
<ul style="list-style-type: none"> <li>▪ Interpret symmetric and skewed data distributions.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Analyze the relative positions of the averages for symmetrical and skewed data distributions.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use mathematics symbolism to represent fractiles, like deciles, quartiles, and percentiles for any data distribution.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use calculator features and functions to compute the various fractiles.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Develop additional columns to the basic data tables for the proper demonstration and reporting of any fractile from any kind of data distribution.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate any fractional measures of location from any data distribution</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify situations that require the arithmetic weighted mean.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate skewness of any data distribution</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate the coefficient of variation</li> </ul>					
<b>6. Calculate basic probabilities using fundamental concepts and symbolism.</b>					
<ul style="list-style-type: none"> <li>▪ Interpret probability as relative frequency</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use mathematics symbolism to represent the conceptual and fundamental formulas for basic probability</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Distinguish the basic terms of probability, like outcome, event, sample space, etc</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Employ a simple random experiment of multiple coins flipping to experience the special properties of probability</li> </ul>					

<b>STAT 120 Business Statistics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Diagram Venn and Tree diagrams, and Contingency tables to visually illustrate the outcomes and events of probability</li> </ul>					
<ul style="list-style-type: none"> <li>Apply Addition, and Multiplication rules of probability</li> </ul>					
<ul style="list-style-type: none"> <li>Distinguish marginal, joint, and conditional probabilities</li> </ul>					
<b>7. Apply Baye's rule to find revised probabilities of historic.</b>					
<ul style="list-style-type: none"> <li>Diagram Venn, and Tree diagrams, and Contingency tables to illustrate conditional probability</li> </ul>					
<ul style="list-style-type: none"> <li>Use mathematics symbolism to represent basic conditional probability</li> </ul>					
<ul style="list-style-type: none"> <li>Apply the conditional rule of probability</li> </ul>					
<ul style="list-style-type: none"> <li>Interpret conditional probability as revised probability</li> </ul>					
<ul style="list-style-type: none"> <li>Distinguish historic probabilities and revised probabilities, i.e. priori and posteriori probabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Interpret the Tree diagram and Contingency table to visually illustrate historic and revised probabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Recognize an experimental design as yielding historic and revised probabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Apply Baye's' Rule.</li> </ul>					
<b>8. Use discrete and Binomial probability.</b>					
<ul style="list-style-type: none"> <li>Distinguish probability distribution and random variable</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the mean, variance, and standard deviation of a discrete probability distribution.</li> </ul>					
<ul style="list-style-type: none"> <li>Distinguish discrete, Bernoulli and Hypergeometric binomial probability distribution</li> </ul>					
<ul style="list-style-type: none"> <li>Use mathematics symbolism to represent the discrete binomial probabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the binomial probabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the binomial nature of the Poisson probability distribution</li> </ul>					
<ul style="list-style-type: none"> <li>Apply the Poisson probability formula</li> </ul>					
<b>9. Apply the continuous and Normal probability distribution to business data populations and samples.</b>					
<ul style="list-style-type: none"> <li>Distinguish discrete and continuous probability distributions</li> </ul>					

<b>STAT 120 Business Statistics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Explain how probabilities are assigned to a continuous random variable.</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the characteristics of a normal probability distribution.</li> </ul>					
<ul style="list-style-type: none"> <li>Use mathematics symbolism to represent continuous Normal probabilities.</li> </ul>					
<ul style="list-style-type: none"> <li>Interpret the standard Normal curve and z-value for any Normal distribution.</li> </ul>					
<ul style="list-style-type: none"> <li>Sketch the standardized Normal graph for any Normal data distribution.</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate any continuous, Normal probability</li> </ul>					
<b>10. Demonstrate the Central Limit Theorem.</b>					
<b>11. Apply the Central Limit Theorem to simple experimental design.</b>					
<ul style="list-style-type: none"> <li>Calculate sample size and error</li> </ul>					
<ul style="list-style-type: none"> <li>Demonstrate the calculation of the standard error of the mean and proportion</li> </ul>					
<ul style="list-style-type: none"> <li>Define and construct a sampling distribution of sample proportions</li> </ul>					
<ul style="list-style-type: none"> <li>Apply the Central Limit Theorem</li> </ul>					
<b>12. Construct (5) confidence intervals for a population mean and proportion.</b>					
<ul style="list-style-type: none"> <li>Apply the appropriate confidence coefficient based on small (<math>n &lt; 30</math>) or large (<math>n \geq 30</math>) sample size</li> </ul>					
<ul style="list-style-type: none"> <li>Construct a confidence interval of the mean for small and large samples</li> </ul>					
<ul style="list-style-type: none"> <li>Construct a confidence interval of the proportion for large samples</li> </ul>					
<b>13. Construct hypothesis testing for a mean and proportion for large and small samples.</b>					
<ul style="list-style-type: none"> <li>Discuss the terms and terminology of hypothesis testing</li> </ul>					
<ul style="list-style-type: none"> <li>Distinguish one-tailed and two tailed tests, and Type I and Type II errors</li> </ul>					
<ul style="list-style-type: none"> <li>Compose the statements for null and alternate hypotheses with inequalities</li> </ul>					
<ul style="list-style-type: none"> <li>Construct the five steps needed to obtain the decision diagram for the mean or proportion, for large and small samples</li> </ul>					

<b>STAT 120 Business Statistics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Compose in technical language with supporting evidence the test decision taken</li> </ul>					
14. Construct hypothesis testing for a difference of means for large and small samples.					
<ul style="list-style-type: none"> <li>Discuss the similarities and complexities of hypothesis testing involving two populations</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss normal populations, populations of equal variance, and independent sampling</li> </ul>					
<ul style="list-style-type: none"> <li>Compose the statements for null and alternate hypotheses with inequalities</li> </ul>					
<ul style="list-style-type: none"> <li>Construct the five-steps needed to obtain the decision diagram for the difference of two population means and proportions</li> </ul>					
<ul style="list-style-type: none"> <li>Compose in technical language with supporting evidence the test decision taken</li> </ul>					
15. Analyze paired data using the Linear Regression method and correlation analysis.					
<ul style="list-style-type: none"> <li>Discuss the terms and terminology of regression and correlation analysis</li> </ul>					
<ul style="list-style-type: none"> <li>Construct the table of figures needed for the Regression equation and correlation coefficient</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the predicted value using the regression equation</li> </ul>					
<ul style="list-style-type: none"> <li>Define the terms correlation coefficient and coefficient of determination</li> </ul>					
<ul style="list-style-type: none"> <li>Calculate the Pearson Correlation Coefficient and Coefficient of Determination</li> </ul>					
<ul style="list-style-type: none"> <li>Interpret the Pearson correlation coefficient and coefficient of determination</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Targeted resume

A targeted resume is a resume that is customized so that it specifically highlights the experience and skills you have that are relevant to the field of Business Statistics.

It focuses on your skills and experience, rather than on your chronological work history. Edit your existing resume so that your skills and knowledge under each job experience match the critical learning outcomes of the course.

- State your capabilities, what you can do as well as your achievements what you have done. Make sure that your statements regarding your capabilities and achievements are short and put in bullet style.

Please refer to the website <http://jobsearch.about.com/od/resumes/a/target.htm> for a sample and more information on a targeted resume.

It focuses on the candidates' skills and experience, rather than on chronological work history. Please have the candidate edit their existing resume so that skills and knowledge under each job experience match the critical learning outcomes of the course.

## 2. Challenge exam

Time Allowed: 3 hours

The pass mark on the challenge exam is 60%

There are approximately 40 questions formatted as Word problems. The questions are based on the learning outcomes found in the Business Statistics self-audit of the PLAR Business Certificate candidate guide.

Students writing the challenge test are given a set of Statistical tables and Formula Sheets to assist them with their solutions to the exam questions. Instructor will share with PLAR candidates at the self-audit meeting as described in Step 3 of the PLAR Process <http://www.siastr.sk.ca/stuservices/plar/PDF/PLARprocessFchart02.pdf>

Test criteria: Please show all work – you will be given partial marks for correct steps.

**All steps** to most questions require:

- Use proper **symbols**
- State clearly which **formula** you are using
- **Substitute** appropriately into the formulas
- **Simplify** your work and **round** your **answers** appropriately
- **Include** the **Units** with the statistical measure
- Use **properly labelled** sampling distribution curves and **probability notation** where appropriate in your answers

Calculator: Use of a statistical featured-calculator is recommended for the exam.

## Resources

Student's Edition Textbook: Lind, Marchal, Wathen and Waite, *Basic Statistics for Business & Economics* (3 rd Canadian edition) , McGraw Hill - Ryerson, 2009

Web sites to consider:        [www.istudystatistics.ca](http://www.istudystatistics.ca)  
   [www.mhhe.com/lind13e](http://www.mhhe.com/lind13e)

## ACCT 225 – Managerial Accounting

Your studies will provide an introduction to the fundamentals of managerial accounting. You will examine cost concepts, pricing strategies, manufacturing accounting, cost allocation, and budgeting processes, and you will be able to select appropriate managerial accounting techniques for decision making.

**Credit unit(s):** 5.0

**Prerequisite (s):** ACCT 122, minimum grade of 60

<b>ACCT 225 – Managerial Accounting</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the nature and role of managerial accounting in a business environment.					
▪ Define managerial accounting					
▪ Compare managerial accounting and financial accounting					
▪ Identify different decision-making structures in the business environment					
2. Apply appropriate cost terms and classifications for costs incurred by a business organization.					
▪ Apply appropriate cost terms, concepts and classifications to costs incurred by a business concern					
▪ Identify fixed, variable and mixed costs incurred by an organization					
▪ Use the high-low method to determine variable and fixed components of a mixed cost					
▪ Use the scattergraph method to determine variable and fixed components of a mixed cost					
3. Use cost flow information to prepare financial schedules.					
▪ Describe the flow of costs for a business organization					
▪ Identify costs that can be inventoried					
▪ Prepare statements for cost of manufacturing, cost of goods sold, and income					
▪ Compute predetermined overhead rates					
▪ Apply job-order costing techniques in a business organization					
▪ Describe proper treatments for over-applied and under-applied overhead costs					
4. Use cost flow information to prepare budget documents.					
▪ Explain the budgeting process					
▪ Prepare a master budget and supporting schedules for a business					

<b>ACCT 225 – Managerial Accounting</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Prepare a cash budget</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a flexible budget</li> </ul>					
5. Use cost information for planning in a business environment.					
<ul style="list-style-type: none"> <li>▪ Explain the standard setting process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate standard costs for manufacturing concerns</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use variance analysis and management by exception techniques</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare detailed analysis of variances for direct labour, direct materials, fixed overhead costs and variable overhead costs</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Interpret variances for possible causes</li> </ul>					
6. Use cost information to control purposes in a business environment.					
<ul style="list-style-type: none"> <li>▪ Prepare income statements in contribution margin format</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Calculate margin of safety and degree of operating leverage using contribution margin</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use contribution margin and operating leverage to determine net income given changes in prices, costs or volume</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use contribution margin for cost-volume-profit analysis</li> </ul>					
7. Use cost-volume-profit information for decision making in a business environment.					
<ul style="list-style-type: none"> <li>▪ Prepare segmented income statements</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Interpret segmented income statements for decision making</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify relevant costs for decision making</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Evaluate options using relevant costs</li> </ul>					
8. Select appropriate managerial accounting techniques for decision making in a business environment.					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Please include any work samples, validations, letters of reference, and documentation that demonstrates your knowledge and skills of this course's learning outcomes. The following must be submitted:

- Employer validation
- Resume
- Relevant workbased training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have
- Work samples including:
  - financial schedules – statements for cost of manufacturing, cost of goods sold, and income
  - budget documents – master budget, cash budget, flexible budget
  - income statements – contribution margin format, segmented income statements
  - master budget for an organization/business

### 2. Clarification interview

Assessor may contact candidate for explanation or verification of submitted evidence.

### 3. Exam

If the evidence submitted is complete or missing some skills and knowledge, candidates may be asked to write a short answer exam.

## Resources

Garrison, Noreen, Kalagnanam, Vaidyanathan (2005). *Introduction to Managerial Accounting, Canadian Edition*. Toronto: McGraw Hill Ryerson.

## ADMIN 203 – E-Business

You will become familiar with current and emerging electronic business technologies. You will investigate business models and strategies that online businesses implement to address security, payment systems, marketing, and e-procurement. The course will educate a new generation of managers, planners, analysts and programmers in the realities and potential for electronic business.

**Credit units:** 2.0

<b>ADMIN 203 – E-Business</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify E-Business strategies.					
▪ Define E-Business					
▪ List the E-Business models					
2. Describe E-Business architecture.					
▪ Define Internet, Intranets, and Extranets					
▪ Define enterprise systems					
▪ Describe E-Business security					
▪ Describe E-Business payment systems					
3. Describe E-Business applications.					
▪ Define supply chain management					
▪ Define e-procurement					
▪ Describe customer relationship management					
4. Relate how businesses conduct E-Business.					
▪ Describe e-marketing and advertising					
▪ Relate privacy, legal, and taxation issues in E-Business					
▪ Describe the role of E-Business in small business					
5. Apply the principles of E-Business in the development of a web site.					
▪ Identify the content of a business web site.					
▪ Sketch a web site layout.					
▪ Develop a business web site.					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

The evidence file should identify that you have had significant experience maintaining or developing a website. If you cannot supply sufficient evidence of website experience, completion of a case assignment website may be required. A clarification interview may be required to support the evidence file.

### 1. Evidence file

Documents to support evidence of your E-Business and website development experience such as:

- Targeted resume detailing your relevant work history
- Work sample documents such as printouts of key website pages
- Listing of website addresses where you have had significant input
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)
- If applicable, any additional items to support your website experience

### 2. Assignment

If you cannot supply sufficient evidence of website experience, completion of a Case assignment website may be required.

### 3. Clarification interview

The clarification interview would be a supplemental discussion of your E-Business and website development experience.

Possible points of discussion

- Discussion of resume
- Explanation of your responsibilities within job experiences that were listed (if applicable)
- Discussion of your personal experiences with computers and website development
- Discussion of contract work (if applicable)
- If a computer is available you could show some of your website development experience

# Business Information Systems diploma program



## Appendices

## Appendix A

### Employer validation letter

*(On employer's business letterhead)*

I have actually seen \_\_\_\_\_ complete the tasks that I have  
(Candidate's name)  
signed for on the competency sheet for the \_\_\_\_\_ area, and  
(course/learning outcome)

I have confidence that he/she is competent to perform those tasks.

Name of validator: \_\_\_\_\_

Employer: \_\_\_\_\_

Job title: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

General comments regarding the candidate's performance (optional):

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## PLAR Employer validation checklist for ADMN 126 – Introduction to Management

Review each of the skills and knowledge factors in the table below. Indicate with a checkmark whether the PLAR candidate can performed the factor at a “Satisfactory”, “Unsatisfactory”, or “Not Applicable” level. Add any comments that you might have to clarify your responses in the comment area. Provide your signature at the bottom of this form and complete the [employer validation letter](#).

Skills and Knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional Comments
1. Applies effective management skills in the workplace.				
<ul style="list-style-type: none"> <li>▪ Provides timely feedback to employees</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Provides employee encouragement and recognition to boost staff productivity and morale</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Takes corrective action when needed</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Involves people in such a way that their natural concerns and energies are tapped</li> </ul>				
2. Incorporates different levels of management as needed in the workplace.				
3. Applies knowledge of environmental factors that impact an organization's success to the work environment.				
<ul style="list-style-type: none"> <li>▪ General environment</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Internal/task environment (i.e. employers, employees, supplies, customers)</li> </ul>				
4. Compensates for the impact of environmental factors on an industry's operations.				
5. Utilizes boundary-spanning and gate-keeping to protect an organization.				
6. Employs effective decision making processes to organizational problems.				
7. Explores all alternatives prior to making decisions.				
8. Illustrates when needed the application of satisfying decisions as opposed to optimizing decisions.				

Skills and Knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional Comments
9. Demonstrates application of different decisions in the work environment.				
<ul style="list-style-type: none"> <li>▪ Satisfying decisions as opposed to optimizing decisions</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Programming decisions as opposed to non-programming decisions</li> </ul>				
10. Gathers complete information prior to making a decision.				
11. Objectively eliminates possible thought and personal biases that may lead to a poor decision.				
12. Applies group decision making by the work team when appropriate.				
13. Utilizes and demonstrates the importance of the planning process.				
<ul style="list-style-type: none"> <li>▪ Sees the need for planning</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Employs the mission statement</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Employs the vision statement</li> </ul>				
14. Incorporates the steps in the planning process.				
<ul style="list-style-type: none"> <li>▪ Identify organization's purpose (mission)</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Select organization's goals to meet purpose</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Identify approaches and strategies</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Identify specific action plans</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Identify any strengths, weaknesses, opportunities and threats</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Monitor and update plan</li> </ul>				
15. Relates the following functional organizational structure to the workplace.				
<ul style="list-style-type: none"> <li>▪ Centralization versus decentralization of authority</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Functional structure</li> </ul>				

Skills and Knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional Comments
<ul style="list-style-type: none"> <li>▪ Matrix structure</li> </ul>				
16. Appropriately applies managerial power in the workplace.				
17. Demonstrates effective leadership in the work environment.				
<ul style="list-style-type: none"> <li>▪ Communicates well with others</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Is passionate about work</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Good interpersonal skills</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Effective organizer</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Creative</li> </ul>				
<ul style="list-style-type: none"> <li>▪ Has a personal business vision that matches the organization's vision</li> </ul>				

Comments:

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B

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### BCOM 120

#### Detailed information and validation checklists for evidence file

The following terms are used in **BCOM 120**.

#### **Routine business emails, memos, and letters**

"Routine" business messages are typical business messages and take the form of memos, emails, or letters:

- Memos are internal messages; that is, they are sent to employees in the business for which the writer is working.
- Emails may be either internal or external messages.
- Letters are external messages, which are sent to organizations other than the business for which the writer is working.

Routine business messages describe procedures and distribute information. The reader is expected to be pleased, mildly interested, or possibly neutral.

Routine messages use the direct organizational pattern. The three parts are:

- the purpose of the message
- explanations, details, or evidence in the next paragraph.
- action information including dates or deadlines, a summary of the message, or a closing thought

#### **Negative business letters**

Negative business letters deliver bad news. The reader is expected to receive the news with displeasure or even hostility.

"Bad news" letters are written using an indirect organizational pattern. The four parts are:

- a neutral statement
- an explanation of the causes of the bad news
- an understated announcement of the bad news
- a pleasant statement that focuses on the future

## Direct memo/letter feedback sheet for BCOM 120

\*Please use this feedback sheet as a guide when completing a  
direct memo/letter for BCOM 120\*

**Key:    E: Excellent      G: Good      A: Average      U: Unacceptable**

**The PLAR candidate must achieve at least an "A" rating in each category.**

TRAITS & EXPECTATIONS	RATING			
CONTENT/ORGANIZATION	E	G	A	U
<b>Subject Line and Opening Paragraph</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Summarizes main idea in the subject line (as applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Restates and amplifies main idea in the opening paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> States purpose clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Opens with a question or polite command if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General Explanation</b>	E	G	A	U
<input type="checkbox"/> Provides reader with adequate background to understand the writer's needs and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Details</b>	E	G	A	U
<input type="checkbox"/> Includes all relevant information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Asks open-ended questions and clarifies as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Organizes information effectively (like items grouped; most important to least important etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Closing Paragraph</b>	E	G	A	U
<input type="checkbox"/> Includes clear, dated action with an explanation if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Expresses appreciation if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provides closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING STYLE	E	G	A	U
<b>Includes effective writing techniques such as:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> "You" focus/Reader benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Active verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Concise language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No trite expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Ideas expressed fluently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Parallel construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAITS & EXPECTATIONS	RATING			
<input type="checkbox"/> Original thought				
<b>GRAMMAR/SPELLING/PUNCTUATION/MECHANICS</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Correct:</b>				
<input type="checkbox"/> Grammar				
<input type="checkbox"/> Punctuation				
<input type="checkbox"/> Numbers				
<input type="checkbox"/> Spelling				
<input type="checkbox"/> Abbreviations				
<input type="checkbox"/> Word Usage				
<b>FORMAT</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>All parts:</b>				
<input type="checkbox"/> Correct order				
<input type="checkbox"/> Correct spacing				
<input type="checkbox"/> Consistent letter & punctuation style OR				
<input type="checkbox"/> Correct memo set-up including initials at the FROM line				
<input type="checkbox"/> Complete information				

## Direct memo/letter - BCOM 120

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Please have form filled out by your employer or direct supervisor

*(On employer's business letterhead)*

\_\_\_\_\_ (candidate's name) has satisfactory knowledge of how to compose e-mails, memos, and letters to send the following business messages:

**Routine business messages:** The candidate composes effective sentences and paragraphs and uses standard format when writing routine messages. Examples are e-mails and memos that relate to the daily operation of an organization and letters that request information or reply to customer's queries.

**Negative business messages:** The candidate composes effective sentences and paragraphs and uses standard format for writing messages which may contain bad news. Examples are refusing requests, declining invitations, and delivering negative news to employees and customers.

Name of validator: \_\_\_\_\_

Employer: \_\_\_\_\_

Job title: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

General comments regarding the candidate's performance (optional):

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## BCOM 121

### Detailed information and validation checklists for evidence file

The following terms are used in **BCOM 121**.

**This appendix includes an explanation of the terms "informal report," "informational report," "analytical report," and "formal report" as they are used in the PLAR Validation Checklist for BCOM 121.**

#### Informal report

An informal report is a short report of ten pages or less. It presents the information in either memo or letter format, according to whether the report is needed inside or outside the writer's organization.

#### Informational report

The main purpose of an informal informational report is to present information (data) without analyzing it or making recommendations. The writer collects and organizes the data.

Examples are periodic reports such as sales reports; trip, convention, and conference reports; progress reports; and investigative reports.

#### Analytical report

The main purposes of an analytical report are not only to present information, but also to analyze the information and provide conclusions. If requested, the writer will also make recommendations.

Examples of analytical reports are justification/recommendation reports, feasibility reports, and yardstick reports (which examine problems with two or more solutions so they compare/contrast criteria).

#### Formal report

A formal report may be either informational or analytical. It is similar to an informal report except that it is longer and it is formatted differently. Written in response to a request from the decision makers in an organization, a formal report contains the following parts:

- Cover
- Title page
- Letter or memo of transmittal
- Table of contents
- List of figures
- Executive summary
- Introduction
- Body
- Conclusions
- Recommendations (if applicable)
- Appendix (if applicable)
- Works cited

Examples of formal reports are an organization's annual report, a report to an outside agency, which provides funding to the writer's organization, or a long report, which presents information to a decision maker

**Informal informational report feedback sheet for BCOM 121**

\*Please use this feedback sheet as a guide when completing an informal informational report for BCOM 121\*

**Key: E: Excellent G: Good A: Average U: Unacceptable**

The PLAR candidate must achieve at least an "A" rating in each category.

TRAITS & EXPECTATIONS	RATING			
<b>CONTENT/ORGANIZATION</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Introduction</b>				
<input type="checkbox"/> Explains authorization/purpose of the report				
<input type="checkbox"/> Describes sources & methodology (if appropriate)				
<input type="checkbox"/> Provides necessary background information for readers				
<input type="checkbox"/> Previews the organization of the report				
<b>Findings</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Groups facts or findings into 3 to 5 subtopics				
<input type="checkbox"/> Supports findings with facts/evidence				
<input type="checkbox"/> Uses clear headings				
<input type="checkbox"/> Chooses appropriate degree of formality				
<input type="checkbox"/> Enhances readability with graphic highlighting				
<input type="checkbox"/> Uses logical order to present information				
<input type="checkbox"/> Provides appropriate in-text citations				
<b>Visuals</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Introduces & explains graphics				
<input type="checkbox"/> Uses appropriate format (number & caption)				
<input type="checkbox"/> Provides appropriate in-text citations				
<b>Summary/Conclusion</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Reviews main points				
<input type="checkbox"/> Discusses what action will follow (if appropriate)				
<input type="checkbox"/> Offers a concluding thought				
<input type="checkbox"/> Facilitates quick response				
<b>WRITING STYLE</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Includes effective writing techniques such as:</b>				
<input type="checkbox"/> Precise/concise language				

TRAITS & EXPECTATIONS	RATING			
<input type="checkbox"/> Reader oriented				
<input type="checkbox"/> Active verbs				
<input type="checkbox"/> Consistent verb tense				
<input type="checkbox"/> Transitional devices				
<input type="checkbox"/> Fluent expression of ideas				
<input type="checkbox"/> Parallel construction				
GRAMMAR/SPELLING/PUNCTUATION/MECHANICS	E	G	A	U
<b>Correct:</b>				
<input type="checkbox"/> Grammar				
<input type="checkbox"/> Punctuation				
<input type="checkbox"/> Numbers				
<input type="checkbox"/> Spelling				
<input type="checkbox"/> Abbreviations				
<input type="checkbox"/> Word Usage				
FORMAT	E	G	A	U
<input type="checkbox"/> Places all parts of document in the correct order				
<input type="checkbox"/> Provides appropriate spacing				
<input type="checkbox"/> Includes Works Cited page in appropriate documentation style				
<input type="checkbox"/> Applies consistent letter & punctuation style OR				
<input type="checkbox"/> Uses correct memo set-up including initials at the FROM line				

## Informal analytical report feedback sheet - BCOM 121

\*Please use this feedback sheet as a guide when completing an  
**informal analytical report for BCOM 121\***

**Key:    E: Excellent      G: Good      A: Average      U: Unacceptable**

**The PLAR candidate must achieve at least an "A" rating in each category.**

TRAITS & EXPECTATIONS	RATING			
<b>CONTENT/ORGANIZATION</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Introduction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Explains the authorization/purpose of the report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Previews the organization of the report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Summarizes conclusions & recommendations (receptive audiences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Findings</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Describes the problem or need if not in Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Establishes criteria (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Uses clear headings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Discusses & evaluates alternatives, pros & cons etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Supports findings with facts/evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Enhances readability with graphic highlighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provides appropriate in-text citations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Organizes findings for logic and readability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Visuals</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Introduces & explains graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Uses appropriate format (number & caption)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provides appropriate in-text citations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conclusions &amp; Recommendations</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Draws reasonable conclusions from the findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Justifies conclusions with highlights from findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Makes recommendations if asked; based on the conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Enumerates & explains needed actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Writes recommendations as commands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WRITING STYLE</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Includes effective writing techniques such as:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAITS & EXPECTATIONS	RATING			
<input type="checkbox"/> Precise/concise language				
<input type="checkbox"/> Reader oriented				
<input type="checkbox"/> Active verbs				
<input type="checkbox"/> Consistent verb tense				
<input type="checkbox"/> Transitional devices				
<input type="checkbox"/> Fluent expression of ideas				
<input type="checkbox"/> Parallel construction				
<b>GRAMMAR/SPELLING/PUNCTUATION/MECHANICS</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Correct:</b>				
<input type="checkbox"/> Grammar				
<input type="checkbox"/> Punctuation				
<input type="checkbox"/> Numbers				
<input type="checkbox"/> Spelling				
<input type="checkbox"/> Abbreviations				
<input type="checkbox"/> Word Usage				
<b>FORMAT</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Places all parts of document in the correct order				
<input type="checkbox"/> Provides appropriate spacing				
<input type="checkbox"/> Includes Works Cited page in appropriate documentation style				
<input type="checkbox"/> Uses consistent letter & punctuation style OR				
<input type="checkbox"/> Uses correct memo set-up including initials at the FROM line				

## Formal report feedback sheet – BCOM 121

\*Please use this feedback sheet as a guide when completing a  
**formal report for BCOM 121\***

**Key: E: Excellent G: Good A: Average U: Unacceptable**

**The PLAR candidate must achieve at least an "A" rating in each category.**

TRAITS & EXPECTATIONS	RATING			
<b>CONTENT/ORGANIZATION</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Introduction</b>				
<input type="checkbox"/> Identifies the purpose of the report				
<input type="checkbox"/> Explains the significance/background of the study				
<input type="checkbox"/> Includes scope, limitations, sources & methodology				
<input type="checkbox"/> Previews the organization of the report				
<b>Findings</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Discusses topic thoroughly and objectively				
<input type="checkbox"/> Supports findings with facts/evidence				
<input type="checkbox"/> Enhances readability with graphic highlighting				
<input type="checkbox"/> Uses clear headings				
<input type="checkbox"/> Uses logical order to present information				
<input type="checkbox"/> Provides appropriate in-text citations				
<b>Visuals</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Chooses appropriate charts/graphs/illustrations				
<input type="checkbox"/> Introduces & explains graphics				
<input type="checkbox"/> Uses appropriate format (number & caption)				
<input type="checkbox"/> Provides appropriate in-text citations				
<b>Summary/Conclusion</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Reviews main points				
<input type="checkbox"/> Explains what the findings mean in relation to the problem				
<input type="checkbox"/> Makes recommendations that suggest action (if requested)				
<input type="checkbox"/> Enumerates & explains actions; writes actions as commands				
<b>WRITING STYLE</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Includes effective writing techniques such as:</b>				
<input type="checkbox"/> Precise/concise language				
<input type="checkbox"/> Reader oriented				
<input type="checkbox"/> Active verbs				

TRAITS & EXPECTATIONS	RATING			
<input type="checkbox"/> Appropriate degree of formality				
<input type="checkbox"/> Transitional devices				
<input type="checkbox"/> Fluent expression of ideas				
<input type="checkbox"/> Parallel construction				
GRAMMAR/SPELLING/PUNCTUATION/MECHANICS	E	G	A	U
<b>Correct:</b>				
<input type="checkbox"/> Grammar				
<input type="checkbox"/> Punctuation				
<input type="checkbox"/> Numbers				
<input type="checkbox"/> Spelling				
<input type="checkbox"/> Abbreviations				
<input type="checkbox"/> Word Usage				
FORMAT	E	G	A	U
<input type="checkbox"/> Places all parts of document in the correct order				
<input type="checkbox"/> Includes appropriate preliminary parts in correct format: Cover, Title page, Transmittal Document, Table of Contents/List of Illustrations, Executive Summary				
<input type="checkbox"/> Includes supplemental parts: Appendix & Works Cited				
<input type="checkbox"/> Uses appropriate documentation style for Works Cited page				
<input type="checkbox"/> Uses appropriate spacing & pagination				

## Presentation skills feedback sheet – BCOM 121

\*Please use this feedback sheet as a guide when completing  
**presentation skills for BCOM 121\***

**Key:    E: Excellent      G: Good      A: Average      U: Unacceptable**

**The PLAR candidate must achieve at least an "A" rating in each category.**

TRAITS & EXPECTATIONS	RATING			
<b>CONTENT &amp; ORGANIZATION</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Topic</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Appropriate for the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Stayed on topic—no digressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Introduction</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Introduced himself/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Established credibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Gained listeners attention & interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Previewed main topic areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Body</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Stated main ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provided supporting details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Used examples, humour etc. to create audience rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provided adequate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Organized speech logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Defined unfamiliar terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interested audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conclusion</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Restated central theme/purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provided closure (summary, quotation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRESENTATION &amp; DELIVERY</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<b>Preparation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Used jot notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Rehearsed speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Showed good command of the material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Visuals</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>

TRAITS & EXPECTATIONS	RATING			
<input type="checkbox"/> Made effective eye contact				
<input type="checkbox"/> Displayed animated facial expression				
<input type="checkbox"/> Used natural mannerisms				
<input type="checkbox"/> Showed natural posture & movement				
<b>Aids</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Well prepared				
<input type="checkbox"/> Easy to read				
<input type="checkbox"/> Attractive				
<input type="checkbox"/> Enhanced presentation				
<input type="checkbox"/> Effective				
<b>Vocal</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>U</b>
<input type="checkbox"/> Pronounced words correctly				
<input type="checkbox"/> Demonstrated well-regulated pacing/fluency				
<input type="checkbox"/> Maintained adequate volume				
<input type="checkbox"/> Used effective expression				
<input type="checkbox"/> Included few vocalized pauses (ahs, ums)				

## Direct memo/letter – BCOM 121

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**Please have form filled out by your employer or direct supervisor**

*(On employer's business letterhead)*

\_\_\_\_\_ (candidate's name) has satisfactory knowledge of how to compose both informal short reports and formal reports, how to deliver effective oral presentations, and how to evaluate oral presentations.

Informal reports include knowledge of:

**Informational reports.** Informational reports present information without analyzing it or making recommendations. Examples are sales reports; trip, convention, and conference reports; progress reports; and investigative reports.

**Analytical reports.** Analytical reports present information, analyse it, and provide conclusions. They may include recommendations. Examples are recommendation reports, feasibility reports and yardstick reports (which compare/contrast criteria).

A formal report may be informational or analytical. It contains the following parts: cover, title page, letter or memo of transmittal, table of contents, list of figures, executive summary, introduction, body, conclusions, appendix, and bibliography.

An oral presentation might take the form of a short presentation to a staff meeting, a sales pitch to a customer, or a speech before a professional gathering. An evaluation of a presentation involves encouraging the speaker and making helpful suggestions.

Name of validator: \_\_\_\_\_

Employer: \_\_\_\_\_

Job title: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

General comments regarding the candidate's performance (optional):

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C

### Oral report evaluation

## Oral Report Evaluation

Speaker: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Topic: \_\_\_\_\_

Class: \_\_\_\_\_

A. CONTENT			
	Y		N
<b>Topic:</b>			
- Appropriate?			
<b>Opening:</b>			
- Greeting?			
- Stated topic?			
- Gained listener's attention/interest?			
- Previewed main topic areas?			
<b>Body:</b>			
- Ideas clearly explained?			
- Ideas logically organized and on topic?			
- Vocabulary appropriate to audience?			
<b>Closing:</b>			
- Verbally cued audience?			
- Summarized central theme/purpose?			
- Closing thought/quote?			
- Offered to answer questions?			

Y = yes    N = no

B. PRESENTATION AND DELIVERY			
	Y		N
<b>Preparation:</b>			
- Used index card notes for reference?			
<b>Appearance:</b>			
- Regular eye contact?			
- Warm facial expression?			
- Avoided distracting mannerisms?			
- Appropriate posture?			
<b>Voice:</b>			
- Clear/fluent? (avoided non fluencies)			
- Well paced?			
- Loud enough?			
- Expressive?			
<b>Visuals:</b>			
- Overheads, Flipcharts			
- Posters, PowerPoint			
- Other			
- Introduced / explained?			
- Clear and readable?			