

# Business Marketing Diploma Program



Candidate guide

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Saskatchewan Institute of Applied Science and Technology – June 2005

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The Business Marketing program 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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<b>Revised</b>	--	May 2011		
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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 Marketing 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 years or more of successful experience in the marketing field, and have learned the skills and knowledge for **one or more** of the Business Marketing 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 Marketing program at: 1-866-467-4278 or 1-866-goSIAST.

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

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Currently we have 7 out of 13 diploma 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 Marketing Diploma Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
ACCT 225	Managerial Accounting	✓	
ADMN 203	E-Business		X
ADMN 205	International Business	✓	
ADMN 207	Essential Career Skills Development	✓	
ADMN 220	Organizational Behaviour	✓	
LAW 220	Commercial Law	✓	
MKTG 220	Retail Management		X
MKTG 221	Professional Selling	✓	
MKTG 222	Advertising and promotion		X
MKTG 223	Marketing Research		X
MKTG 224	Design Concepts		X
MKTG 225	Event Planning and Public Relations	✓	
MKTG 226	Strategic Marketing		X

**Note:** Students enrolled in the diploma business programs must complete the Business Certificate program which is the common first year for all Business Diploma programs. Please refer to the Business Certificate program Web page for the PLAR candidate guide at [http://www.siastr.sk.ca/programs\\_courses\\_descriptions/BCPCERT.shtml](http://www.siastr.sk.ca/programs_courses_descriptions/BCPCERT.shtml) for PLAR information on year one courses.

For assistance call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Business Marketing program at: 1-866-467-4278 or 1-866-goSIAST.

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

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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?**

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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**

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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?**

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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?**

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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?

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### 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

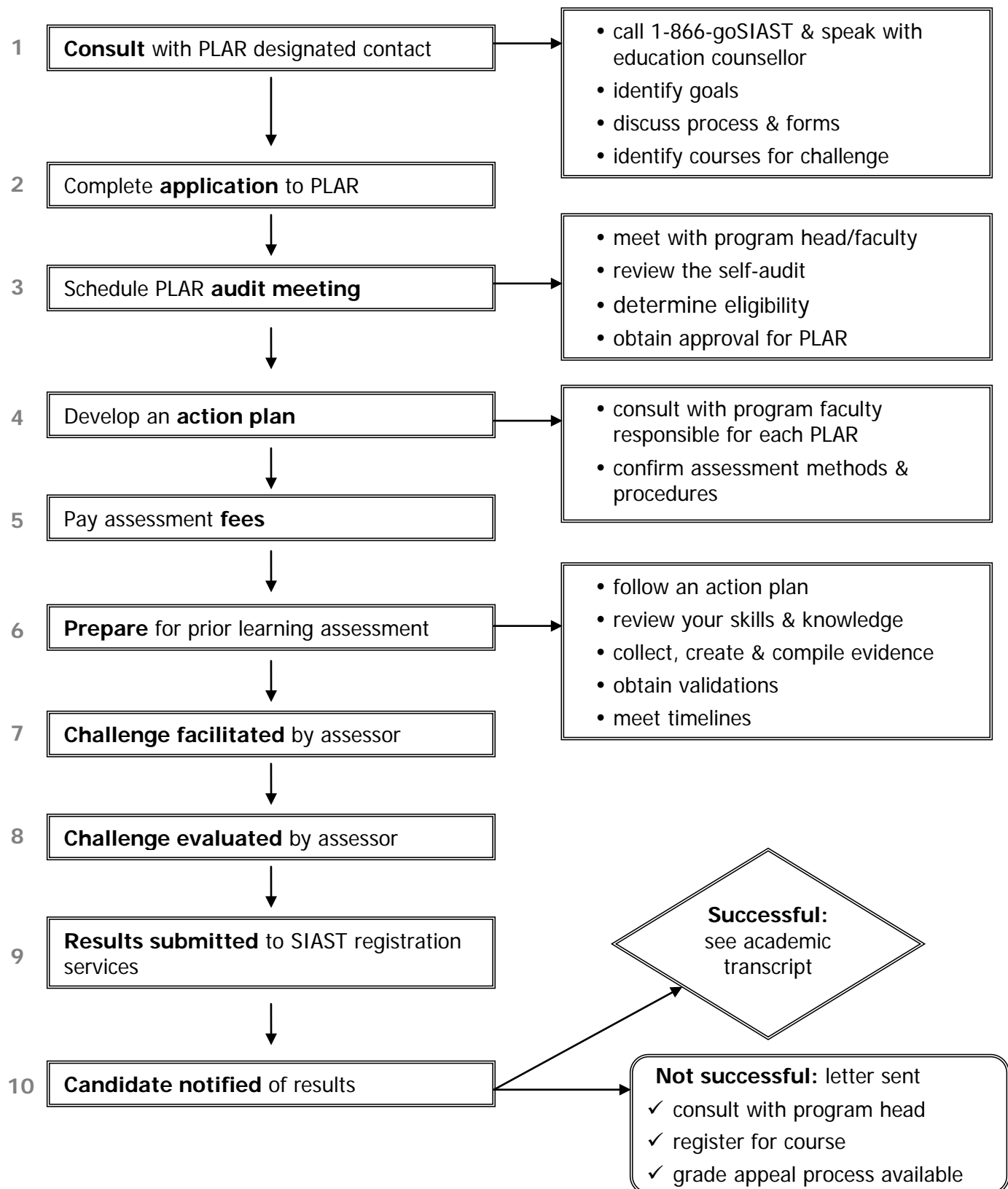
### **Wascana Campus, Regina, SK**

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 five 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 Marketing program 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
- philosophy statement
- observations
- workplace validations
- work samples
- videotapes
- 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.

<b>Mastery:</b>	I am able to demonstrate the learning outcome well enough to teach it to someone else.
<b>Competent:</b>	I can work independently to apply the learning 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>Learning outcomes</b>	
For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.	

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. **Some of the outcomes and steps may be bolded; they indicate the critical outcomes and steps that form the greater part of the PLAR challenge.**
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 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.					
<ul style="list-style-type: none"> <li>▪ Define managerial accounting</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Compare managerial accounting and financial accounting</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify different decision-making structures in the business environment</li> </ul>					
2. Apply appropriate cost terms and classifications for costs incurred by a business organization.					
<ul style="list-style-type: none"> <li>▪ Apply appropriate cost terms, concepts and classifications to costs incurred by a business concern</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify fixed, variable and mixed costs incurred by an organization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use the high-low method to determine variable and fixed components of a mixed cost</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use the scattergraph method to determine variable and fixed components of a mixed cost</li> </ul>					
3. Use cost flow information to prepare financial schedules.					
<ul style="list-style-type: none"> <li>▪ Describe the flow of costs for a business organization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify costs that can be inventoried</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare statements for cost of manufacturing, cost of goods sold, and income</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Compute predetermined overhead rates</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply job-order costing techniques in a business organization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe proper treatments for over-applied and under-applied overhead costs</li> </ul>					

<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
4. Use cost flow information to prepare budget documents.					
▪ Explain the budgeting process					
▪ Prepare a master budget and supporting schedules for a business.					
▪ Prepare a cash budget					
▪ Prepare a flexible budget					
5. Use cost information for planning in a business environment.					
▪ Explain the standard setting process					
▪ Calculate standard costs for manufacturing concerns					
▪ Use variance analysis and management by exception techniques					
▪ Prepare detailed analysis of variances for direct labour, direct materials, fixed overhead costs and variable overhead costs					
▪ Interpret variances for possible causes					
6. Use cost information to control purposes in a business environment.					
▪ Prepare income statements in contribution margin format					
▪ Calculate margin of safety and degree of operating leverage using contribution margin					
▪ Use contribution margin and operating leverage to determine net income given changes in prices, costs or volume					
▪ Use contribution margin for cost-volume-profit analysis					
7. Use cost-volume-profit information for decision making in a business environment.					
▪ Prepare segmented income statements					
▪ Interpret segmented income statements for decision making					
▪ Identify relevant costs for decision making					
▪ Evaluate options using relevant costs					
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. 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

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

## ADMN 205 – International Business

Your studies will focus on the many elements that must be analyzed when considering the global business environment. You will be introduced to global and national business environments, international trade and investment, the international financial system and international business management.

Credit unit(s): 4.0

<b>ADMN 205 – International 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
<b>9. Describe the global business environment.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the process of globalization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how globalization affects markets and production</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the two forces causing globalization to increase</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the main arguments in the globalization debate</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the types of companies that participate in international business</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the four main elements of the global business environment</li> </ul>					
<b>10. Describe how culture differences between countries impact international business activities.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the significance of both national culture and subcultures</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how the components of culture impact business activities around the world</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how companies and culture affect one another</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how the physical environment and technology influence culture</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the two main frameworks used to classify cultures</li> </ul>					
<b>11. Describe the roles of politics and law in international business.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the main types of political systems</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how managers can reduce problems associated with political risks</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Differentiate between the main types of legal systems</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the major legal and ethical issues facing international companies</li> </ul>					

<b>ADMN 205 – International 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
<ul style="list-style-type: none"> <li>Explain how international relations affect international business activities</li> </ul>					
<b>12. Explain the effect that economics has on international business.</b>					
<ul style="list-style-type: none"> <li>Explain why centrally planned economies are declining</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the main characteristics of a mixed economy</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the importance of privatization</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the distinguishing features of the market economy</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the different ways to measure a nation's level of development</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the process of economic transition</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the main obstacles to successful economic transition</li> </ul>					
<b>13. Explain the importance of international trade and investment.</b>					
<ul style="list-style-type: none"> <li>Describe the relationship between international trade volume</li> </ul>					
<ul style="list-style-type: none"> <li>Identify overall trade patterns</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the impact of mercantilism on the world powers and their colonies</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the differences between absolute advantage and comparative advantage</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the factor proportions theory</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the international product life cycle theory</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the new trade theory</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the national competitive advantage theory</li> </ul>					
<b>14. Describe how the global trading system promotes free trade.</b>					
<ul style="list-style-type: none"> <li>Describe the political, economic, and cultural motives behind governmental intervention in trade</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the methods used by governments to promote or restrict free trade</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the importance of the World Trade Organization in promoting free trade</li> </ul>					
<b>15. Explain the theories on which the patterns of Foreign Direct Investment (FDI) are based.</b>					

<b>ADMN 205 – International 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
<ul style="list-style-type: none"> <li>Describe the worldwide patterns of FDI</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the reasons for these patterns</li> </ul>					
<ul style="list-style-type: none"> <li>Describe each of the theories that attempt to explain why FDI occurs</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the important management issues in the FDI decision</li> </ul>					
<ul style="list-style-type: none"> <li>Explain why governments intervene in the free flow of FDI</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the policy investments that governments use to promote and restrict FDI</li> </ul>					
<b>16. Explain why nations are making significant efforts at regional economic integration.</b>					
<ul style="list-style-type: none"> <li>Define regional economic integration</li> </ul>					
<ul style="list-style-type: none"> <li>Identify its five levels</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the benefits and drawbacks associated with regional economic integration</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the growth of regional integration in Europe</li> </ul>					
<ul style="list-style-type: none"> <li>Analyze the future prospects of regional integration in the Americas</li> </ul>					
<ul style="list-style-type: none"> <li>Explain why regional integration is different in Asia</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the reasons for slow regional integration in the Middle East and Africa</li> </ul>					
<b>17. Describe the importance of international financial markets and the international monetary system.</b>					
<ul style="list-style-type: none"> <li>Explain the purposes, development, and financial centres of the international capital market</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the four primary functions of the foreign exchange market</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the main instruments and institutions of the foreign exchange market</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how exchange rates influence the activities of domestic and international companies</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how and why governments restrict currency convertibility</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the factors that help determine exchange rates and their impact on business</li> </ul>					
<ul style="list-style-type: none"> <li>Demonstrate the concept of Purchase Power Parity</li> </ul>					

<b>ADMN 205 – International 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
<b>18. Discuss the different types of strategies and organizational structures that international companies can use.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the stages of identification and analysis that precede strategic selection</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify two international strategies and the corporate-level strategies that companies use</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the different business-level strategies and department-level strategies</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the important issues that influence the choice of organizational structure</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe each type of organizational structure</li> </ul>					
<b>19. Explain how companies analyze international business opportunities regarding potential new markets and new sites of operations.</b>					
<ul style="list-style-type: none"> <li>▪ Explain each of the steps in the market and site-screening process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the primary problems associated with conducting international market research</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the usefulness of secondary international data</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the main methods used in conducting primary international research</li> </ul>					
<b>20. Explain the important issues surrounding the selection and management of:</b> <b>1) exporting, importing and countertrade;</b> <b>2) contractual entry modes; and</b> <b>3) investment entry modes.</b>					
<ul style="list-style-type: none"> <li>▪ Explain why and how companies use exporting, importing, and countertrade</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the various means of financing export and import activities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the different contractual entry modes that are available to companies</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the various types of investment entry modes</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the important strategic factors in selecting an entry mode</li> </ul>					
<b>21. Explain how differences in national business environments have an impact on the development of marketing strategies.</b>					

<b>ADMN 205 – International 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
<ul style="list-style-type: none"> <li>Explain the impact globalization is having on international business strategies</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the types of things that managers must consider when developing international product strategies</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the factors that influence international strategies</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the elements that must be considered when designing international distribution strategies</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the elements that influence international pricing strategies</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

- Resume
- Employer validation checklist
- Work sample documents – Any work samples that demonstrate candidate’s knowledge and skills in the area of international business administration. For authenticity, these must be validated by his/her employer/supervisor.
- 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.

**AND/OR**

#### 2. Assignment

Explore the strategic opportunities your company pursues in an international environment. You may choose any international country to explore. You will explain:

- how your company manages its importing/exporting
- if it uses joint ventures, franchises, licensing, etc to conduct business

Also, be sure to explain how the elements of culture, political and legal systems, and the economic system in the national business environment of the country you have chosen to explore affect your company.

AND/OR

### 3. Challenge exam

- The challenge exam will consist of 20 multiple choice questions.
- 30 minutes of time will be allotted for completion of the exam.

*Sample Question:*

Which of the following is not a factor involved in the national business environment?

- a. politics
- b. law
- c. exchange rates
- d. culture

*Correct answer: C*

## Resources

You may refer to any introductory textbook for international business or refer to the course resources below:

1. Wild, Wild, Han, *International Business – The Challenges of Globalization* 5<sup>th</sup> Edition Pearson/Prentice Hall.
2. [www.prenhall.com](http://www.prenhall.com) – companion site

## ADMN 207 - Essential Career Skills Development

You will identify and develop the knowledge, skills and behaviours appropriate for a successful employment search. You will discover your qualifications and how to promote yourself to employers.

**Credit unit(s):** 2.0

<b>ADMN 207 - Essential Career Skills Development</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 personal skills and attitudes in relation to those most valued by employers.					
▪ Describe desirable work habits, work behaviour and positive work attitudes					
▪ Discuss business communication practices					
▪ Recognize respectful workplace policies and workplace ethics					
▪ Explain employees' rights to privacy and laws that affect the right to privacy					
▪ Discuss the differences between a unionized workplace and a non-unionized workplace					
▪ Describe an organization's culture					
▪ Use technologies, tools and information systems for self-analysis					
2. Prepare a resume and cover letter for employment.					
▪ Discuss the aspects of a first-class resume					
▪ Identify transferable skill					
▪ Select a resume style					
▪ Review resume checklist					
▪ Prepare a resume					
▪ Discuss the aspects of a first-class cover letter					
▪ Review a cover letter					
▪ Review a cover letter checklist					
▪ Prepare a cover letter					
3. Prepare for an employment interview.					
▪ Identify appropriate application form questions according to human rights legislation					

<b>ADMN 207 - Essential Career Skills Development</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 the different types of interviews utilized by employers</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare interview questions</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the steps required to prepare for an interview</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss what to do during an interview</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss what to do after an interview</li> </ul>					
<ul style="list-style-type: none"> <li>Practice interview skills</li> </ul>					
<b>4. Demonstrate the knowledge, skills and attitude for conducting a successful employment search.</b>					
<ul style="list-style-type: none"> <li>Describe the steps of an effective job search</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the knowledge, skills and abilities appropriate for the job you are seeking</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss using the internet in your job search</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss job application forms</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the hidden job market</li> </ul>					
<ul style="list-style-type: none"> <li>Make up a personal business card</li> </ul>					
<ul style="list-style-type: none"> <li>Conduct an informational interview</li> </ul>					
<b>5. Map possible career paths.</b>					
<ul style="list-style-type: none"> <li>Identify personal reasons for exploring career options</li> </ul>					
<ul style="list-style-type: none"> <li>Conduct an occupational scan</li> </ul>					
<ul style="list-style-type: none"> <li>Connect personality and interests to marketable skills</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the job market and societal trends that relate to your personal career path</li> </ul>					
<ul style="list-style-type: none"> <li>Explain job shadowing, mentoring, work study, work experience and cooperative education</li> </ul>					
<ul style="list-style-type: none"> <li>Describe job opportunities with a single employer</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the process for changing jobs for the purposes of career advancement</li> </ul>					
<b>6. Assemble key job search information in an organized manner.</b>					
<ul style="list-style-type: none"> <li>Complete a personal employment search portfolio</li> </ul>					

<b>ADMN 207 - Essential Career Skills Development</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>Identify employment opportunities within occupations</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. Employment Portfolio

- You have included a table of contents, self-assessments, copies of credentials and other documents that support employability. Pages are sectioned and numbered.
- You have included career options, favourite resources and career goals.
- You have completed and included an informational interview. You have set out the questions and responses from one employer / position that you would like to pursue.
- You have set out your plans for networking and have listed three targets.
- You have included a copy of your business card.
- You have included a copy of a thank you letter for a job interview.
- You have included a copy of a job ad that you (would like) to obtain. You have included your resume and letter in application for the job ad.
- You have listed the employers that you would like to pursue and have set out a phone conversation (you might have) where you explore your options.

See the attached rubric ([Appendix D](#)) for a complete list of all requirements

## Resources

Some suggested resources are listed below:

1. Yate, Martin. 2010. *Knock 'em Dead Résumés*, 9<sup>th</sup> Edition. Adams Media, Avon, Massachusetts. ISBN 13-978-1-4405-0587-4
2. Noble, D.F. 2008. *Gallery of Best Résumés*, 4<sup>th</sup> Edition. Jist Works, Indianapolis, IN. ISBN 978-1-59357-427-7
3. Yate, Martin. 2010. *Knock 'em Dead Cover Letters*, 9<sup>th</sup> Edition. Adams Media, Avon Massachusetts. ISBN 13-978-1-4405-0588-1
4. Enelow, Wendy S. and Kursmark, Louise M. 2007. *Cover Letter Magic*, 3<sup>rd</sup> Edition. Jist Works, Indianapolis, IN. ISBN 1-59357-364-2
5. Criscito, P. 2008. *How to Write Better Résumés & Cover Letters*. Barron's, New York. ISBN 13-978-0-7641-3917-8
6. [www.saskjobs.ca](http://www.saskjobs.ca)
7. [www.monster.ca](http://www.monster.ca)
8. [www.workopolis.com](http://www.workopolis.com)
9. [www.wowjobs.ca](http://www.wowjobs.ca)
10. [www.jobbank.gc.ca](http://www.jobbank.gc.ca)

## ADMN 220 - Organizational Behaviour

You will study human behaviour in organizations and develop the skills needed to deal with people at work. The course content includes individual behaviour, values, interpersonal relationships and communications, groups and team dynamics, organizational culture, leadership, and change. All topics are dealt with in the context of diverse formal organizations.

**Credit unit(s):** 4.0

<b>ADMN 220 - Organizational Behaviour</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 organizational behaviour.					
<ul style="list-style-type: none"> <li>▪ Describe an organization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain challenges in the workplace at the individual, group, and organizational level</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define efficiency and effectiveness</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain why organizational behaviour is not merely common sense</li> </ul>					
2. Explain how our perceptions, personalities, and emotions shape our behaviour.					
<ul style="list-style-type: none"> <li>▪ Define perception</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the impact of perceptual errors</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the self-fulfilling prophecy and its impact on behaviour</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define personality and explain how it is determined</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how the dimensions of personality type (as determined by a Myers-Briggs or similar test) influence behaviour</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the major personality attributes that are predictors of behaviour</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the dimensions of emotional intelligence</li> </ul>					
3. Explain how values influence behaviour.					
<ul style="list-style-type: none"> <li>▪ Define values</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe differences in generational values</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the cultural values of Francophones, Anglophones, Canadian Aboriginals, and Asians</li> </ul>					
4. Apply various motivational models to improve performance.					

<b>ADMN 220 - Organizational Behaviour</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>Define motivation</li> </ul>					
<ul style="list-style-type: none"> <li>Use needs theories to explain how individual motivation is affected by needs</li> </ul>					
<ul style="list-style-type: none"> <li>Use expectancy theory of motivation to explain whether or not individuals will be motivated in different situations</li> </ul>					
<ul style="list-style-type: none"> <li>Use expectancy theory to provide specific actions to improve motivation</li> </ul>					
<ul style="list-style-type: none"> <li>Use equity theory to explain how individuals respond to rewards and specify actions which can be taken to improve motivation</li> </ul>					
<b>5. Develop effective teambuilding skills.</b>					
<ul style="list-style-type: none"> <li>Describe types of teams in organizations</li> </ul>					
<ul style="list-style-type: none"> <li>Explain roles, role expectations, role ambiguity, and role conflict</li> </ul>					
<ul style="list-style-type: none"> <li>Define norms and explain how they develop and how they are enforced</li> </ul>					
<ul style="list-style-type: none"> <li>Use the five-stage model to describe team development</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss factors to be considered in creating effective teams</li> </ul>					
<b>6. Explain how power and organizational politics relate to performance.</b>					
<ul style="list-style-type: none"> <li>Define power</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the bases of power in organizations and how these bases can be used to influence others</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the dependency factors that affect the level of power</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the relationship between power and harassment</li> </ul>					
<ul style="list-style-type: none"> <li>Define organizational politics and discuss types of political activity</li> </ul>					
<b>7. Explain conflict management.</b>					
<ul style="list-style-type: none"> <li>Define conflict</li> </ul>					
<ul style="list-style-type: none"> <li>Explain functional and dysfunctional outcomes of conflict</li> </ul>					
<ul style="list-style-type: none"> <li>Describe sources of organizational conflict</li> </ul>					
<ul style="list-style-type: none"> <li>Determine the appropriate conflict handling strategies for different situations</li> </ul>					

<b>ADMN 220 - Organizational Behaviour</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>Define negotiation and bargaining strategies</li> </ul>					
<b>8. Describe organizational culture.</b>					
<ul style="list-style-type: none"> <li>Define organizational culture</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how stories, rituals, material symbols, and language indicate an organization's culture</li> </ul>					
<ul style="list-style-type: none"> <li>Explain how organizations maintain and strengthen their culture</li> </ul>					
<b>9. Determine the appropriate leadership style in a situation using leadership theory.</b>					
<ul style="list-style-type: none"> <li>Define leadership</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the major differences between trait theories, behavioural theories, and contingency theories of leadership</li> </ul>					
<ul style="list-style-type: none"> <li>Use the path-goal theory to determine the appropriate leadership style in a situation</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the major differences between transactional and transformational leaders</li> </ul>					
<b>10. Explain the benefits of, and the challenges faced with group decision making.</b>					
<ul style="list-style-type: none"> <li>Explain the strengths and weaknesses of group decision making</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the difference between groupthink and groupshift</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the symptoms and the prevention techniques for groupthink</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the different group decision-making techniques</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the criteria for determining ethical decisions</li> </ul>					
<b>11. Explain organizational change and strategies to overcome resistance to change.</b>					
<ul style="list-style-type: none"> <li>Explain Lewin's three-step change model</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss individual and organizational resistance to change</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss strategies for overcoming resistance to change</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

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 ([Appendix B](#))
- Resume
- Relevant work based training or workshops – please include any certificates, statements of attendance, agendas or workshop outlines you may have
- Statement of work value – include a 350 word paragraph that describes the importance of your work and what gives you satisfaction in your work

### 2. Assignment

This assignment will be completed at the nearest SIAST test center. Distance candidates can make arrangements with the program to complete this assignment at their home location (please refer to [Appendix B](#) for [assignment instructions](#)). The assignment will consist of 10 multiple choice questions and the remainder of the assignment will be discussion or scenario based questions (case studies) related to organizational behaviour. You may bring your resource text into the assignment.

## Resources

1. Robbins, Langton (2003). *Organizational Behaviour, Fourth Edition*. Toronto: Pearson.

## LAW 220 – Commercial Law

Your studies will focus on the field of commercial law. You will examine in detail the concepts of contract law and how these concepts are influenced by various legislative acts and common law. Particular attention will be focused on: tort law, negotiable instruments, secured transactions, insurance, bailments, agency, real property law, employment, sale of goods, and the various forms of business organizations.

**Credit unit(s):** 4.0

**Equivalent course(s):** ACP 170, LAW 240

<b>LAW 220 – Commercial Law</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
12. Describe how laws have evolved to facilitate our society.					
▪ Describe the nature of law					
▪ Describe the role of law					
▪ Describe the theory of law					
▪ Describe the sources of law					
▪ Describe the structure of the judicial system					
▪ Describe how laws are enforced					
▪ Describe the categories of laws					
13. Explain the law of torts and its impact upon a society and its members.					
▪ Describe the purpose of tort law					
▪ Describe the various forms of intentional torts					
▪ Describe the various forms of unintentional torts					
▪ Explain the remedies available to a victim of a tort					
▪ Explain how the standard of care may vary between individuals					
▪ Describe how the burden of proof may vary between individuals					
14. Explain the elements that an agreement must contain to be an enforceable contract.					
▪ Describe the purpose of the element of intention					
▪ Explain the impact of an offer					

<b>LAW 220 – Commercial Law</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 element of acceptance</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the element of consideration</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how a gratuitous promise may be enforceable</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how the lack of capacity may impact a contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the element of legality</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the impact of the Statute of Frauds</li> </ul>					
<b>15. Explain the impact of the various flaws in a contract.</b>					
<ul style="list-style-type: none"> <li>▪ Identify the laws that can impact a contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how mistakes may impact a contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how misrepresentation may impact a contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how undue influence may impact a contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how duress may impact a contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the remedies available to a victim of a flaw</li> </ul>					
<b>16. Describe the extent of contractual rights on parties associated with a contract.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the concept of privity of a contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the exceptions to the privity of contract rule</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the purpose of assigning contractual rights</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the differences between an ordinary assignment and a statutory assignment</li> </ul>					
<b>17. Describe how a contract may be brought to an end.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the nature of performance</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the methods a contract may be brought to an end by agreement</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the impact of the Doctrine of Frustration</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how an operation of the law may bring a contract to an end</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how a breach of a contract would bring it to an end</li> </ul>					

<b>LAW 220 – Commercial Law</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
<b>18. Explain the remedies available for victims of a breach of contract.</b>					
<ul style="list-style-type: none"> <li>▪ Identify the remedies available for a victim of a breach of contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how damages are utilized by a victim of breach</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how the special or equitable remedies may be utilized by a victim of a breach</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how mitigation of loss impacts the parties to a breached contract</li> </ul>					
<b>19. Describe the impact of the law of agency on society and its participants.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the nature of an agent/principal relationship</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how an agency relationship can be created</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the duties of an agent</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the duties of a principal</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the scope of liability of an agent</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the scope of liability of a principal</li> </ul>					
<b>20. Describe how the Sale of Goods Acts affects the buyer and seller of goods.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the purpose of the Sale of Goods Act</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the duties of a seller</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the duties of a buyer</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the remedies of a seller</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the remedies of a buyer</li> </ul>					
<b>21. Describe the obligations that the law of bailments places on the parties to a bailment contract.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the nature of a bailment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the various types of bailments</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the level of liability for each of the various types of bailments</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the remedies available to the parties in a bailment contract</li> </ul>					

<b>LAW 220 – Commercial Law</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
<b>22. Apply the law of insurance in the protection of society and its members.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the purpose of insurance contracts</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the various types of insurance contracts</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the rights of an insurer</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply the co-insurance formula to a specific case situation</li> </ul>					
<b>23. Describe how employment laws facilitate society.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the nature of an employment relationship</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how a contract of employment may be terminated</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the duties of an employer</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the duties of an employee</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the scope of liability of the parties in an employment contract</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the impact on society and its members caused by collective bargaining in the work place</li> </ul>					
<b>24. Explain how the law of negotiable instruments facilitates trade.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the intent of the Bills of Exchange Act</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how each of the various bills of exchange function</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the different types of endorsement</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the deficiencies under the Bill of Exchange Act</li> </ul>					
<b>25. Describe how the law of real property impacts society.</b>					
<ul style="list-style-type: none"> <li>▪ Describe what real property is</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how interests in land are registered</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the nature of mortgages</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the duties of a mortgagor and mortgagee</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the rights of a mortgagor and the mortgagee</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the major interests in land</li> </ul>					

<b>LAW 220 – Commercial Law</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 minor interests in land</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the types of leases and their impact</li> </ul>					
<b>26. Explain the purpose of the various lead structures that a business may adopt.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the nature of a partnership</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how a partnership may be formed</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the duties, liabilities, and rights of a partner</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the nature of a limited partnership</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the differences between a partnership and a joint venture</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the nature of a corporation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how a corporation may be created</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the scope of liability of the parties of a corporation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the management structure of a corporation</li> </ul>					
<b>27. Explain the impact of debtor-creditor relationships on society and its members.</b>					
<ul style="list-style-type: none"> <li>▪ Describe each of the security instruments used to secure debt</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the differences between a consensual security instrument and a non-consensual security process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the rights of a secured creditor</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the nature of bankruptcy</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the acts of bankruptcy</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the bankruptcy processes</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how the creditors are treated in a bankruptcy</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

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

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

### 2. Clarification interview

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

### 3. Challenge exam

The candidate may be required to write a multiple choice exam if the evidence file work samples and relevant training do not sufficiently demonstrate knowledge and skills of the bolded critical outcomes and steps.

## Resources

1. *The Law and Business Administration in Canada, 11<sup>th</sup> Edition*. Smyth, Soberman, and Easson (2006). Pearson, Prentice-Hall.
2. Pearson, Prentice - Hall has a student website for candidates that purchase new text books.

## MKTG 221 – Professional Selling

Your studies will focus on a comprehensive study and practice of all aspects of selling in today's dynamic market including the essential traits of a salesperson, psychological factors, product knowledge, selling aids, making the contact, closing the sale, sales management, and selling ethics.

Credit unit(s): 5.0

<b>MKTG 221 Professional Selling</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 selling as a profession.					
▪ Identify career opportunities in the sales field					
▪ Illustrate social, ethical and legal issues in selling					
2. Explain successful selling.					
▪ Discuss the psychology of selling: why people buy					
▪ Discuss selling communication and persuasion					
▪ Recognize the kinds of information a salesperson should have before the presentation begins					
3. Describe prospecting.					
▪ Describe prospecting					
▪ Identify the steps before a sales presentation					
▪ Recognize prospecting methods					
▪ Recognize an effective prospecting strategy					
4. Prepare the sales call and presentation.					
▪ Identify sales call objectives					
▪ Identify methods for getting an appointment					
▪ Prepare a customer profile					
▪ Prepare a customer benefit plan					
▪ Prepare a sales presentation					
5. Demonstrate effective presentation openings.					
▪ Express the opening of the sales presentation effectively					

<b>MKTG 221 Professional Selling</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>▪ Use questions in your presentation for sales success</li> </ul>					
<b>6. Demonstrate elements of making a presentation.</b>					
<ul style="list-style-type: none"> <li>▪ Illustrate the differences between features, advantages and benefits</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Recognize the importance of visual aids</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Demonstrate your product</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Recognize difficulties and how to overcome them</li> </ul>					
<b>7. Practice overcoming objections.</b>					
<ul style="list-style-type: none"> <li>▪ List the major categories of objections</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain how to handle objections effectively</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Demonstrate answering objectives</li> </ul>					
<b>8. Practice closing the sale.</b>					
<ul style="list-style-type: none"> <li>▪ List closing techniques</li> </ul>					
<b>9. Describe how to complete a sales follow up.</b>					
<ul style="list-style-type: none"> <li>▪ Describe follow-up services</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how to maintain the relationship</li> </ul>					
<b>10. Deliver a major sales presentation.</b>					
<ul style="list-style-type: none"> <li>▪ Write a sales presentation script that incorporates all of the steps in the selling process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Practice your presentation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Present a presentation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use the feedback form</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.

- Resume
- Employer validation checklist
- **Work sample documents – Sales presentation**

Please refer to [Appendix C](#) for scoring guidelines for a sales presentation

### Option 1

Video of a sales presentation completed in the workplace.

### Option 2

Complete a sales presentation for the assessor  
(Refer to the action plan and scoring guide in [Appendix C](#))

## Sales Presentation assignment

Candidates will be required to plan and develop a major sales presentation using a service or product of your choice that utilizes either the interactive need-satisfaction or the problem-solution selling method. Candidates will display the proper use of persuasive communication techniques (questioning, listening, logical reasoning, suggestion, and the use of trial closes) to help uncover needs, to communicate effectively, and to finalize the sale. The sales presentation will be a minimum of 20 minutes in length.

- Candidates will also provide a written description of methods they employ for customer follow up, i.e. phone calls, personal visits, adding clients to mailing lists, etc.
- 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

## Resources

Optional textbook:

1. Futrell and Valvasori. (2007). *ABC's of Relationship Selling*, Third Canadian Edition™ Express. Toronto: McGraw Hill Ryerson.

## MKTG 225 – Event Planning and Public Relations

You will apply the process involved in designing and planning special events including participation in the preparation and execution of a special event. Emphasis will be placed on event goals, the planning process, establishing and maintaining event budgets and contracts, event marketing, and the solicitation of event sponsors. You will also learn basic public relations theory and practice including public relations writing and media relations. You will gain knowledge in the nature of publicity and learn how to get favourable public attention as well as use basic public relations tools such as news releases, interviews, press conferences, e-newsletters, and posters.

**Credit unit(s):** 5.0

<b>MKTG 225 – Event Planning and Public Relations</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
<b>1. Describe the goal and need for a special event.</b>					
▪ Define the variety of events.					
▪ <b>Explain the process of “Event Feasibility”</b>					
▪ Recognize the importance of developing a business plan and communications plan					
▪ Describe the goal and need for an event					
<b>2. Discuss the various aspects and special considerations of event planning.</b>					
▪ Describe the key aspects necessary in all events					
▪ Give an example of a marketing plan for an event					
▪ Identify the importance of risk management					
▪ Explain the necessity of human resources coordination					
▪ Recognize the need for leadership and team building in event planning					
<b>3. Explain the use of critical path in the planning process.</b>					
▪ Discuss the phases of event planning					
▪ Illustrate a sample critical path for an event					
<b>4. Explain how to design, negotiate, and maintain a contract.</b>					
▪ Describe the importance of understanding what expectations are for the event prior to designing and negotiating a contract					

<b>MKTG 225 – Event Planning and Public Relations</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 difference between facility, guest speaker/ agent and supplier negotiations and who is designing the contract</li> </ul>					
<ul style="list-style-type: none"> <li>Recognize the importance of maintaining “relationships” with business affiliates</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the importance of communication in all negotiations and fulfillment of expectations</li> </ul>					
<b>5. Develop an event budget considering financial and human resources.</b>					
<ul style="list-style-type: none"> <li>Explain budget categories and considerations</li> </ul>					
<ul style="list-style-type: none"> <li>Describe sources for budget development assistance</li> </ul>					
<ul style="list-style-type: none"> <li>Determine event financial objectives</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss recruitment, coordination, training and motivation of staff/volunteer resources</li> </ul>					
<b>6. Develop an event marketing and promotion plan.</b>					
<ul style="list-style-type: none"> <li>Discuss pre-, during- and post-event marketing</li> </ul>					
<ul style="list-style-type: none"> <li>Compile media contact list</li> </ul>					
<ul style="list-style-type: none"> <li>Develop press kit</li> </ul>					
<ul style="list-style-type: none"> <li>Prepare an event marketing and promotion plan</li> </ul>					
<b>7. Describe how to solicit and/or buy event sponsorship.</b>					
<ul style="list-style-type: none"> <li>Explain event importance/value to the sponsor and items offered in a sponsor benefits package</li> </ul>					
<ul style="list-style-type: none"> <li>Determine the type of sponsor being solicited (title presenter, official, media, in-kind, project endorsement)</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the process of identifying potential sponsors</li> </ul>					
<ul style="list-style-type: none"> <li>Describe sponsorship proposal content</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the importance of sponsorship fulfillment and post-event evaluation</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss considerations when buying event sponsorship</li> </ul>					
<b>8. Measure effectiveness of event planning.</b>					
<ul style="list-style-type: none"> <li>Discuss the importance of post-event evaluation</li> </ul>					
<ul style="list-style-type: none"> <li>Construct a post-event evaluation checklist</li> </ul>					

<b>MKTG 225 – Event Planning and Public Relations</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 evaluations are used to improve future events</li> </ul>					
<b>9. Explain the importance of creating a positive public image.</b>					
<ul style="list-style-type: none"> <li>▪ Explain the relationship of public image to individuals, organizations, and marketing professionals</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define common terms used in public relations, news, and advertising</li> </ul>					
<ul style="list-style-type: none"> <li>▪ List the strategies used to create a positive public image</li> </ul>					
<b>10. Describe the workings of the mass media.</b>					
<ul style="list-style-type: none"> <li>▪ Explain how the elements of news affect story placement</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss sources of news</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the different types of news writing</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss news slanting and propaganda</li> </ul>					
<b>11. Write news releases.</b>					
<ul style="list-style-type: none"> <li>▪ Recognize standard news story structure</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Create hard and soft leads</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use proper format for submission of news releases</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify basic elements of news style</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Develop a hook</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use a basic strategy for writing news releases</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Recognize standard news story structure</li> </ul>					
<b>12. Implement publicity tools.</b>					
<ul style="list-style-type: none"> <li>▪ Press conference, exercise and project</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define the basic tasks for a good publicist</li> </ul>					
<ul style="list-style-type: none"> <li>▪ List the steps in planning for publicity</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Plan a successful press conference</li> </ul>					
<b>13. Demonstrate media interview skills.</b>					
<ul style="list-style-type: none"> <li>▪ List the basic types of interviews and how to prepare for them</li> </ul>					

<b>MKTG 225 – Event Planning and Public Relations</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 attributes needed by spokespeople</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Demonstrate basic interview techniques</li> </ul>					
<b>14. Prepare a public relations campaign.</b>					
<ul style="list-style-type: none"> <li>▪ Identify steps in a successful public relations campaign</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use steps in evaluating a public relations campaign</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Plan a public relations campaign</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

- Resume
- Employer validation checklist (Refer to [Appendix E](#))
- Work sample documents – Any work samples that demonstrate candidate’s knowledge and skills in the area of international business administration. For authenticity, these must be validated by his/her employer/supervisor.
- A work sample of a public relations project and a work sample of an event planning project.
- 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.

**AND/OR**

#### 2. Assignment

- MKTG 225 Public Relations Plan Project
  - Prepare a Public Relations Plan for an organization you believe could use some positive public relations. (e.g. your place of employment, a non-profit agency you volunteer for, a business you are familiar with, etc)

Refer to [Appendix E](#) for details.

AND/OR

### 3. Challenge exam

- MKTG 225 Event Planning Exam
  - 2 hours
  - Open book exam

*Sample Question:*

As the event planner, you will delegate some of the planning activities to committees. Identify five committees required for this event and describe their responsibilities.

(5 marks)

### Resources

1. *Marketing Public Relations: A Marketer's Approach to Public Relations and Social Media*, Gaeten T. Giannini, Jr., 2010

# Business Marketing Diploma Program



## Appendices

## Appendix A: LAW 220 – Commercial Law

### Employer validation checklist: LAW 220 – Commercial Law

**Employer instructions:** Review each of the skills and knowledge factors that are listed in the table below. Indicate with a checkmark whether the PLAR candidate can perform 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 validator information sheet

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
1. Demonstrates working knowledge of the following characteristics of the law of torts.				
▪ the purpose of tort law				
▪ various forms of intentional torts				
▪ various forms of unintentional torts				
▪ remedies available to a victim of a tort				
▪ the standards of care may vary between individuals				
▪ the burden of proof may vary between individuals				
2. Applies the following elements that an agreement must contain to be an enforceable contract.				
▪ the element of intention				
▪ impact of an offer				
▪ element of acceptance				
▪ element of consideration				
▪ a gratuitous promise may be enforceable				
▪ the lack of capacity may impact a contract				
▪ element of legality				
▪ impact of the Statute of Frauds				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
3. Demonstrates working knowledge of the impact various flaws in a contract such as:				
▪ Misrepresentation may impact a contract				
▪ Undue influence may impact a contract				
▪ Duress may impact a contract				
▪ The remedies available to a victim of a flaw				
▪ Applies the concept of privity to a contract				
▪ Applies the exceptions to the privity of contract rule				
▪ Assignment of contractual rights				
4. Demonstrates working knowledge of the following methods to end a contract.				
▪ agreement				
▪ doctrine of frustration				
▪ operation of the law				
▪ breach of a contract				
5. Applies the following remedies for victims of a breach of contract.				
▪ damages that are utilized by a victim of a breach				
▪ the impact of mitigation or minimization of the breach on the victim				
6. Applies the law of insurance in the protection of society and its members.				
▪ demonstrates knowledge of the various types of insurance contracts				
▪ employs the rights of an insurer in the law of insurance				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
7. Illustrates working knowledge of how the law of negotiable instruments facilitates trade.				
▪ applies the intent of the Bills of exchange Act to trade				
▪ employs the different types of endorsement				
▪ recognizes the deficiencies under the Bills of exchange Act				
8. Demonstrates the following factors on the impact of debtor-creditor relationships on society and its members.				
▪ security instruments used to secure debt				
▪ knows the differences between consensual security instrument and a non-consensual security process				
▪ the rights of a secured creditor				
▪ the nature of bankruptcy				
▪ the acts of bankruptcy				
▪ the bankruptcy processes				
▪ the treatment of creditors in a bankruptcy				



*\*On Employers letterhead*

**Employer/validator information sheet for evidence:  
LAW 220 – Commercial Law**

I have actually seen \_\_\_\_\_ complete the tasks  
(Candidate's name)  
that I have signed for on the PLAR employer validation checklist for the  
LAW 220 – Commercial Law. I am confident that he/she can perform the identified factors at  
the skill level indicated.

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

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

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

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

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

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

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

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

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

## Appendix B: ADMN 220 – Organizational Behaviour documents

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*\*On Employers letterhead*

### Employer/validator information sheet for evidence: ADMN 220 – Organizational Behaviour

I have actually seen \_\_\_\_\_ complete the tasks  
(Candidate's name)  
that I have signed for on the PLAR employer validation checklist for the  
ADMN 220 Organizational Behaviour course. I am confident that he/she can perform the  
identified factors at the skill level indicated.

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

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

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

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

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

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

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

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

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

**Employer validation checklist: ADMN 220 – Organizational Behaviour**

**Employer instructions:** Review each of the skills and knowledge factors that are listed in the table below. Indicate with a checkmark whether the PLAR candidate can perform 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 validator information sheet

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
Determines goals and sets priorities				
Plans and schedules activities				
Completes tasks within an established deadline				
Solves problems and makes thoughtful and reasonable decisions, even if unpopular				
Effectively uses verbal skills				
Effectively uses non-verbal skills				
Leads discussion groups				
Prepares presentations				
Delivers presentations				
Understands and works well in a diverse workplace (gender, age, race, other)				
Negotiates work tasks and assignments				
Functions as an effective team member				
Effectively manages conflict				
Maintains good relations with others				
Encourages and motivates others to accomplish tasks				
Monitors the performance of others when required				





## Exam invigilator form for Prior Learning Assessment

Please fill in and return the following information with exams to your SIAST contact (Rick Wagman, SIAST Palliser Campus, PO Box 1420, Moose Jaw SK, S6H 4R4).

**The exam supervisor should be a professional (teacher, RCMP, RN, secretary, clergy, etc.) and must be a non-relative.**

### EXAM SUPERVISOR

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Postal code \_\_\_\_\_

Occupation: \_\_\_\_\_

Place of employment: \_\_\_\_\_

Business phone: \_\_\_\_\_

Home phone: \_\_\_\_\_

**Student's name:** (please print) \_\_\_\_\_

**Note: Please validate student's identity. After validation, please enter your signature.**

\_\_\_\_\_  
Signature of exam supervisor

\_\_\_\_\_  
List course(s)

## ADMN 220 - PLAR assignment

### Instruction sheet for candidate

*Note to candidates:*

Please take careful note of the marks assigned to each of the following questions and plan your time and answers according to the value of each question. As well, when given a choice of questions, please only answer one as you will only be marked on one (refer below to number 3).

This information is included in the candidate guide so you will have more information about the assignment. You will receive the actual assignment from the program area once you have made your PLAR application.

1. Candidates are to complete the following questions:
  - a. **Either Question 1 OR Question 2**
  - b. Questions 3, 4, 5, and 6. Note that question 4 has **two** choices. Your assignment will be graded depending on the choice you have made.
  - c. **Either Question 7 OR Question 8**
2. Questions 1 and 2 can be done directly into the assignment booklet. The other questions must be done on the paper that has been supplied to you. Please ensure that your writing is neat and legible.
3. Assessors will only mark the first response in questions where candidates are given a choice.
4. This assignment has been developed so that candidates who have had organizational experience would be able to complete it without reference to a textbook. However you are allowed to use your textbooks.

## Appendix C

### Marketing 221 Sales Presentation - Scoring guide

#### Rating scale

- 5 Excellent** – exceeds expectations, an exceptional job has been done
- 4 Very good** – work above and beyond minimal expectations, a substantial effort is demonstrated.
- 3 Meets expectations** – the work has covered all aspects of the requirements for the presentation.
- 2 Limited** – in some areas the work does not meet the requirements of the assignment.
- 1 Insufficient** – applicant has not completed a large part of what was required in the area.
- 0 Not present** – there is no indication of the evaluation area being covered.

Categories	0	1	2	3	4	5	Total
<b>Approach</b> – Approach the customer and establish rapport. Use open questions to uncover their needs. With repeat or business clientele, be thoroughly acquainted with information from your previous encounters.	0	1	2	3	4	5	
<b>Presentation</b> - Incorporate the effective use of visual aids, demonstrations, technology and cross selling.	0	1	2	3	4	5	
<b>FABS</b> - (Features, Advantages, and Benefits of products/services). Taylor your presentation to sell the benefits your product has that meet the needs of the customer. Be able to compare the features of competitor's products and explain the advantages of yours.	0	1	2	3	4	5	
<b>Objections - Effectively</b> address each objection your customer raises before moving on in your presentation. Use the following four steps: (1) acknowledge the buyer's viewpoint, (2) identify the problem and clarify the concern, (3) meet the objection, and (4) trial close.	0	1	2	3	4	5	
<b>Closing the Sale</b> - Taylor your close to each prospect's personality and see the situation from the prospect's viewpoint. Constantly look and listen for buying signals from your prospect to know when to close. Ask for the sale.	0	1	2	3	4	5	
<b>Overall impression</b> – Stay professional, don't become flustered, be pleasant to deal with and let the customer know you will be available for assistance. Depending on the situation, ask for referrals. Show appreciation for the prospect's time and business.	0	1	2	3	4	5	
<b>Total mark out of 30</b>							<b>/30</b>

The PLAR candidate will submit the evidence file to the content assessor following the self-audit meeting. Through collaboration the assessor and candidate will determine time lines and process for submitting the evidence file. It is important that the candidate clearly understands time frame expectations. Once an assessor has evaluated the evidence file, a follow-up interview in person or by distance may be required to clarify any submissions. The assessor may also decide after evaluating the evidence file that learning gaps exist and therefore require further demonstration of learning. Demonstration of further learning may require additions or modifications to evidence file or completion of one or more of the assignments as described in Option two.

The candidate will be expected to bring a completed MKTG 221 PLAR self-audit to the action meeting in Step 3 of the PLAR process (<http://www.siastr.sk.ca/stuservices/plar/process.shtml>).

Please share the marking rubric with the candidate so they have a guideline to assist them with their preparation of evidence.

### **General instructions to candidate for all PLAR challenges:**

- Familiarize yourself and follow the SIAST 10-step process found on the SIAST Recognition of Prior Learning Website at <http://www.siastr.sk.ca/stuservices/plar/PDF/PLARprocessFchart02.pdf>
- You must first meet with an [education counsellor](#) prior to meeting with the assessor or program content faculty. If you wish to complete this challenge through distance, please make arrangements with the faculty person/assessor for shipping addresses, phone numbers and availability times.
- The PLAR advisor will explain the self-audit process to you. You will be expected to complete the self-audit for the course(s) you are challenging and bring it to your first meeting with the program faculty (assessor). This self-audit is found in the *Business Marketing candidate guide* on the Business Marketing program website under PLAR availability at [http://www.gosiastr.com/programs\\_courses\\_descriptions/BMKT DIP.shtml](http://www.gosiastr.com/programs_courses_descriptions/BMKT DIP.shtml)
- The self-audit meeting is the pre-assessment phase. At this initial meeting, you will discuss the completed self-audit with the program faculty/assessor and together determine if you have the necessary skills and knowledge to proceed with the PLAR challenge.
- If you and the faculty person/assessor decide you will go ahead with the PLAR challenge, an action plan will be developed with timelines and process for submission of the evidence, assignments and demonstrations. You will be required to pay the assessment fees prior to starting the assessment.
- The faculty person/assessor will give you marking rubrics to assist you with the development of your evidence file and any assignments. It will facilitate your success as you will know the criteria expected of you. Your knowledge and skills must match the critical outcomes found in the self-audit of the candidate guide and in the rubrics.

## Factors to address:

Preparation time allowed for challenge:

Completion date:

Evaluation Process:

Approximate timelines for completion of marking:

Location of examination:

Test Centre contact information if needed:

Any distance accommodations:

Any equity accommodations:

Contact information and mailing address for submission of evidence:

## Appendix D

### ADMN 207 -Essential Career Skills Development - Scoring guide

#### Rating scale

- 5 **Excellent** – exceeds expectations, an exceptional job has been done
- 4 **Very good** – work above and beyond minimal expectations, a substantial effort is demonstrated.
- 3 **Meets expectations** – the work has covered all aspects of the requirements for the presentation.
- 2 **Limited** – in some areas the work does not meet the requirements of the assignment.
- 1 **Insufficient** – applicant has not completed a large part of what was required in the area.
- 0 **Not present** – there is no indication of the evaluation area being covered.

Categories	0	1	2	3	4	5	Total
<b>Employment Portfolio Format.</b> You have included a table of contents, self-assessments, copies of credentials and other documents that support employability. Pages are sectioned and numbered.	0	1	2	3	4	5	
<b>Career Search Portfolio.</b> You have included career options, favourite resources and career goals.	0	1	2	3	4	5	
<b>Tracking System.</b> You have included a manageable, easy-to-use and follow tracking system for following-up well in your career search.	0	1	2	3	4	5	
<b>Informational Interview.</b> You have set out questions, three employers you want to target, and the interview and reflections from one employer.	0	1	2	3	4	5	
<b>Networking.</b> You have set out your plans for networking and listed three targets.	0	1	2	3	4	5	
<b>Business Card.</b> You have included a copy of your business card.	0	1	2	3	4	5	
<b>Thank You.</b> You have included a copy of a thank you letter for a job interview.	0	1	2	3	4	5	
<b>Job searches.</b> You have included a copy of a website job ad and included a cover letter and resume for that position. You have included a newspaper ad of a job you'd like to pursue.	0	1	2	3	4	5	
<b>Other sources.</b> You have listed the employers you would like to pursue, and have set out a phone conversation.	0	1	2	3	4	5	
<b>Total mark out of 45</b>							<b>/45</b>

## Appendix E: MKTG 225 – Event Planning & Events documents

### MKTG 225 – Employer Validation Checklist

**Business Marketing**

Name: \_\_\_\_\_

**MKTG 225**

Student ID: \_\_\_\_\_

**Event Planning and Public Relations**

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

Completion date: \_\_\_\_\_

Employee/PLAR candidates for the challenge of MKTG 225 must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

**Directions:** On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing MKTG 225. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

<b>MKTG 225 – Event Planning and Public Relations</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. Knows the importance of setting goals for a variety of events.					
2. Applies the principles of event feasibility to event planning.					
3. Develops an event marketing plan.					
4. Proficient in the use of critical paths and/or timelines in ensuring events/project task are completed on time.					
5. Is familiar with contracts.					
6. Completes an effective event/project budget.					
7. Effectively solicits event sponsorship.					
8. Provides an effective evaluation of an event.					
9. Applies the workings of the mass media to his/her work.					

<b>MKTG 225 – Event Planning and Public Relations</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
10. Writes effective news releases.					
11. Utilizes a number of publicity tools.					
12. Prepares a public relations campaign/plan.					

**Note:** The employer/ supervisor may be contacted by the SIAST assessor to confirm/clarify information provided.



## MKTG 225

### Event Planning Assignment

#### Format

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#### 1. Situation (10 marks)

- A. Define the **situation** that requires this campaign plan to be developed. Traditional situations that often prompt the development of PR programs are:
- 1) the organization must conduct a remedial program to overcome a problem or negative situation;
  - 2) the organization needs to conduct a specific one-time project to launch a new product or service; or
  - 3) the organization wants to reinforce an ongoing effort to preserve its reputation and public support.

In defining the situation, identify the factors you think are contributing to it and what the main obstacles might be. Then, write a positioning statement for the organization, meeting all of the criteria described in Chapter 2. Frame the boundaries of your plan by affirming where the organization stands relative to its competitors in the eyes of the consuming public, and identify what difference you intend to make with your plan. (5 marks)

- B. Conduct a **SWOT** analysis, identifying the organization's current strengths and weakness as well as external opportunities and threats. Your plan should identify public relations strategies to address the current situation outlined earlier. (5 marks)

**Note:** Relevant research is often included as part of the situation and should be located in the appendix.

#### 2. Objectives (15 marks)

Identify your campaign purpose by outlining **three** specific objectives of your public relations plan. Objectives should be stated in terms of outcomes of your plan, not the tactics you will engage to achieve the objectives. Also, objectives can be either informational or motivational and should complement and reinforce the organization's objectives.

Make sure your campaign objectives are **SMART** – specific, measurable, attainable, realistic and time bound.

#### 3. Target Audience (10 marks)

Identify **three potential market segments** for the organization (using geographic, demographic and psychographic descriptors). Then, **from those three, narrow the list to one target audience** taking into consideration the five criteria for effective target segmentation selection (from Chapter 4). Provide a brief explanation as to why you chose the one you did, why you disqualified the others, and, if you combined them, why.

Develop a detailed list of the connectors (media and non-media) who reach these consumers and briefly explain why you have chosen each one.

#### 4. Strategy and Tactics (50 marks)

With your positioning statement in mind, develop **three key messages** you will deliver. Be sure the messages are ones that your connectors would find valuable and that would also effectively translate to your target audience to meet your campaign/plan objectives. Then, identify **three strategies** (broad statements describing how your objectives will be achieved) and, under each strategy, **several tactics** (the nuts-and-bolts of the plan i.e., the marketing communications mix) you will employ.

Your tactics must include at least but not limited to the following, to be included in your appendix:

- 1) Backgrounder and fact sheet on the organization
- 2) One to two page organizational success story
- 3) One to two page outline of a special event (include event format, venue, invitees, takeaway and strategy for recapping the event)
- 4) Press release to announce the special event included in a complete press kit

Keeping your target audience in mind, include the types of reference groups you might use to reach your audience, as well as the experts and opinion leaders who may influence them. Your plan must also include the use of social media.

#### 5. Evaluation (5 marks)

Describe how you plan to evaluate/measure the results of your campaign. This section should restate the objectives and then name the methods used to evaluate them (both quantitative and qualitative). How would you follow up on campaign successes? How would you respond to identified campaign weaknesses?

Your plan should end with a one to two paragraph **conclusion**.

#### 6. Appendix includes relevant research and documents that support your plan. (5 marks)

#### 7. Format includes a **title page, table of contents, conclusion and appendix**. Marks will be lost for spelling and grammatical errors. Be sure to PROOFREAD!! (5 marks)



\_\_\_\_\_ /100 marks

**MKTG 225**

**Marking Rubric for Public Relations Plan Project**

Expectations	0	1	2	3	4	5	Total marks
<p>1. <b>Situation</b> is complete and clearly identifies:</p> <ul style="list-style-type: none"> <li>a) the problem, if any, with the image of the organization you have selected <b>and</b></li> <li>b) the factors you believe are contributing to this image.</li> </ul> <p>A discussion on the current public image of the organization and the new public image you intend to build through your plan is included. You will described what difference you intend to make and included a positioning statement (three sentence, maximum) (5 marks)</p>							<b>5</b>
<p><b>SWOT Analysis</b> identifies the BCP's current strengths and weaknesses as well as external opportunities and threats (5 marks)</p>							<b>5</b>
<p>2. <b>Objectives</b> section identifies the purpose of the plan along with three specific objectives in achieving it. Objectives are stated in terms of outcomes and are <b>SMART</b> – specific, measurable, attainable, results-oriented and time-bound (15 marks)</p>							<b>15</b>
<p>3. <b>Target Audience</b> section is identified demographic, psychographic, geographic and behavioral criteria to define three potential market segments for the organization.</p> <p>From the three potential market segments, the list has been narrowed to one target audience, taking into consideration the five criteria for effective target segmentation selection. An explanation is provided as to why you chose to keep the one you did, why you disqualified those you eliminated, and if you combined them, why.</p> <p>A number of media, groups, and individuals who would be appropriate connectors for the organization are identified along with a brief explanation as to why they were chosen (10 marks).</p>							<b>10</b>

Expectations	0	1	2	3	4	5	Total marks
<p>4. <b>Strategies and Tactics</b> - section clearly identifies: <b>Three strategies</b> that set the direction of your campaign and <b>three key messages</b> you plan to deliver to your target audience and connectors (5 marks).</p>							<b>5</b>
<p>The specific tactics you plan to use under each strategy (ensuring they fit your target audience and campaign objectives), including but not limited to the following:</p> <ol style="list-style-type: none"> <li>1) Backgrounder and fact sheet on the organization (5 marks)</li> <li>2) Creative one to two page organizational success story contains a newsworthy element. (5 marks)</li> <li>3) Your one to two page outline of special event includes event format, venue, invitees, suggested takeaway and a strategy for recapping the event. (10 marks)</li> <li>4) press releases to announce the special event is well written, identifies the 5Ws and H in the first two paragraphs, and is news worthy. Your press kit is complete and contains all the elements essential to the event. (10 marks)</li> <li>5) You have identified <b>an additional three tactics</b> (under each strategy) involving a variety of methods to reach your target audience with key messages. (10 marks)</li> <li>6) The types of reference groups you might use to reach your audience are acknowledged, as well as experts and opinion leaders who may influence them. You have also identified the use of social media in one or more of your tactics. (5 marks)</li> </ol> <p>Supporting documents and materials are included in your appendix.</p>							<b>5</b>
<p>5. <b>Evaluation</b> section includes a description of how the results of your campaign will be measured (both quantitatively and qualitatively), how the success (or failure) of the campaign will be interpreted, and a mechanism for providing feedback for future goals.</p>							<b>5</b>
<p>6. <b>Appendix</b> includes relevant research and documents that support your plan. (5 marks)</p>							<b>5</b>

Expectations	0	1	2	3	4	5	Total marks
<p><b>7. Format.</b> Report is well organized, formatted and easy to follow. You have included a title page, table of contents, conclusion and appendix. Section headings are used to promote readability and ease of understanding. Report is neat and free of spelling and grammatical errors.</p> <p>(5 marks)</p>							5
<b>Total Marks</b>							100