

# **Business Administration**

## **PLAR Candidate Guide**

Prior Learning Assessment and  
Recognition (PLAR)



Tomorrow  
in the making.

## Copyright

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Saskatchewan Polytechnic

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

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## **Why consider a PLAR assessment?**

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PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Business Administration 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 Saskatchewan Polytechnic student.

### **Option A: Individual course challenge**

If you have 2 or more years of successful experience in the business administration field, and have learned the skills and knowledge for **one or more** of the Business Administration program 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 Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Business Administration program at: 1-866-467-4278.

## **How many courses can be challenged through PLAR in the Business Administration 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 Administration 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 206	Leadership Development		X
ADMN 207	Essential Career Skills Development	✓	
ADMN 220	Organizational Behaviour	✓	
ADMN 224	Entrepreneurship		X
ADMN 255	Managing Conflict in the Workplace	✓	
ECON 222	Money and Finances		X
FIN 220	Finance		X
LAW 220	Commercial Law	✓	
MKTG 220	Retail Management		X
MKTG 221	Professional Selling	✓	

**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://saskpolytech.ca/programs-and-courses/programs/Business.aspx> for PLAR information on year one courses.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Business Administration program at: 1-866-467-4278.

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

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

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

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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 Saskatchewan Polytechnic, 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 Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic Web site:

<http://saskpolytech.ca/student-services/support/counselling-services.aspx>

## Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

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### Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:

<http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

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 [Saskatchewan Polytechnic educational counsellor](#).

### Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic 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.

Saskatchewan Polytechnic in Moose Jaw  
Counselling Services, Room 2.203  
306-691-8311 or 306-691-8310  
[pallisercounselling@saskpolytech.ca](mailto:pallisercounselling@saskpolytech.ca)

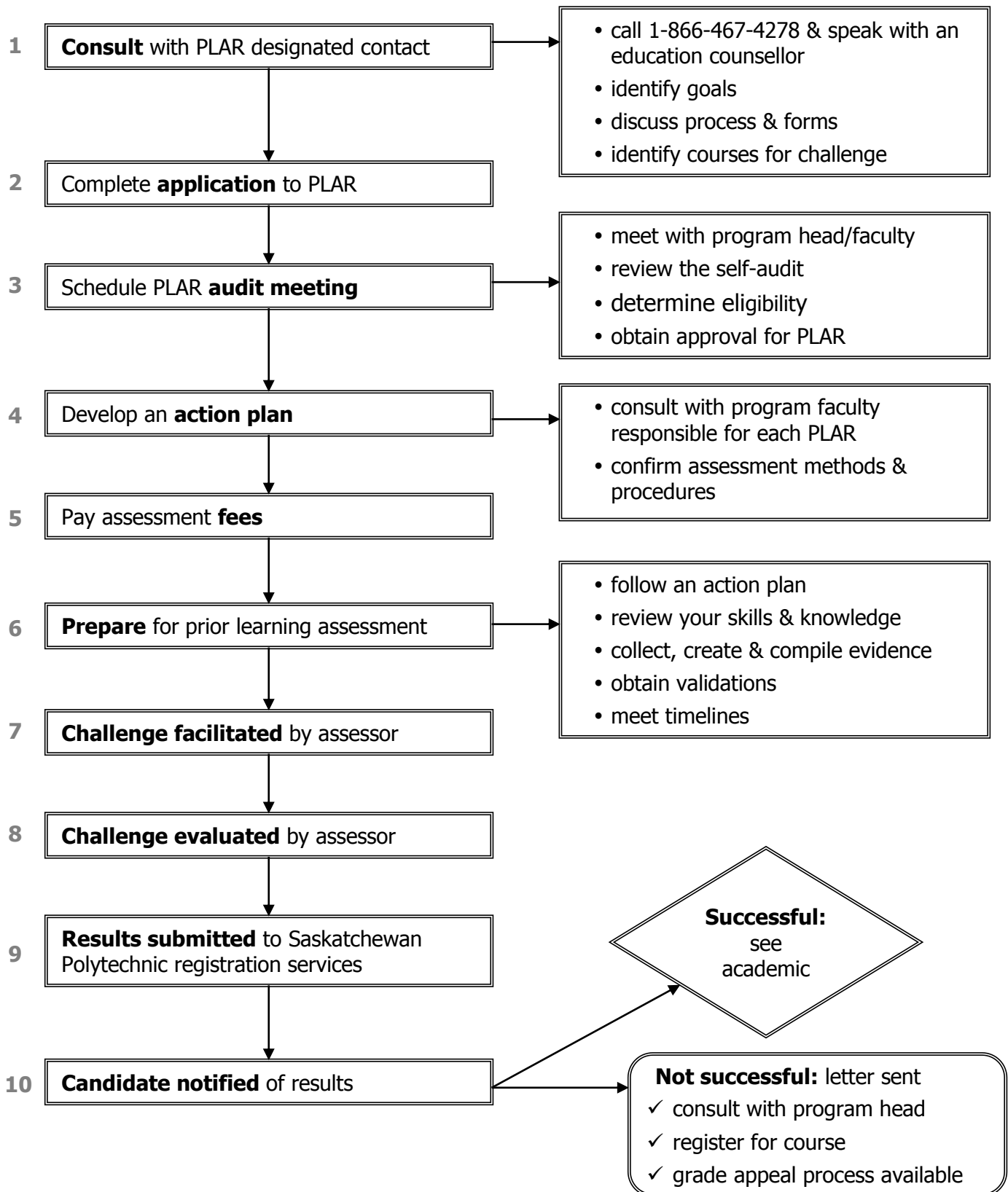
Saskatchewan Polytechnic in Prince Albert  
Counselling Services, Room F203 (Technical Centre)  
306-765-1611  
[woodlandcounselling@saskpolytech.ca](mailto:woodlandcounselling@saskpolytech.ca)

Saskatchewan Polytechnic in Regina  
Counselling Services, Room 228  
306-775-7436  
[wascanacounselling@saskpolytech.ca](mailto:wascanacounselling@saskpolytech.ca)

Saskatchewan Polytechnic in Saskatoon  
Counselling Services, Room 114  
306-659-4050  
[kelseycounselling@saskpolytech.ca](mailto:kelseycounselling@saskpolytech.ca)



## Prior Learning Assessment and Recognition process



## **Guiding principles for developing a PLAR evidence file**

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

## **Types of evidence**

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

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

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

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

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

All documents that are submitted to Saskatchewan Polytechnic 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.

### **Learning outcomes**

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.					
▪ Define managerial accounting					
▪ Compare managerial accounting and financial accounting					
▪ Identify different decision-making structures in the business environment					
2. Apply appropriate cost terms and classifications for costs incurred by a business organization.					
▪ Apply appropriate cost terms, concepts and classifications to costs incurred by a business concern					
▪ Identify fixed, variable and mixed costs incurred by an organization					
▪ Use the high-low method to determine variable and fixed components of a mixed cost					
▪ Use the scattergraph method to determine variable and fixed components of a mixed cost					
3. Use cost flow information to prepare financial schedules.					
▪ Describe the flow of costs for a business organization					
▪ Identify costs that can be inventoried					
▪ Prepare statements for cost of manufacturing, cost of goods sold, and income					
▪ Compute predetermined overhead rates					
▪ Apply job-order costing techniques in a business organization					
▪ Describe proper treatments for over-applied and under-applied overhead costs					
4. Use cost flow information to prepare budget documents.					

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

### PLAR assessment methods

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

### **1. Evidence file**

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

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

### **2. Clarification interview**

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

### **3. Challenge exam**

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

## **Resources**

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

## 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. <b>Apply various motivational models to improve performance.</b>					
<ul style="list-style-type: none"> <li>▪ Define motivation</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>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>					
<ul style="list-style-type: none"> <li>Define negotiation and bargaining strategies</li> </ul>					
<b>8. Describe organizational culture.</b>					



<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 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 A](#))
- 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 Saskatchewan Polytechnic test center. Distance candidates can make arrangements with the program to complete this assignment at their home location (please refer to [Appendix A](#) 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.

## 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>1. 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>▪ <b>Explain how globalization affects markets and production</b></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>▪ <b>Identify the four main elements of the global business environment</b></li> </ul>					
<b>2. 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>▪ <b>Describe how companies and culture affect one another</b></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>3. 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>▪ <b>Explain how managers can reduce problems associated with political risks</b></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>					
<ul style="list-style-type: none"> <li>▪ Explain how international relations affect international business activities</li> </ul>					
<b>4. Explain the effect that economics has on international business.</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 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>▪ <b>Explain the importance of privatization</b></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>5. 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>6. Describe how the global trading system promotes free trade.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Describe the political, economic, and cultural motives behind governmental intervention in trade</b></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>7. Explain the theories on which the patterns of Foreign Direct Investment (FDI) are based.</b>					
<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>					

<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>▪ <b>Identify the policy investments that governments use to promote and restrict FDI</b></li> </ul>					
8. Explain why nations are making significant efforts at regional economic integration.					
<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>					
9. Describe the importance of international financial markets and the international monetary system.					
<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>					
10. <b>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>▪ <b>Identify two international strategies and the corporate-level strategies that companies use</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Explain the different business-level strategies and department-level strategies</b></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>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
11. Explain how companies analyze international business opportunities regarding potential new markets and new sites of operations.					
▪ Explain each of the steps in the market and site-screening process					
▪ Describe the primary problems associated with conducting international market research					
▪ Explain the usefulness of secondary international data					
▪ Describe the main methods used in conducting primary international research					
<b>12. 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>					
▪ Explain why and how companies use exporting, importing, and countertrade					
▪ Explain the various means of financing export and import activities					
▪ Describe the different contractual entry modes that are available to companies					
▪ Explain the various types of investment entry modes					
▪ Discuss the important strategic factors in selecting an entry mode					
<b>13. Explain how differences in national business environments have an impact on the development of marketing strategies.</b>					
▪ Explain the impact globalization is having on international business strategies					
▪ Describe the types of things that managers must consider when developing international product strategies					
▪ Discuss the factors that influence international strategies					
▪ Discuss the elements that must be considered when designing international distribution strategies					
▪ Discuss the elements that influence international pricing strategies					

## 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. <b>Prepare a resume and cover letter for employment.</b>					
▪ 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					
▪ Describe the different types of interviews utilized by employers					



<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>▪ 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>					
<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 E](#)) 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 255 – Managing Conflict in the Workplace

This course focuses on an introduction to conflict resolution, designed to provide you with interest-based conflict resolution models and primary interpersonal skills to handle workplace conflicts. The learner will obtain insights and be educated in conflict theory, negotiation strategy, needs grounding in basic interpersonal communication and management skills, such as rapport building, empathic listening, behaviour modeling, reframing, problem solving, and decision making

**Credit unit(s):** 4.0

**Equivalent course(s):** DRCP 221

<b>ADMN 255 – Managing Conflict in the Workplace</b>	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
1. Describe conflict.					
2. Describe environmental conditions that minimize conflict.					
3. Select the appropriate strategic approaches for managing conflict.					
4. Describe different approaches to managing conflict.					
5. Use active listening skills.					
6. Respond to the key elements of a message.					
7. Demonstrate responses to individuals at places on the response continua.					
8. Determine the ability of affected individuals to negotiate resolution to conflict.					
9. Prepare to resolve a conflict (process).					
10. Apply the elements of the collaborative discussion model.					
11. Apply appropriate strategies to conduct interest-based negotiation.					
12. Use communication skills to overcome barriers in integrative negotiation.					
13. Use mediation skills.					
14. Demonstrate decision-making skills in a conflicted situation.					
15. Apply the basic confrontation model to manage and diffuse direct conflict.					

Please refer to [Appendix B](#) for a complete listing of course learning outcomes and steps

## 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.

### **You will be required to produce an evidence file and/or participate in an interview.**

- The evidence file must include documents that demonstrate the skills and knowledge related to the learning outcomes above. These will require verification/validation by present and/or past employers.
- You will be required to participate in an interview with an instructor where you will be asked to demonstrate your knowledge in the above areas.

## Resources

1. ADMN 255 Course pack
2. Fisher, R., Ury, W., *Getting to Yes: Negotiating Agreement Without Giving In*, Second Edition, 1991, Penguin Books, New York, NY
3. Teplitsky, M., *Making a Deal-The Art of Negotiating*, 1992, Lancaster House, Toronto, ON
4. Lewicki, R. J., Saunders, D. M., Minton, J. W., *Negotiation*, Third Edition, 1999, Irwin McGraw-Hill, Toronto, ON
5. Lewicki, R. J., Saunders, D. M., Barry, B., Minton, J. W., *Essentials of Negotiation*, Third Edition, 2004, Irwin McGraw-Hill, Toronto, ON
6. Dubrin, A. J., Geerinck, T., *Human Relations-interpersonal, job-oriented skills*, Second Canadian Edition, 2006, Pearson Prentice Hall, Toronto, ON
7. Ury, W., *Getting Past No Negotiating Your Way From Confrontation to Cooperation*, Revised Edition, 1993, Bantam Books, New York, NY
8. Handy, C., *Inside Organizations: Twenty-One Ideas for Managers*, 1999, Penguin Books, London, GB

## 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
1. 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					
2. <b>Explain the law of torts and its impact upon a society and its members.</b>					
▪ <b>Describe the purpose of tort law</b>					
▪ <b>Describe the various forms of intentional torts</b>					
▪ <b>Describe the various forms of unintentional torts</b>					
▪ <b>Explain the remedies available to a victim of a tort</b>					
▪ <b>Explain how the standard of care may vary between individuals</b>					
▪ <b>Describe how the burden of proof may vary between individuals</b>					
3. <b>Explain the elements that an agreement must contain to be an enforceable contract.</b>					
▪ <b>Describe the purpose of the element of intention</b>					
▪ <b>Explain the impact of an offer</b>					
▪ <b>Explain the element of acceptance</b>					
▪ <b>Describe the element of consideration</b>					

<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
▪ Explain how a gratuitous promise may be enforceable					
▪ Explain how the lack of capacity may impact a contract					
▪ Describe the element of legality					
▪ Explain the impact of the Statute of Frauds					
<b>4. Explain the impact of the various flaws in a contract.</b>					
▪ Identify the laws that can impact a contract					
▪ Explain how mistakes may impact a contract					
▪ Explain how misrepresentation may impact a contract					
▪ Explain how undue influence may impact a contract					
▪ Explain how duress may impact a contract					
▪ Describe the remedies available to a victim of a flaw					
<b>5. Describe the extent of contractual rights on parties associated with a contract.</b>					
▪ Describe the concept of privity of a contract					
▪ Identify the exceptions to the privity of contract rule					
▪ Describe the purpose of assigning contractual rights					
▪ Describe the differences between an ordinary assignment and a statutory assignment					
<b>6. Describe how a contract may be brought to an end.</b>					
▪ Describe the nature of performance					
▪ Describe the methods a contract may be brought to an end by agreement					
▪ Explain the impact of the Doctrine of Frustration					
▪ Describe how an operation of the law may bring a contract to an end					
▪ Explain how a breach of a contract would bring it to an end					
<b>7. Explain the remedies available for victims of a breach of contract.</b>					
▪ Identify the remedies available for a victim of a breach of contract					
▪ Explain how damages are utilized by a victim of breach					

<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>▪ <b>Explain how the special or equitable remedies may be utilized by a victim of a breach</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Describe how mitigation of loss impacts the parties to a breached contract</b></li> </ul>					
8. Describe the impact of the law of agency on society and its participants.					
<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>					
9. Describe how the Sale of Goods Acts affects the buyer and seller of goods.					
<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>					
10. Describe the obligations that the law of bailments places on the parties to a bailment contract.					
<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>11. Apply the law of insurance in the protection of society and its members.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Describe the purpose of insurance contracts</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Describe the various types of insurance contracts</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Explain the rights of an insurer</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Apply the co-insurance formula to a specific case situation</b></li> </ul>					
12. Describe how employment laws facilitate society.					

<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.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</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>13. Explain how the law of negotiable instruments facilitates trade.</b>					
<ul style="list-style-type: none"> <li><b>Describe the intent of the Bills of Exchange Act</b></li> </ul>					
<ul style="list-style-type: none"> <li><b>Describe how each of the various bills of exchange function</b></li> </ul>					
<ul style="list-style-type: none"> <li><b>Describe the different types of endorsement</b></li> </ul>					
<ul style="list-style-type: none"> <li><b>Describe the deficiencies under the Bill of Exchange Act</b></li> </ul>					
<b>14. 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>					
<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>15. 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>					



<b>LAW 220 – Commercial Law</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<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.					
▪ Describe how a corporation may be created					
▪ Describe the scope of liability of the parties of a corporation					
▪ Describe the management structure of a corporation					
<b>16. Explain the impact of debtor-creditor relationships on society and its members.</b>					
▪ <b>Describe each of the security instruments used to secure debt</b>					
▪ <b>Describe the differences between a consensual security instrument and a non-consensual security process</b>					
▪ <b>Describe the rights of a secured creditor</b>					
▪ <b>Explain the nature of bankruptcy</b>					
▪ <b>Describe the acts of bankruptcy</b>					
▪ <b>Describe the bankruptcy processes</b>					
▪ <b>Explain how the creditors are treated in a bankruptcy</b>					

## PLAR assessment methods

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

### 1. Evidence file

Please include any work samples, validations, letters of reference (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 C](#))
- 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. 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. <b>Describe prospecting.</b>					
▪ 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					
▪ Use questions in your presentation for sales success					

<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
6. Demonstrate elements of making a presentation.					
▪ Illustrate the differences between features, advantages and benefits					
▪ Recognize the importance of visual aids					
▪ Demonstrate your product					
▪ Recognize difficulties and how to overcome them					
7. Practice overcoming objections.					
▪ List the major categories of objections					
▪ Explain how to handle objections effectively					
▪ Demonstrate answering objectives					
8. Practice closing the sale.					
▪ List closing techniques					
9. <b>Describe how to complete a sales follow up.</b>					
▪ Describe follow-up services					
▪ Describe how to maintain the relationship					
10. <b>Deliver a major sales presentation.</b>					
▪ Write a sales presentation script that incorporates all of the steps in the selling process					
▪ Practice your presentation					
▪ Present a presentation					
▪ Use the feedback form					

### 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 D](#) 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 D](#))

### 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.

# **Business Administration Diploma Program**

## Appendices

## Appendix A: 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

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Please fill in and return the following information with exams to your Saskatchewan Polytechnic contact

(Rick Wagman, Saskatchewan Polytechnic Moose Jaw 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

**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.

### ADMN 255 – Managing Conflict in the Workplace

#### Detailed learning outcomes and steps

#### 1. Describe conflict.

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- Describe the costs of unresolved conflicts to organizations and individuals
- Define conflict
- Describe the differences between positional and interest-based approaches to resolving conflict

#### 2. Describe environmental conditions that minimize conflict.

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- Identify the signs of evolving conflict in the workplace
- Discuss perspectives of conflict in the workplace
- Describe different types of conflicts and organizational responses to conflicts
- Describe the implications of groups on decision making and success of conflict resolution
- Explain how the conflict escalation impacts interpersonal relationships

#### 3. Select the appropriate strategic approaches for managing conflict.

---

- Discuss the role of communication in resolving conflict
- Describe the power-based, rights-based, and interest-based approaches to resolving conflict
- Demonstrate communication skills at all levels during a conflict-resolution process
- Describe the purpose of individual skills and their role on conflict resolution
- Describe the negotiator's dilemma and how to overcome it
- Describe the differences between distributive and integrative negotiation

#### 4. Describe different approaches to managing conflict.

---

- Discuss the concept of "iceberg"
- Describe the "Thomas-Killmann Conflict Model Instrument" for addressing conflict
- Discuss the advantages of using the approaches for managing conflict
- Describe the circumstances in which each approach will prove ineffective

## 5. Use active listening skills.

---

- Discuss the role of communication in resolving conflict
- Describe three channels of communication and explain how they affect communication
- Discuss how words model our reality and influence our behaviour
- Use communication tools to decode messages
- Describe the purpose of individual communication skills in conflict resolution
- Develop communications skills to resolving conflict
- Describe the purpose and role of personal skills in creating a conflict resolution environment

## 6. Respond to the key elements of a message.

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- Discuss the role of communication in resolving conflict
- Describe the four levels of communication
- Demonstrate communication skills at all levels during conflict resolution process
- Demonstrate paraphrasing, producing emphatic responses to diffuse anger, and building rapport
- Describe the purpose of individual skills and their role in conflict resolution

## 7. Demonstrate responses to individuals at places on the response continua.

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- Discuss the purpose of knowing the five response continua
- Describe the five response continua
- Demonstrate the use of utilizing the continua to help others solve problems

## 8. Determine the ability of affected individuals to negotiate resolution to conflict.

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- List criteria to determine one's readiness to resolve a conflict
- Use ego maturity to develop a conflict resolution strategy
- Determine one's "Conflict Capability"

## 9. Prepare to resolve a conflict (process).

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- Identify problem ownership
- Explain the six steps involved in the conflict resolution through supportive confrontation strategy
- Organize your conflict resolution rehearsal
- Describe "I" messages and "you" messages
- Describe two conflict confrontation goals
- Describe the differences between conversation and a sell-job
- Apply the elements of the collaborative discussion model
- Describe the basic model for engaging someone in a collaborative discussion
- Describe the essential steps for collaboration during conflict resolution
- Apply the collaborative model to a conflict situation in your life and work

## 10. Apply appropriate strategies to conduct interest-based negotiation.

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- Develop a plan for negotiations
- Describe negotiation strategies and techniques
- Plan for an interest-based negotiation
- Apply interest-based strategies and techniques to conduct interest-based negotiation
- Conduct conflict resolution negotiation

## 11. Use communication skills to overcome barriers in integrative negotiation.

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- Describe the common barriers to reaching agreement through integrative negotiation
- Describe strategies for overcoming barriers
- Practice strategies for overcoming these barriers
- Demonstrate the feedback process
- Demonstrate the use of speaking from "I" perspective
- Demonstrate summarizing when providing feedback

## 12. Use mediation skills to resolve workplace conflict.

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- Describe the purpose and role of the manager in the mediation of disputes
- Describe the structure, elements, and strategies involved in mediating conflicts
- Apply mediations skills to the resolution of conflict

13. Demonstrate decision-making skills in a conflicted situation.

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- Describe the decision-making processes used to resolve conflict
- Apply these processes to resolve conflict situations

14. Apply the basic confrontation model to manage and diffuse direct conflict.

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- Describe the basic model for confronting individuals using assertive and positive behaviours
- Apply the model for confronting individuals to address performance and discipline issues
- Develop responses to agitated or angry employees

## Appendix C: LAW 220 – Commercial Law documents

### 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				
7. Illustrates working knowledge of how the law of negotiable instruments facilitates trade.				

Skills and knowledge	Satisfactory	Unsatisfactory	Not Applicable	Optional comments
<ul style="list-style-type: none"> <li>▪ applies the intent of the Bills of exchange Act to trade</li> </ul>				
<ul style="list-style-type: none"> <li>▪ employs the different types of endorsement</li> </ul>				
<ul style="list-style-type: none"> <li>▪ recognizes the deficiencies under the Bills of exchange Act</li> </ul>				
<p>8. Demonstrates the following factors on the impact of debtor-creditor relationships on society and its members.</p>				
<ul style="list-style-type: none"> <li>▪ security instruments used to secure debt</li> </ul>				
<ul style="list-style-type: none"> <li>▪ knows the differences between consensual security instrument and a non-consensual security process</li> </ul>				
<ul style="list-style-type: none"> <li>▪ the rights of a secured creditor</li> </ul>				
<ul style="list-style-type: none"> <li>▪ the nature of bankruptcy</li> </ul>				
<ul style="list-style-type: none"> <li>▪ the acts of bankruptcy</li> </ul>				
<ul style="list-style-type: none"> <li>▪ the bankruptcy processes</li> </ul>				
<ul style="list-style-type: none"> <li>▪ the treatment of creditors in a bankruptcy</li> </ul>				

**Note to employer/customer verifying the critical learning outcomes for LAW 220.**

Please complete the PLAR validation checklist for LAW 220 – Commercial Law. Verify whether the PLAR candidate has performed each of the factors, then sign below and include with the employer/validator information sheet for evidence.

Comments:

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

*\*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 D

### 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>

## Marketing 221– Action plan

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://saskpolytech.ca/admissions/resources/prior-learning-process.aspx> ).

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 Saskatchewan Polytechnic 10-step process found on the Saskatchewan Polytechnic Recognition of Prior Learning Website at <http://saskpolytech.ca/admissions/resources/prior-learning-process.aspx>
- 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 Administration candidate guide* on the Business Administration program Website under PLAR availability at <http://saskpolytech.ca/programs-and-courses/programs/Business-Administration.aspx>
- 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 E

### 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>