

DOCUMENT RESUME

ED 447 338

CE 080 988

TITLE E-Commerce Marketing State Competency Profile.
INSTITUTION Ohio State Univ., Columbus. Tech Prep Curriculum Services.; Ohio Board of Regents, Columbus.; Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE 2000-00-00
NOTE 115p.
AVAILABLE FROM For full text:
<http://www.ohtpcs.org/tpcp/description.asp?cluster=ECOM>.
PUB TYPE Guides - Non-Classroom (055) -- Reference Materials - General (130)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Articulation (Education); Associate Degrees; Business Administration; Business Communication; *Competence; *Computer Mediated Communication; Computer Oriented Programs; Computer Security; Distributive Education; Economics; Entrepreneurship; High Schools; Information Technology; Internet; *Job Skills; *Marketing; Postsecondary Education; Programming; Publicity; State Curriculum Guides; State Programs; *Tech Prep; Technical Occupations
IDENTIFIERS Data Mining; Data Warehousing; *Electronic Commerce; Ohio

ABSTRACT

This profile provides the curricular framework for Ohio Tech Prep programs in e-commerce marketing beginning in high school and continuing through the end of the associate degree. It includes a comprehensive set of e-commerce marketing competencies that reflect job opportunities and skills required for e-commerce marketing professionals today and in the future. Introductory materials include an occupational area definition; key to profile codes; and state competency profile matrix. Competencies are divided into 31 units. This information is provided for each competency: whether business, industry, and labor determine the competency to be essential or recommended; grade level(s) at which technical educators feel the competency should be introduced, reinforced, or proficient; the competency number and statement; and list of competency builders. Units are e-commerce basics; marketing and business basics; economic concepts and international business; information technology basics; computer applications; Internet; programming; networking; information security; graphic design basics; digital media design; Web page design; personalization; electronic payment systems; promotion; consumer behavior; branding; integrated business systems; supply chain management; pricing; product management; customer relationship management; market research; data mining; data warehousing; marketing management; business management and entrepreneurship; financial management functions; e-commerce/business law, ethics, and legal issues; writing and documentation for marketing; and digital marketplace design. (YLB)

E-COMMERCE

E-Commerce Marketing State Competency Profile

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

C. Hansen

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Tech Prep Curriculum Services
in conjunction with
the Ohio Department of Education
and
the Ohio Board of Regents

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE080988

E-COMMERCE

E-Commerce Marketing

State Competency Profile

**Tech Prep Curriculum Services
in conjunction with
the Ohio Department of Education
and
the Ohio Board of Regents**

INTRODUCTION

The E-Commerce Marketing State Competency Profile was developed by Tech Prep Curriculum Services under the direction of the Ohio Department of Education and the Ohio Board of Regents. It provides the curricular framework for Ohio Tech Prep programs in E-Commerce Marketing beginning in high school and continuing through the end of the associate degree. The profile includes a comprehensive set of E-Commerce marketing competencies that reflect job opportunities and skills required for E-Commerce marketing professionals today and in the future.

The profile will be used as the basis for the development of an integrated delivery system that provides opportunities for new and challenging programs and courses in Ohio's secondary schools and colleges. Representatives from a broad cross-section of Ohio businesses and industries played a critical role in this effort by defining the vision and scope of E-Commerce marketing, and by identifying the essential and recommended skills for current and future E-Commerce marketing professionals. Secondary and post-secondary educators representing schools and colleges throughout Ohio identified when in the educational process and to what depth those skills identified by business should be addressed.

This profile is available on the Internet at: www.ohtpcs.org At this location, users can download copies of the entire profile or conduct searches on a number of key variables.

For additional information contact:

Tech Prep Curriculum Services
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090
(614) 292-8745

Business and Marketing Education Services
Ohio Department of Education
65 South Front Street, Room 918
Columbus, Ohio 43215
(614) 466-3891

ACKNOWLEDGEMENTS

The E-Commerce Marketing State Competency Profile is a project of Tech Prep Curriculum Services under the direction of the Ohio Department of Education and Ohio Board of Regents. In addition to the business/industry representatives and secondary and post-secondary educators listed on the following pages, a number of individuals contributed their time and expertise to this initiative. Special thanks is due to George Tombaugh, Executive Assistant for Education, Office of the Governor; Jonathan L. Tafel, Associate Vice-Chancellor, Ohio Board of Regents; and Joanna Kister, Director, Career-Technical and Adult Education, Ohio Department of Education. Their vision, support, and encouragement made this project possible.

Thanks are also due to the following:

- Project Managers:** Rick Mangini, Assistant Director, Career-Technical and Adult Education, Business & Marketing Education, Ohio Department of Education
Sara A. Mazak, Senior Program Associate, Tech Prep Curriculum Services, The Ohio State University
- Draft Document Development and Panel Facilitation:** Linda Fauber, Consultant, Tech Prep Curriculum Services, The Ohio State University
Dee Sturgill, Supervisor, Career-Technical and Adult Education, Business & Marketing Education, Ohio Department of Education
- Panel Facilitation:** Larry Albanese, Supervisor, Career-Technical and Adult Education, Business & Marketing Education, Ohio Department of Education
Philip DeVeney, Supervisor, Career-Technical and Adult Education, Business & Marketing Education, Ohio Department of Education
Jan Donley, Assistant Dean, Business Technologies Division, Cincinnati State Community & Technical College
Janet Spence, Consultant, Tech Prep Curriculum Services, The Ohio State University
Ruth Ann Tallman, Supervisor, Career-Technical and Adult Education, Business & Marketing Education, Ohio Department of Education
- Research and Editorial Assistance:** Steven D. Chambers, Librarian, Tech Prep Curriculum Services, The Ohio State University
- Information Services:** Christopher Dickman, Systems Specialist, Tech Prep Curriculum Services, The Ohio State University
- Administrative Support:** Janet I. Ray, Administrative Assistant, Tech Prep Curriculum Services, The Ohio State University

TABLE OF CONTENTS

Profile Review Panel Participants	iii
Occupational Area Definition	xiii
Key to Profile Codes	xv
E-Commerce Marketing Matrix.....	xvii
E-Commerce Marketing Profile Units, Competencies, and Competency Builders	1-108

E-COMMERCE MARKETING TECHNOLOGY PROFILE REVIEW PANELS

E-COMMERCE PRE-FUTURING PANEL

December 2, 1999

Purpose: To provide information on the vision and scope of E-Commerce-related jobs

Participants: **Kevin Sibbring**
Sterling Commerce

Chet Thompson
Huntington Banks

Ed Nail
Nationwide Insurance

Jonathon Dove
Worthington Industries

Steve Campisano
Honda of America Mfg.

Tammy Walker
Ohio Department of Development

Tim Plzak
The Limited

Kevin Ellingwood
The Limited

Rick Mangini
Ohio Department of Education

Sara Mazak
The Ohio State University

George Tombaugh
Office of the Governor

Jo Kister
Ohio Department of Education

Earl Mackey
Ohio Board of Regents

Dick Arndt
Ohio Board of Regents

Philip DeVeny
Ohio Department of Education

Ruth Ann Tallman
Ohio Department of Education

Larry Albanese
Ohio Department of Education

Julie Novel
Ohio Department of Education

Karen Jesko
Ohio Department of Education

Melinda McDonald
Ohio Board of Regents

Jim Gleason
MarkEd Resource Center

E-COMMERCE DACUM PANEL

February 8-9, 2000

Purpose: To provide information on the nature of E-Commerce-related jobs and job skills

Participants: **Rebecca Booth**, Creative Director/Web Goddess
Imagine That, Inc.

John Ed Chaffins, Director in Ebusiness
Reynolds and Reynolds

James Dunn, Executive Vice President
Foresight Technology Group

Christopher Fuss, E-Business Solutions Consultant
Foresight Technology Group

Joseph Mezera, President
The Mezera Company

Susan Stagner, Program Manager
IT Alliance of Northwest Ohio

Keith Weiskittle, Director in Ebusiness
Reynolds and Reynolds

E-COMMERCE FUTURING PANEL

February 29, 2000

Purpose: To define the vision and scope of E-Commerce and identify critical occupational areas

Participants: **Graham Allen**, Manager, E-Business
Timken Company

Alan Beal, Director, Engineering Systems & e-Business Solutions
NCR Corporation

Michael Bodnar, Dean, Business Administration Technologies
Stark State College of Technology

Julie Bolton, Electronic Commerce Marketing Manager
Digital Controls Corporation

Rebecca Booth, Creative Director/Web Goddess
Imagine That

Steve Campisano, Project Manager, E-Commerce
Honda of America Manufacturing, Inc.

John Ed Chaffins, Director, Ebusiness
Reynolds & Reynolds

Derrill Dalby, Director, Web Site Development
AmericanGreetings.com

Doug Davidson
Sarcom/FrontWay

Jonathan Dove, Chief Information Officer
Worthington Industries

James Dunn, Executive Vice President
Foresight Technology Group

Kevin Ellingwood, Senior Manager, New Media Systems
The Limited, Inc.

Linda Garceau, Department of Accounting & Business Law
Cleveland State University

Steven I. Gordon, Deputy Director
Ohio Supercomputer Center

Michele Kowalik, Manager, Corporate Market Research
Sterling Commerce

Kurt Lieberman, Group Vice President/General Manager
Reynolds & Reynolds

Joe Mezera, President
The Mezera Company

Jerry Myers, Head, Department of Marketing & Management
Stark State College of Technology

Ed Nail, Internet Officer, e-Nationwide
Nationwide Insurance

Kevin W. O'Brien, Regional Manager
Cleveland Electronic Commerce Resource Center

Terry Rapoch, Vice President, IT Services
NCR Corporation

Dennis Ryan, Chief of Technical Integration & System Engineering
Material Systems Group, Wright-Patterson Air Force Base

Nick Schoeffler, Managing Director
KPMG Consulting

Allison Shaeffer (for Gregory S. Jackson), CIO Assistant Director
Ohio Department of Administrative Services

Steve Smith, Director of Marketing
Lucrum Inc.

Amy Southerington, Senior Product Manager, Electronic Commerce
Division
Huntington National Bank

Tom Thomson, Program Manager
Ingenium Corporation

Steve Tien, Associate Vice President, IT Liaison, e-Nationwide
Nationwide Insurance

Kevin von Keyserling, Director Technology Services
ComDoc, Inc.

Keith Weiskittle, Director, Ebusiness
Reynolds & Reynolds

E-COMMERCE MARKETING BUSINESS AND INDUSTRY REVIEW PANEL

April 26, 2000

Purpose: To identify essential and recommended skills for information
technology professionals

Participants: **Joe Cole**, Vice President
Fitch, Inc.

Cara Ferguson, Manager, Marketing Intelligence
SubmitOrder.com

Henry Gleissner, Director, Business Development
Micro Center

Ben Hanania, Senior Business Analyst, Ebusiness
LUCRUM, Inc.

Carolyn Hucek, Communications Manager, Technology and
Solutions Group
Bank One

Sandrine Kubinski, Senior Client Service Manager
Resource Marketing, Inc.

Donna Lee, Assistant Vice President
Huntington Bank

Kevin W. O'Brien, Outreach Manager
Cleveland Electronic Commerce Resource Center

Kenneth M. Oppenheimer, Business Development Manager
Ontimetraining.com

Tammie Pearson, Chief Technology Officer
Resource Management, Inc.

Bianca J. Shelby, Senior Principal
Keane, Inc.

Amy Southerington, Senior Product Manager
Huntington National Bank

Laura Thieme, President
Business Research International, Inc.

Chet L. Thompson, Senior Vice President, General Manager,
Electronic Commerce
Huntington Banks

Mike Wallace, Director, Project Services
Information Control Corporation

Jim Wood, Owner
Women's Health Boutique

Larry Zupancic, Owner
Appliances.com

E-COMMERCE MARKETING EDUCATOR REVIEW PANEL

May 10, 2000

Purpose: To identify when and to what depth essential and recommended E-Commerce skills should be addressed in the educational process

Secondary Educators: **LeaAnn Abell**, Business/Computer Technologies Teacher
Chillicothe High School/Pickaway-Ross JVSD

Julie Carpenter, Marketing Education Instructor
Washington Senior High School

Heather Chatfield, Marketing Instructor
Grove City High School

Chuck Cornwell, Marketing Coordinator
Libbey High School, Toledo City Schools

Mark Dewey, Marketing Education Instructor
Pioneer CTC, Ontario High School

Anna E. Diekman, Marketing Instructor
Clay High School

Jane Fisher, Computer Networking & Applications Teacher
Licking County JVS

Dennis Folkerth, Marketing & Sales Instructor
Upper Valley JVS

Jim Gartner, Marketing Instructor
Sandy Valley High School

Jean Getz, Marketing Coordinator
Beachwood High School

Tammy Hall, IT Instructor
Delaware JVS

Nancy Henz, Instructor
Warren County Career Center

Michele Hollister, Marketing Education Teacher
Vanguard-Sentinel JVSD

Mary Holsinger, Business & Marketing Tech Instructor
Tri-Rivers Career Center

Jennifer Howe, Marketing Instructor
Madison Comp High School

Heather Hutson, Marketing Education Teacher/Coordinator
Greene County Career Center

Dwain Kibler, Marketing Education Coordinator
Wadsworth High School

Susan Kucharek, Teacher
Toledo Whitmer High School

Karen Oberlander, Marketing Education Teacher
Licking County JVS

Michelle Plakosh, Instructor
Trumbull County JVS

Ed Pregitzer, Marketing Teacher
Milford High School/Live Oaks

Donald Ramsey, Marketing Teacher/Coordinator
Lorain Admiral King High School

Susan Schutte, Marketing Coordinator
Akron East High School

Nadine R. Scott, Marketing/Business Instructor
Penta County Vocational School

David Shearer, Teacher/Coordinator
Auburn Career Center

John Umstead, Teacher
Fairfield Career Center

**Post-Secondary
Educators:**

David Bittner, Instructor, Information/Engineering Technologies
Lakeland Community College

Mike Bodnar, Dean, Business Technologies
Stark State College of Technology

Sherrie Geitgey, Program Chair/Instructor
Northwest State Community College

Donald Huffman, Associate Professor
Lorain County Community College

Michael Kolacz, Chair, Marketing/Management Technologies
Owens Community College

Anthony N. Leverette, Adjunct Professor/Webmaster
Lakeland Community College

Maureen L. Margolies, Associate Professor
Raymond Walters College, University of Cincinnati

John A. Marino, Associate Professor, Business Technology
Kent State University - Trumbull Campus

Jerry Myers, Management & Marketing Department Head
Stark State College of Technology

Jean Shaneyfelt, Associate Professor, Marketing; Tech Prep
Marketing Liaison
Edison Community College

Steve Swart, Executive Director, Business & Industry
Hocking College

Dennis Trenger, Computer Department Head
Stark State College of Technology

Jean Upson, Associate Professor, Computer Information Systems
Lorain County Community College

Jeff Vance, Department Chair, Management, Marketing, &
Economics
Sinclair Community College

Gary Walk, Coordinator, Management & Marketing
Lima Technical College

Phil Weiker, Assistant Professor, Marketing/Business
Terra Community College

Charlotte Wharton, Chair, CIS/OAD
Owens Community College

Jim Wood, Instructor
Cincinnati State Technical & Community College

E-COMMERCE MARKETING STAKEHOLDER REVIEW PANEL

May 16, 2000

Purpose: To refine the Ohio E-Commerce Competency Profile through dialogue among all key stakeholders

Business & Industry Participants: **Cara Ferguson**, Manager, Marketing Intelligence
SubmitOrder.com

Benjamin T. Hanania, Senior eBusiness Strategist
LUCRUM, Inc.

Laura Thieme, President
Business Research International, Inc.

Larry Zupancic, Owner
Appliances.com

Educator Participants: **Julie Carpenter**, Instructor
Washington Senior High School

Anna E. Diekman, Marketing Instructor
Clay High School

Dennis Folkerth, Marketing Instructor
Upper Valley JVS

Jean Getz, Marketing Teacher
Beachwood High School

Nancy Henz, Marketing Instructor
Warren County Career Center

Mary Holsinger, Business & Marketing Tech Instructor
Tri-Rivers Career Center

Heather A. Hutson, Marketing Education Teacher/Coordinator
Greene County Career Center

Ginger Karr, Instructor
Pickaway-Ross JVSD

Susan Kucharek, IT Teacher
Toledo Whitmer High School, Washington Local Schools .

Michelle Plakosh, Instructor
Trumbull County JVS

Susan Schutte, Marketing Coordinator
Akron East High School

Nadine R. Scott, Business/Marketing Instructor
Penta County Vocational School

Steve Swart, Executive Director, Business & Industry
Hocking College

Jim Wood, Instructor
Cincinnati State Technical & Community College

OCCUPATIONAL AREA DEFINITION

E-COMMERCE MARKETING

Students training in this area will have the skills and knowledge to develop and implement e-commerce marketing activities for businesses conducting transactions in an online environment. Technical skills and knowledge include, but are not limited to:

- digital graphic design
- e-commerce site design and strategy
- marketing management
- Customer Relationship Management (CRM)
- market research
- promotion
- sales
- online customer behavior
- branding
- business management
- data mining and warehousing
- online partnerships
- product packaging
- product mix
- basic business concepts
- pricing
- supply chain management
- financial management
- business systems
- security/privacy issues
- web site usability
- electronic data interchange (EDI)
- entrepreneurship
- global commerce/international e-commerce

KEY TO PROFILE CODES

Determined by Business, Industry and Labor Review Panel (BIL)

ESSENTIAL COMPETENCY: E = Competency is needed to ensure **minimal** level of employability. Entry level employees should be able to perform this competency without supervision at the end of the associate degree. Competencies required for certification, licensure, and/or national skills standards should be tagged as essential.

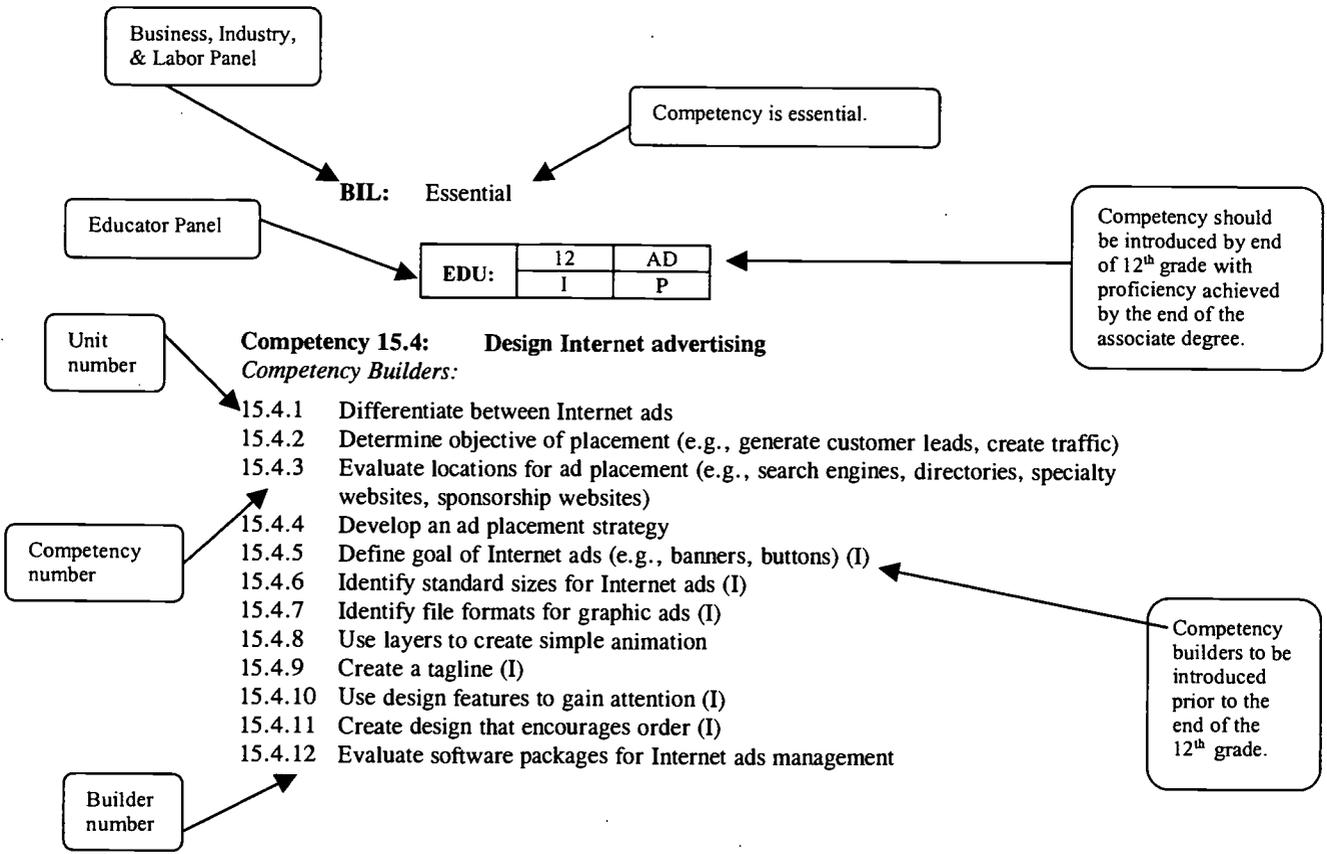
RECOMMENDED COMPETENCY: R = Competency should be included but is not essential for minimal level of employability.

Determined by Technical Educator Review Panel (EDU)

GRADE LEVEL: 12 = by the end of grade 12
AD = by the end of the Associate Degree

DEPTH: I = **Introduce** (applies to 25% of the competency builders. In competencies with 3 or less builders, all builders should be introduced before this code can be used.)
R = **Reinforce** or add depth (after introducing or proficiency).
P = **Proficient** (achievement of the competency: e.g., 75% of competency builders **without** supervision).

EXAMPLE:



E-COMMERCE MARKETING STATE COMPETENCY PROFILE MATRIX

EC = E-Commerce Marketing

Page	Unit	UNIT	EC
1	1	E-Commerce Basics	E
5	2	Marketing and Business Basics	E
7	3	Economic Concepts and International Business	E
11	4	Information Technology Basics	E
13	5	Computer Applications	E
19	6	Internet	E
23	7	Programming	R
25	8	Networking	R
27	9	Information Security	E
29	10	Graphic Design Basics	E
33	11	Digital Media Design	E
37	12	Web Page Design	E
41	13	Personalization	E
43	14	Electronic Payment Systems	E
45	15	Promotion	E
57	16	Consumer Behavior	E
59	17	Branding	E
61	18	Integrated Business Systems	E
63	19	Supply Chain Management	E
67	20	Pricing	E
69	21	Product Management	E
73	22	Customer Relationship Management	E
77	23	Market Research	E
81	24	Data Mining	E
83	25	Data Warehousing	R
85	26	Marketing Management	E
89	27	Business Management and Entrepreneurship	E
93	28	Financial Management Functions	E
97	29	E-Commerce/Business Law, Ethics and Legal Issues	E
101	30	Writing and Documentation for Marketing	E
105	31	Digital Marketplace Design	E

E = Essential

R = Recommended

Unit 1: E-Commerce Basics

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.1: Explain basic e-commerce concepts

Competency Builders:

- 1.1.1 Define *e-commerce*
- 1.1.2 Describe the components of e-commerce (e.g., “front-end,” “back-end”)
- 1.1.3 Explain how e-commerce is similar to and different from traditional commerce
- 1.1.4 Explain the history and development of e-commerce
- 1.1.5 Discuss the global impact of e-commerce
- 1.1.6 Explain the scope of e-commerce and how it relates to business practices
- 1.1.7 Explain how e-commerce relates to e-business and e-terminology
- 1.1.8 Discuss the impact of wireless e-commerce
- 1.1.9 Discuss the impact of emerging technologies

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.2: Explain business-to-consumer e-commerce

Competency Builders:

- 1.2.1 Define the scope of business-to-consumer e-commerce
- 1.2.2 Explain the benefits and risks of business-to-consumer e-commerce
- 1.2.3 Identify trends in business-to-consumer e-commerce
- 1.2.4 Identify security issues associated with business-to-consumer e-commerce
- 1.2.5 Identify privacy issues associated with business-to-consumer e-commerce
- 1.2.6 Identify the components of a business-to-consumer e-commerce site
- 1.2.7 Identify customer service issues and policies
- 1.2.8 Explain permission marketing (i.e., sell, share, or distribute personal information)

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.3: Explain global business-to-business e-commerce

Competency Builders:

- 1.3.1 Define the scope of business-to-business e-commerce
- 1.3.2 Explain the benefits and risks of business-to-business e-commerce
- 1.3.3 Identify trends in business-to-business e-commerce
- 1.3.4 Identify security issues associated with business-to-business e-commerce
- 1.3.5 Identify privacy issues associated with business-to-business e-commerce
- 1.3.6 Identify the components of a business-to-business e-commerce site
- 1.3.7 Identify customer service policies and issues
- 1.3.8 Explain the legal contract issues of business to business e-commerce

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.4: Explain consumer-to-consumer e-commerce

Competency Builders:

- 1.4.1 Define the scope of consumer-to-consumer e-commerce
- 1.4.2 Explain the benefits and risks of consumer-to-consumer e-commerce
- 1.4.3 Identify trends in consumer-to-consumer e-commerce
- 1.4.4 Identify security issues associated with consumer-to-consumer e-commerce
- 1.4.5 Identify privacy issues associated with consumer-to-consumer e-commerce
- 1.4.6 Identify the components of a consumer-to-consumer e-commerce site
- 1.4.7 Explain the legal issues in consumer-to-consumer e-commerce

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.5: Identify career opportunities in e-commerce

Competency Builders:

- 1.5.1 Identify entry-level positions
- 1.5.2 Identify possible career pathways
- 1.5.3 Identify types of e-commerce positions and the nature of each
- 1.5.4 Identify present and future employment opportunities
- 1.5.5 Research job opportunities
- 1.5.6 Compare salary ranges and benefit packages
- 1.5.7 Identify education and training requirements for selected career pathway
- 1.5.8 Design a career ladder for own career in e-commerce (i.e., personal goal setting)
- 1.5.9 Design a time line for own career advancement
- 1.5.10 Explain possible career advancement patterns
- 1.5.11 Identify skills needed to facilitate career advancement
- 1.5.12 Identify professional organizations in the area of e-commerce
- 1.5.13 Identify benefits derived from membership in a specific professional organization

BIL: Essential

EDU:	12	AD
	I	P

Competency 1.6: Describe the impact of e-commerce on business and society

Competency Builders:

- 1.6.1 Explain how e-commerce affects business systems (e.g., financial, security, supply chain) (I)
- 1.6.2 Explain how e-commerce affects business-to-business relationships (e.g., shopping malls, brokers, partnerships) (I)
- 1.6.3 Describe the impact of e-commerce on user access to the global marketplace (I)
- 1.6.4 Describe the impact of e-commerce on the development of small businesses (I)
- 1.6.5 Describe the impact of e-commerce on the development of new products and services (e.g., live concerts, video on demand) (I)
- 1.6.6 Discuss the impact of e-commerce on local and state economies (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 1.7: Analyze the role of creativity and innovation in e-commerce

Competency Builders:

- 1.7.1 Demonstrate brainstorming techniques (I)
- 1.7.2 Identify blocks to creativity (e.g., negativity, habit) (I)
- 1.7.3 Explain the impact of thinking styles on creativity (I)
- 1.7.4 Explain how creative problem solving can enhance your e-commerce business
- 1.7.5 Describe the impact of attitude on creativity
- 1.7.6 Analyze the impact of new paradigm thinking

BIL: Essential

EDU:	12	AD
	I	P

Competency 1.8: Analyze the impact of wireless communication on the delivery of e-commerce

Competency Builders:

- 1.8.1 Analyze the advantages and disadvantages of wireless e-commerce (I)
- 1.8.2 Define basic wireless e-commerce terminology (i.e., broadband, bundling, cell splitting, channel, cloning, public and private cryptosystem, ESN, frequency, GPS, MIN, etc.) (I)
- 1.8.3 Describe the different types of wireless devices (I)
- 1.8.4 Describe the security concerns associated with wireless e-commerce (I)
- 1.8.5 Demonstrate how to securely transmit a secret key over a radio interface
- 1.8.6 Explain how to avoid 'memory effect'
- 1.8.7 Describe the health concerns associated with the use of wireless phones

Unit 2: Marketing and Business Basics

BIL: Essential

EDU:	12	AD
	P	R

Competency 2.1: Characterize the nature of business

Competency Builders:

- 2.1.1 Identify types of business organizations and functions (e.g., outsourcing, partnerships, alliances)
- 2.1.2 Identify components of a business plan
- 2.1.3 Identify business reporting and information flow
- 2.1.4 Identify the ways in which organizational functions are interdependent
- 2.1.5 Identify types of communication channels (e.g., formal, informal)
- 2.1.6 Determine how business activities interface with data management functions
- 2.1.7 Define stakeholder relationships (e.g., customers, employees, shareholders, and suppliers)
- 2.1.8 Define the role of strategic planning in business
- 2.1.9 Identify generally accepted business ethics
- 2.1.10 Differentiate between ethics and legality
- 2.1.11 Explain the importance of business partnerships and relationships

BIL: Essential

EDU:	12	AD
	P	R

Competency 2.2: Explain the role of marketing

Competency Builders:

- 2.2.1 Define *marketing*
- 2.2.2 Define common marketing terminology
- 2.2.3 Explain the differences between products and services
- 2.2.4 Explain the values that marketing adds to a product or service
- 2.2.5 Explain the marketing concept
- 2.2.6 Identify primary functions of marketing
- 2.2.7 Explain the concept of market and market identification
- 2.2.8 Describe the evolution of marketing philosophies
- 2.2.9 Review criticisms of marketing philosophies

- 2.2.10 Explain the importance of marketing in a global economy
- 2.2.11 Define *mass customization*
- 2.2.12 Explain the relationship between ethics in marketing and the company culture
- 2.2.13 Explain the principles of direct marketing

BIL: Essential

EDU:	12	AD
	P	R

Competency 2.3: Evaluate marketing mix components

Competency Builders:

- 2.3.1 Define *marketing mix*
- 2.3.2 Evaluate the importance of product/service decisions in the marketing mix
- 2.3.3 Evaluate the importance of distribution and supply chain management
- 2.3.4 Evaluate the importance of promotion
- 2.3.5 Evaluate the importance of pricing

Unit 3: Economic Concepts and International Business

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.1: Interpret economic concepts

Competency Builders:

- 3.1.1 Explain how supply, demand, and price are related
- 3.1.2 Explain the concept of private enterprise and business ownership
- 3.1.3 Explain the relationship among risk, competition, and profit
- 3.1.4 Identify the characteristics of a free enterprise system
- 3.1.5 Compare/contrast various forms of competition (e.g., pure, monopoly, oligopoly)
- 3.1.6 Describe the cyclical nature of the economy (e.g., unemployment, recession, inflation, depression, recovery)
- 3.1.7 Identify the effects of public and private economic activity on the business sector
- 3.1.8 Describe the relationship between business and government
- 3.1.9 Interpret productivity measures
- 3.1.10 Describe the impact of global economic changes on the U.S. economy
- 3.1.11 Discuss the impact of economic change on marketing mix strategies
- 3.1.12 Explain the impact of global competition
- 3.1.13 Describe the impact of technology on our economic system

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.2: Describe economic indicators and trends

Competency Builders:

- 3.2.1 Define *gross national product* and *gross domestic product*
- 3.2.2 Describe the impact of the national debt
- 3.2.3 Describe the impact of interest rates
- 3.2.4 Define the impact of government spending
- 3.2.5 Describe the impact of business cycles
- 3.2.6 Describe the impact of inflation, growth, recession, and unemployment
- 3.2.7 Describe the impact of the consumer price index

BIL: Essential

EDU:	12	AD
	I	P

Competency 3.3: Explain international trade

Competency Builders:

- 3.3.1 Describe the nature and importance of international trade (I)
- 3.3.2 Describe the growth of international trade (I)
- 3.3.3 Explain the impact of the Internet on international trade (I)
- 3.3.4 Describe legal issues related to international e-commerce (I)
- 3.3.5 Explain balance of trade concepts (I)
- 3.3.6 Describe the implications of trade barriers on international e-commerce (I)
- 3.3.7 Describe the effect of currency exchange rates on international trade (I)
- 3.3.8 Describe the impact of a nation's government policies on international trade (I)
- 3.3.9 Describe the impact of a nation's political situation on international trade (I)
- 3.3.10 Describe geographical factors that affect international trade (I)
- 3.3.11 Explain the impact of a nation's economic condition on international trade (I)
- 3.3.12 Identify processes for assessing a nation as a potential trading location (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 3.4: Describe the impact of the cultural environment on business

Competency Builders:

- 3.4.1 Demonstrate knowledge of how culture influences business operations (I)
- 3.4.2 Identify social and cultural issues that affect the conduct of business (I)
- 3.4.3 Describe business practices in different cultures (I)
- 3.4.4 Describe the steps used to receive business visitors in different countries (I)
- 3.4.5 Describe the negotiation tactics and decision-making processes used in various cultures (I)
- 3.4.6 Describe types of business relationships maintained in various cultures (I)
- 3.4.7 Compare/contrast business entertainment practices in various parts of the world (I)

- 3.4.8 Identify cultural attitudes and practices in the U.S. that could inhibit successful business operations in another country (I)
- 3.4.9 Describe modifications to American business practices required for success in the global marketplace (I)

BIL: Recommended

EDU:	12	AD
		I

Competency 3.5: Develop communication skills for an international audience

Competency Builders:

- 3.5.1 Identify the customs of the recipient that impact communication
- 3.5.2 Find answers to questions related to international communications using available human, print, and electronic sources
- 3.5.3 Prepare documents in correct style for international communications
- 3.5.4 Use appropriate message and delivery in oral communications

BIL: Essential

EDU:	12	AD
	I	P

Competency 3.6: Evaluate the impact of global access on e-commerce

Competency Builders:

- 3.6.1 Explain why the Internet encourages globalization of business (I)
- 3.6.2 Evaluate the impact of multiple time zones on e-commerce (I)
- 3.6.3 Evaluate the impact of multiple languages on e-commerce (I)
- 3.6.4 Evaluate the impact of multiple currencies on e-commerce (I)
- 3.6.5 Convert currency (I)
- 3.6.6 Evaluate the impact of social and cultural issues on e-commerce (I)

Unit 4: Information Technology Basics

BIL: Essential

EDU:	12	AD
	P	R

Competency 4.1: Describe the impact of information technology on society

Competency Builders:

- 4.1.1 Describe how technology (e.g., PCs, larger computer systems, infrastructure) impacts people and organizations
- 4.1.2 Describe the impact of computers on career pathways in business/industry (e.g., how computers have eliminated and created jobs)
- 4.1.3 Identify security risks and associated safeguards
- 4.1.4 Describe the impact of computers on access to information and information exchange worldwide
- 4.1.5 Identify issues and trends affecting computers and information privacy
- 4.1.6 Describe ethical issues that have surfaced in the information age
- 4.1.7 Identify the importance of business continuity
- 4.1.8 Explain the history of information technology

BIL: Essential

EDU:	12	AD
	P	R

Competency 4.2: Identify the hardware components associated with information systems

Competency Builders:

- 4.2.1 Identify the elements of the information processing cycle (i.e., input, process, output, and storage)
- 4.2.2 Identify major hardware components and their functions (e.g., telecommunications and reference materials)
- 4.2.3 Identify types of computer storage devices
- 4.2.4 Identify types of processing (e.g., batch, interactive, event-driven, object-oriented)
- 4.2.5 Identify major operating system fundamentals and components and reference material

BIL: Essential

EDU:	12	AD
	P	R

Competency 4.3: Describe the classes of software associated with information systems

Competency Builders:

- 4.3.1 Identify the key functions of systems software
- 4.3.2 Explain widely used software applications (e.g., browsers, word processing, database management, spreadsheet development, CRM applications, web content development)
- 4.3.3 Identify new and emerging classes of software
- 4.3.4 Identify software used in e-commerce

Unit 5: Computer Applications

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.1: Create documents using word processing software

Competency Builders:

- 5.1.1 Demonstrate keyboarding skills
- 5.1.2 Retrieve existing documents
- 5.1.3 Modify documents (e.g., letters, memos, reports) using existing forms and templates
- 5.1.4 Safeguard documents using name and save functions
- 5.1.5 Format text using basic formatting functions (e.g., page setup, tabs, bullets, page numbers, font enhancements, cut and paste)
- 5.1.6 Check documents using print preview functions
- 5.1.7 Locate/replace text using search and replace functions
- 5.1.8 Create new word processing forms, style sheets, and templates
- 5.1.9 Employ word processing utility tools (e.g., spell checker, grammar checker, thesaurus)
- 5.1.10 Create tables using table functions (e.g., setup, formatting, editing)
- 5.1.11 Create columns using column functions (e.g., setup, formatting, editing)
- 5.1.12 Create outlines
- 5.1.13 Create footnotes and endnotes
- 5.1.14 Create macros
- 5.1.15 Run macros
- 5.1.16 Assemble documents using merge functions (e.g., merge address files with letters and envelopes)
- 5.1.17 Format text using advanced formatting features (e.g., headers/footers/ dropped caps, indexing)
- 5.1.18 Print materials using print functions (e.g., number of copies, duplexing or one-sided, selected pages or whole document)
- 5.1.19 Verify accuracy of output
- 5.1.20 Edit documents
- 5.1.21 Access needed information using word processing help screens

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.2: Create and modify a database

Competency Builders:

- 5.2.1 Design a simple database
- 5.2.2 Create a database table
- 5.2.3 Edit the design of a database table
- 5.2.4 Edit the content of a database table (i.e., add, delete, and modify records)
- 5.2.5 Search a table to locate records
- 5.2.6 Sort data in a single field
- 5.2.7 Create/modify a form
- 5.2.8 Perform single- and multiple-table queries (i.e., create, run, save)
- 5.2.9 Create calculated fields
- 5.2.10 Generate customized reports for database files
- 5.2.11 Process data using database functions (e.g., structure, format, attributes)
- 5.2.12 Locate and replace data using search and replace functions
- 5.2.13 Print forms, reports, and results of queries
- 5.2.14 Verify accuracy of output
- 5.2.15 Sort data using multiple-field sorts
- 5.2.16 Add/remove filters
- 5.2.17 Create multiple criteria expressions
- 5.2.18 Create adjoined files
- 5.2.19 Index files
- 5.2.20 Create subforms
- 5.2.21 Group data in reports
- 5.2.22 Create graphs
- 5.2.23 Alter the appearance of a form (i.e., add objects or properties)
- 5.2.24 Identify the relationship between database components
- 5.2.25 Design a database to address a business problem
- 5.2.26 Evaluate database design and functionality

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.3: Create spreadsheets

Competency Builders:

- 5.3.1 Design a spreadsheet
- 5.3.2 Retrieve existing spreadsheets
- 5.3.3 Check spreadsheets using print preview functions
- 5.3.4 Format spreadsheets using formatting functions (e.g., page setup)
- 5.3.5 Perform calculations using simple and advanced formulas
- 5.3.6 Edit spreadsheets
- 5.3.7 Create charts and graphs from spreadsheets
- 5.3.8 Group worksheets
- 5.3.9 Delete within spreadsheets
- 5.3.10 Move/copy within spreadsheets
- 5.3.11 Input/process data using spreadsheet functions
- 5.3.12 Improve spreadsheet display using enhancement features
- 5.3.13 Protect data using spreadsheet protection features
- 5.3.14 Record macros
- 5.3.15 Run macros
- 5.3.16 Troubleshoot spreadsheet problems
- 5.3.17 Resolve function errors as needed
- 5.3.18 Create spreadsheet solutions to business problems
- 5.3.19 Make "*what if*—" business decisions using spreadsheets as a tool
- 5.3.20 Save spreadsheets
- 5.3.21 Access needed information using online help features
- 5.3.22 Print spreadsheets

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.4: Perform basic desktop publishing functions

Competency Builders:

- 5.4.1 Format desktop publishing files
- 5.4.2 Enter information directly into document

- 5.4.3 Place preformatted text into document
- 5.4.4 Place graphics in document
- 5.4.5 Employ draw boxes
- 5.4.6 Create graphics files using clip art
- 5.4.7 Import scanned files
- 5.4.8 Enhance publications using different fonts, styles, attributes, justification, etc.
- 5.4.9 Enhance publications using paint/draw functions
- 5.4.10 Create two-sided documents
- 5.4.11 Perform editing functions
- 5.4.12 Set up master pages
- 5.4.13 Output desktop publishing files

BIL: Essential

EDU:	12	AD
	I	P

Competency 5.5: Create basic presentations using presentation graphics software

Competency Builders:

- 5.5.1 Edit presentations (I)
- 5.5.2 Copy from one presentation to another (I)
- 5.5.3 Print slide, presentation, outline, and notes (I)
- 5.5.4 Insert clip art in a slide (I)
- 5.5.5 Create word art objects (I)
- 5.5.6 Insert word art objects (I)
- 5.5.7 Create/modify a graph on a slide (I)
- 5.5.8 Add a template to a presentation (I)
- 5.5.9 Remove a template from a presentation (I)
- 5.5.10 Create graphics documents using drawing and painting software programs
- 5.5.11 Add transitions to slide shows (I)
- 5.5.12 Run manual and automatic slide shows (I)
- 5.5.13 Save slide show presentations (I)
- 5.5.14 Incorporate use of hardware devices in developing presentations (e.g., scanners, digital cameras, etc.)

BIL: Essential

EDU:	12	AD
	I	P

Competency 5.6: Integrate software computer applications

Competency Builders:

- 5.6.1 Select productivity tool
- 5.6.2 Select *source* application and *destination* application (I)
- 5.6.3 Move and copy information between integrated applications (I)
- 5.6.4 Link objects between applications (I)
- 5.6.5 Embed information in applications
- 5.6.6 Analyze problem to determine software solution
- 5.6.7 Analyze problem by selecting appropriate software

Unit 6: Internet

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.1: Explain Internet basics

Competency Builders:

- 6.1.1 Identify the key characteristics of the Internet
- 6.1.2 Describe the ownership/administration of the Internet (e.g., Internet Architecture Board, Internet Network Information Center)
- 6.1.3 Explain the relationship between the Internet and the World Wide Web
- 6.1.4 Identify current issues related to the Internet
- 6.1.5 Identify services and tools offered on the Internet (e.g., file transfer protocol, newsgroups, e-mail)
- 6.1.6 Identify accepted Internet etiquette (i.e., netiquette)
- 6.1.7 Identify current uses and applications of the Internet
- 6.1.8 Identify demographics of Internet users
- 6.1.9 Explain Internet Service Provider (ISP), Application Service Provider (ASP), and Enterprise Service Provider (ESP)
- 6.1.10 Explain File Transfer Protocol (FTP)
- 6.1.11 Explain the Transmission Control Protocol/Internet Protocol (TCP/IP) suite
- 6.1.12 Explain HyperText Transfer Protocol (HTTP)
- 6.1.13 Explain the Domain Name Server (DNS)
- 6.1.14 Describe Internet security issues
- 6.1.15 Identify the differences between USENET and e-mail

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.2: Access the Internet

Competency Builders:

- 6.2.1 Connect to the Internet
- 6.2.2 Test Internet connection
- 6.2.3 Identify the components of Internet software
- 6.2.4 Install Internet software

- 6.2.5 Explore browser features
- 6.2.6 Download free software upgrades and shareware from the Internet
- 6.2.7 Unpack files using compression software
- 6.2.8 Apply virus protection techniques
- 6.2.9 Explain security issues involved in accessing the Internet

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.3: Use electronic mail

Competency Builders:

- 6.3.1 Explain the basic purposes of e-mail systems
- 6.3.2 Describe basic e-mail features and options
- 6.3.3 Explain security issues and guidelines for legal usage of e-mail
- 6.3.4 Describe contamination protection strategies for e-mail
- 6.3.5 Identify available e-mail systems and the characteristics/features of each
- 6.3.6 Access e-mail system using login and password functions
- 6.3.7 Access e-mail messages received
- 6.3.8 Access e-mail attachments
- 6.3.9 Explain e-mail etiquette
- 6.3.10 Create e-mail messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity, e-mail etiquette)
- 6.3.11 Send e-mail messages
- 6.3.12 Assign priority levels to messages
- 6.3.13 Create distribution lists
- 6.3.14 Employ e-mail options such as "reply requested" and "out-of-office reply"
- 6.3.15 Reply to e-mail messages
- 6.3.16 Forward e-mail messages
- 6.3.17 Attach documents to messages
- 6.3.18 Create folders for organizing messages and documents
- 6.3.19 Save e-mail messages/attachments
- 6.3.20 Delete e-mail messages
- 6.3.21 Print e-mail messages/attachments
- 6.3.22 Access needed information using e-mail help facilities and tools

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.4: Utilize Internet services

Competency Builders:

- 6.4.1 Access business and technical information using the Internet
- 6.4.2 Identify the specific strengths, weaknesses, and special features of available search engines and portals
- 6.4.3 Select search engine(s) to use
- 6.4.4 Select appropriate search procedures and approaches
- 6.4.5 Locate information using search engine(s) and Boolean logic
- 6.4.6 Navigate web sites using software functions (e.g., Forward, Back, Go To, Bookmarks)
- 6.4.7 Evaluate Internet resources (e.g., accuracy of information)
- 6.4.8 Access library catalogs on the Internet
- 6.4.9 Access commercial, government, and education resources
- 6.4.10 Bookmark web addresses (URLs)
- 6.4.11 Download files from FTP archives
- 6.4.12 Subscribe to mailing lists
- 6.4.13 Participate in newsgroups
- 6.4.14 Access Internet Relay Chat service (IRC)
- 6.4.15 Retrieve online tools
- 6.4.16 Download/convert Internet programming files
- 6.4.17 Install/configure web browser
- 6.4.18 Explore the multimedia capabilities of the World Wide Web
- 6.4.19 Explore collaboration tools
- 6.4.20 Participate in online audio and video conferencing
- 6.4.21 Archive files
- 6.4.22 Compile a collection of business sites (e.g., finance and investment)
- 6.4.23 Explain the on-line purchase process

Unit 7: Programming

BIL: Recommended

EDU:	12	AD
	I	P

Competency 7.1: Explain common programming language concepts and vocabulary

Competency Builders:

- 7.1.1 Explain the concept of physical representation of digitized information (e.g., data, text, image, voice) (I)
- 7.1.2 Explain the hardware-software connection (I)
- 7.1.3 Explain the concepts of data and procedural representation (I)
- 7.1.4 Explain the function and operation of compilers and interpreters (I)
- 7.1.5 Explain the basics of structured, object-oriented, and event-driven programming (I)
- 7.1.6 Describe how a programming language can support multitasking and exception-handling (I)
- 7.1.7 Describe current key programming languages and the environment they are used in (e.g., C, C++, Visual Basic, Java, RPG, Assembler, HTML, XML) (I)
- 7.1.8 Explain the difference between dynamic and static web programming (I)
- 7.1.9 Explain language specific programming techniques in an object-oriented and mark-up language (I)

BIL: Recommended

EDU:	12	AD
		I

Competency 7.2: Describe documentation associated with software development

Competency Builders:

- 7.2.1 Secure needed information using appropriate reference materials
- 7.2.2 Describe specifications
- 7.2.3 Identify constraints
- 7.2.4 Identify input and output (I/O) requirements

Unit 8: Networking

BIL: Recommended

EDU:	12	AD
	I	R

Competency 8.1: Describe general characteristics of network operating systems

Competency Builders:

- 8.1.1 Identify the four components of a network operating system (i.e., server platform, network services software, network redirection software, communications software)
- 8.1.2 Define *fat client*
- 8.1.3 Define *thin client*
- 8.1.4 Interpret basic networking terminology

BIL: Recommended

EDU:	12	AD
	I	R

Competency 8.2: Explain basic telecommunications and the interconnection of networks

Competency Builders:

- 8.2.1 Identify the different types of Wide-Area Network (WAN) connections
- 8.2.2 Describe point-to-point (PPP) interconnection
- 8.2.3 Identify basic telecommunications services (e.g., satellite, circuit switching, packet switching, wireless)
- 8.2.4 Differentiate between local exchange carriers (LECs) and interexchange carriers (IXCs or IECs)
- 8.2.5 Define local access and transport areas (LATAs)
- 8.2.6 Identify long-distance carriers and their services
- 8.2.7 Identify packet carriers and their services
- 8.2.8 Identify the role of telecommunications tariffs
- 8.2.9 Explain the role of the router in connecting to the Internet
- 8.2.10 Explain the role of a Channel Service Unit/Data Service Unit (CSU/DSU)
- 8.2.11 Identify basic telecommunication bandwidths
- 8.2.12 Describe the basics of ISDN, X.400 and xDSL technologies

Unit 9: Information Security

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.1: Explain basic information security

Competency Builders:

- 9.1.1 Explain the difference between security and privacy
- 9.1.2 Explain how Internet and Intranet sites become vulnerable to attack
- 9.1.3 Explain the most common security problems for web sites
- 9.1.4 Define *firewall*
- 9.1.5 Explain Intrusion Detection System
- 9.1.6 Explain misuse intrusion
- 9.1.7 Explain anomaly intrusion
- 9.1.8 Explain transaction security
- 9.1.9 Explain security-related agencies and software

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.2: Define the building blocks of a secure system

Competency Builders:

- 9.2.1 Define *user authentication*
- 9.2.2 Define *data origin authentication*
- 9.2.3 Define *confidentiality*
- 9.2.4 Define *data integrity*
- 9.2.5 Define *non-repudiation*
- 9.2.6 Define *peer authentication*
- 9.2.7 Define *message digests*

Unit 10: Graphic Design Basics

BIL: Recommended

EDU:	12	AD
	I	R

Competency 10.1: Demonstrate basic technical art skills (traditional and electronic)

Competency Builders:

- 10.1.1 Make computations for centering, spacing, and scaling drawings
- 10.1.2 Employ various types of drawing media and a variety of surfaces
- 10.1.3 Interpret information from drawings, prints, and sketches
- 10.1.4 Draw freehand sketches
- 10.1.5 Draw auxiliary views
- 10.1.6 Draw one- and two-point perspectives
- 10.1.7 Alter drawings
- 10.1.8 Create charts, graphs, and diagrams
- 10.1.9 Evaluate drawings
- 10.1.10 Make collages

BIL: Essential

EDU:	12	AD
	P	R

Competency 10.2: Explain design principles

Competency Builders:

- 10.2.1 Explain the two-dimensional picture plan
- 10.2.2 Identify the principles and elements of design and their relationship to each other (e.g., proportion, balance, harmony, rhythm, unity)
- 10.2.3 Describe the nature of color and color harmonies
- 10.2.4 Describe the impact of various color harmonies on a two-dimensional picture plan
- 10.2.5 Describe how color affects the principles of line, value, shape and form

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.3: Demonstrate design skills

Competency Builders:

- 10.3.1 Apply elements of design (e.g., line, shape, color) (I)
- 10.3.2 Apply principles of design (e.g., proportion, balance, harmony, rhythm, unity) (I)
- 10.3.3 Apply color theory (I)
- 10.3.4 Compare tones, hues, and values (I)
- 10.3.5 Develop thumbnail concepts (I)
- 10.3.6 Develop rough and comprehensive layouts (I)
- 10.3.7 Paint freehand or within sketched designs
- 10.3.8 Determine method of applying color for impact (I)
- 10.3.9 Determine appropriate uses of halftone, duotone, and multi-color processes (I)
- 10.3.10 Create symmetric and asymmetric designs
- 10.3.11 Create various mock-ups and dummies
- 10.3.12 Select appropriate style for desired impact

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.4: Use available graphics software programs

Competency Builders:

- 10.4.1 Compare different types of graphics software (I)
- 10.4.2 Explain grouping, transformations, and bleeding (I)
- 10.4.3 Identify development tools, styles, templates, and wizards (I)
- 10.4.4 Manipulate object attributes and types (I)
- 10.4.5 Identify appropriate software based on intended use (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.5: Create computer graphics

Competency Builders:

- 10.5.1 Identify types of graphics (I)
- 10.5.2 Define audience and purpose of graphics (I)
- 10.5.3 Select the appropriate style of graphics based on the intended purpose (I)
- 10.5.4 Select graphics software (I)
- 10.5.5 Identify image file formats (I)
- 10.5.6 Create graphics that integrate principles of communication and elements of visual design (I)
- 10.5.7 Manipulate color, shape, size, and textures of graphics (I)
- 10.5.8 Import objects from other applications (I)
- 10.5.9 Export objects to other applications (I)
- 10.5.10 Rotate graphics (I)
- 10.5.11 Rotate text (I)
- 10.5.12 Paint/touch up images (I)
- 10.5.13 Add/subtract image parts (I)
- 10.5.14 Apply 2-D and 3-D graphics principles (I)
- 10.5.15 Manipulate multiple image layers (I)
- 10.5.16 Employ masking techniques (I)
- 10.5.17 Crop images (I)
- 10.5.18 Scale images (I)
- 10.5.19 Employ various filtration methods (I)
- 10.5.20 Convert raster to vector images (I)
- 10.5.21 Store images in appropriate formats and resolutions for specific applications (I)
- 10.5.22 Save/retrieve graphics (I)
- 10.5.23 Print graphics to various output devices (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.6: Apply knowledge of typography

Competency Builders:

- 10.6.1 Identify typography materials (I)
- 10.6.2 Interpret typographic terms (I)
- 10.6.3 Describe typographic methods (I)
- 10.6.4 Identify proofreaders' marks (I)
- 10.6.5 Explain picas, points, and their conversion to inches (I)
- 10.6.6 Explain specification of type and copy fitting (I)
- 10.6.7 Identify typographic styles (I)
- 10.6.8 Define basic letter structures (I)
- 10.6.9 Mix families of type within a project (I)
- 10.6.10 Interpret typographical specifications (I)
- 10.6.11 Select proper letter and line spacing (I)
- 10.6.12 Select appropriate typefaces (I)
- 10.6.13 Prepare type formats (e.g., style sheets) (I)
- 10.6.14 Create templates (I)

Unit 11: Digital Media Design

BIL: Essential

EDU:	12	AD
	I	P

Competency 11.1: Demonstrate visual design principles

Competency Builders:

- 11.1.1 Explain the visual characteristics of various mediums (I)
- 11.1.2 Describe how the technical limitations of the medium affect content and style (I)
- 11.1.3 Differentiate between form and content
- 11.1.4 Plan a visual design in which form follows function
- 11.1.5 Select appropriate colors (I)
- 11.1.6 Describe basic design (I)
- 11.1.7 Consider human factors and user interface in visual design
- 11.1.8 Evaluate visual appeal of design

BIL: Essential

EDU:	12	AD
	I	P

Competency 11.2: Demonstrate functional design using digital media

Competency Builders:

- 11.2.1 Select appropriate digital product for design (I)
- 11.2.2 Explain functional requirements/specifications (I)
- 11.2.3 Select appropriate media types (I)
- 11.2.4 Explain necessary system architecture
- 11.2.5 Explain user interface
- 11.2.6 Explain navigation schema
- 11.2.7 Create storyboard (I)
- 11.2.8 Participate in iterative development with clients and development team members
- 11.2.9 Explain site architecture
- 11.2.10 Capture images with digital camera (I)
- 11.2.11 Archive images
- 11.2.12 Manage images

BIL: Essential

EDU:	12	AD
	I	P

Competency 11.3: Use digital imaging techniques and equipment

Competency Builders:

- 11.3.1 Identify standard hardware platform components and configurations (e.g., UNIX, IBM, Macintosh) (I)
- 11.3.2 Identify memory and storage requirements (I)
- 11.3.3 Identify computer architecture requirements for digital imaging (I)
- 11.3.4 Explain parallel/serial transmission
- 11.3.5 Identify types of digital imaging software (I)
- 11.3.6 Describe characteristics and operation of digital imaging equipment (e.g., scanner, digital camera, video input devices, graphics tablet, graphics expansion board, printer, film recorder, and output devices) (I)
- 11.3.7 Compare performance of different types of image acquisition hardware
- 11.3.8 Compare/contrast area and linear arrays
- 11.3.9 Compare/contrast exposure and multiexposure systems
- 11.3.10 Identify resolution issues (I)
- 11.3.11 Perform resolution calculations (e.g., number of pixels, number of colors)
- 11.3.12 Compare/contrast addressable and displayable resolution
- 11.3.13 Access information needed to operate a given digital camera system using standard print and electronic help tools

BIL: Recommended

EDU:	12	AD
	I	R

Competency 11.4: Explain the basic principles of 3-D modeling

Competency Builders:

- 11.4.1 Explain how to convert objects from two-dimensional to three-dimensional
- 11.4.2 Explain how a computer deals with geometry
- 11.4.3 Identify the software available for 3-D modeling
- 11.4.4 Describe the steps for building a 3-D model
- 11.4.5 Identify the components of a wireframe model

BIL: Recommended

EDU:	12	AD
	I	R

Competency 11.5: Explain the basic principles of animation

Competency Builders:

- 11.5.1 Explain the principles of continuity, key frames, motion paths, and motion
- 11.5.2 Describe the uses of special effects and virtual navigation
- 11.5.3 Identify available animation software programs/tools

Unit 12: Web Page Design

BIL: Essential

EDU:	12	AD
	P	R

Competency 12.1: Explain web page basics

Competency Builders:

- 12.1.1 Explain the role of browsers in reading files on the World Wide Web (e.g., text-only, hypertext)
- 12.1.2 Identify how different browsers affect the look of a web page
- 12.1.3 Compare/contrast the features and functions of software editors available for designing web pages
- 12.1.4 Explain how bandwidths affect data transmission and on-screen image
- 12.1.5 Describe the characteristics and uses of emerging technology add-ons
- 12.1.6 Explain how audio and video are used on web page (e.g., real time, on-demand platform costs)

BIL: Essential

EDU:	12	AD
	I	P

Competency 12.2: Explain basic Internet/web programming

Competency Builders:

- 12.2.1 Explain the purpose of web content delivery enablers (e.g., CGI, API, SSI) (I)
- 12.2.2 Explain how to interface client/server (I)
- 12.2.3 Describe client-side processing and its advantages/disadvantages (I)
- 12.2.4 Explain security issues related to client-side processing (I)
- 12.2.5 Explain various scripting languages (e.g., JavaScript, Visual Basic Script, ActiveX) and authoring programs (e.g., Adobe Page Mill, Front Page, Macromedia, Dream Weaver) (I)
- 12.2.6 Identify the uses and advantages/disadvantages of various scripting languages (I)
- 12.2.7 Identify new and emerging trends related to Internet programming (i.e., audio-video) (I)
- 12.2.8 Compare/contrast features, strengths, and weaknesses of different authoring programs

BIL: Recommended

EDU:	12	AD
	I	P

Competency 12.3: Apply knowledge of web hosting

Competency Builders:

- 12.3.1 Compare the advantages and disadvantages of running your own server vs. using a server provider
- 12.3.2 Identify server providers (e.g., uptime, technical support, connection time)
- 12.3.3 Plan how to establish a domain name
- 12.3.4 Upload files to the server
- 12.3.5 Collect/analyze usage statistics
- 12.3.6 Explain capacity of server to support site options and user traffic

BIL: Essential

EDU:	12	AD
	P	R

Competency 12.4: Create/maintain a basic web page

Competency Builders:

- 12.4.1 Open up a workspace to create a new Internet programming document
- 12.4.2 Create the basic Internet programming structure for a web page using a text editor
- 12.4.3 Explain the advantages of creating short multiple web pages rather than a single, long web page
- 12.4.4 Determine logical points to split information into multiple web pages
- 12.4.5 Create a template file using a text editor
- 12.4.6 Change a template file to create individual pages
- 12.4.7 Insert nondisplayed comments into Internet programming files
- 12.4.8 Display document within a web browser
- 12.4.9 Modify text using a text editor
- 12.4.10 Place different-level headings within document using appropriate Internet programming tags
- 12.4.11 Insert paragraph breaks into the text of document using appropriate Internet programming tag
- 12.4.12 Manipulate text cut and paste functions
- 12.4.13 Insert a stylized footer at the bottom of a page
- 12.4.14 Format text

- 12.4.15 Create lists
- 12.4.16 Add graphics/images
- 12.4.17 Add animation

BIL: Essential

EDU:	12	AD
	I	P

Competency 12.5: Format page layout

Competency Builders:

- 12.5.1 Identify Internet programming codes for formatting page layout (I)
- 12.5.2 Create a solid color background (I)
- 12.5.3 Change the color of text and hypertext link items (I)
- 12.5.4 Create a textured background using a graphic file (I)
- 12.5.5 Create various types of hard rule lines for page dividers (e.g., different thicknesses and widths, with and without 3-D shading) (I)
- 12.5.6 Create a table with rows and columns of text in a gridded display (I)
- 12.5.7 Create a layout scheme integrating text and pictures (I)
- 12.5.8 Create an invisible table with side-by-side columns
- 12.5.9 Create a table that has different colored cells
- 12.5.10 Explain interface design
- 12.5.11 Organize information using frames
- 12.5.12 Link documents

BIL: Essential

EDU:	12	AD
	I	P

Competency 12.6: Add audio and video to a web page

Competency Builders:

- 12.6.1 Explain how to deliver audio and video signals in real time (i.e., streaming) (I)
- 12.6.2 Describe audio sweetening techniques (I)
- 12.6.3 Describe audio and video compression techniques (I)
- 12.6.4 Add audio and video to a web page using Internet programming codes
- 12.6.5 Establish network administration procedures for audio and video

BIL: Essential

EDU:	12	AD
	I	P

Competency 12.7: Evaluate web statistical data

Competency Builders:

- 12.7.1 Evaluate sources of raw data for statistical web site analysis (e.g., HTTP server logs, web server hardware and operating system logs, network monitor logs, user registration databases, third-party web site analysis services) (I)
- 12.7.2 Explain the use of web statistics in performance and capacity planning (I)
- 12.7.3 Explain the use of web statistics in content management (I)
- 12.7.4 Explain the use of web statistics in site marketing and business management (I)
- 12.7.5 Explain the use of web statistics in developing/revising promotional strategy (I)
- 12.7.6 Evaluate factors that affect reliability of data
- 12.7.7 Evaluate web statistics analysis tools
- 12.7.8 Explain the use of web statistics to complete financial analysis

Unit 13: Personalization

BIL: Essential

EDU:	12	AD
	I	P

Competency 13.1: Analyze the impact of personalization

Competency Builders:

- 13.1.1 Analyze the concept of personalization in e-commerce
- 13.1.2 Analyze the customization component of personalization
- 13.1.3 Analyze the choice assistance component of personalization
- 13.1.4 Explain relationship marketing (I)
- 13.1.5 Explain the interrelationship of relationship marketing and personalization (I)
- 13.1.6 Explain the value of personalization in product differentiation (I)
- 13.1.7 Explain the value of personalization as a competitive advantage (I)
- 13.1.8 Explain the types of products and services best suited to personalization
- 13.1.9 Describe the types of personalization (I)
- 13.1.10 Analyze the trade-off between the costs and benefits of personalization
- 13.1.11 Explain the complexity of personalization decisions (I)
- 13.1.12 Identify when personalization is most cost effective
- 13.1.13 Explain the concept of marketing one-to-one (I)
- 13.1.14 Explain how privacy affects personalization (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 13.2: Identify the types of customization and personalization

Competency Builders:

- 13.2.1 Define *cookie* (I)
- 13.2.2 Explain adaptive customization (e.g., standard offerings with many settings, pop-up menus) (I)
- 13.2.3 Identify the advantages and disadvantages of adaptive customization (I)
- 13.2.4 Explain transparent customization (e.g., smart ads and smart offers, customizing without customer awareness) (I)
- 13.2.5 Identify the advantages and disadvantages of transparent customization (I)

- 13.2.6 Explain collaborative customization (e.g., consistent dialogue with customers to customize products) (I)
- 13.2.7 Identify the advantages and disadvantages of collaborative customization (I)
- 13.2.8 Explain cosmetic customization (e.g., treating a standard product slightly differently for an individual customer) (I)
- 13.2.9 Identify the advantages and disadvantages of cosmetic customization (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 13.3: Identify personalization systems

Competency Builders:

- 13.3.1 Explain rule-based systems (I)
- 13.3.2 Explain CASE (computer-assisted self-explication) systems (I)
- 13.3.3 Explain endorsement systems (I)
- 13.3.4 Explain collaborative filtering (I)

BIL: RECOMMENDED

EDU:	12	AD
		I

Competency 13.4: Develop a personalization system for an e-commerce site

Competency Builders:

- 13.4.1 Establish goals
- 13.4.2 Determine personalization strategies
- 13.4.3 Evaluate software if appropriate
- 13.4.4 Develop flow chart
- 13.4.5 Evaluate the results of a system

Unit 14: Electronic Payment Systems

BIL: Essential

EDU:	12	AD
	I	P

Competency 14.1: Describe electronic payment mechanisms

Competency Builders:

- 14.1.1 Describe electronic funds transfer at point of sale (EFT/POS) (I)
- 14.1.2 Describe direct data entry transmissions (I)
- 14.1.3 Describe financial electronic data interchanges (F-EDI) (I)
- 14.1.4 Describe stored-value cards (I)
- 14.1.5 Describe the features of electronic/digital cash (I)
- 14.1.6 Describe electronic wallets (I)
- 14.1.7 Describe the characteristics of successful payment systems (I)
- 14.1.8 Differentiate between the payment systems applicable for business-to-consumer, business-to-business, and consumer-to-consumer transactions (I)
- 14.1.9 Identify future trends in electronic payment systems (I)
- 14.1.10 Explain Internet Transaction Brokers (ITBs) (I)
- 14.1.11 Explain risks associated with electronic payments (I)
- 14.1.12 Identify the parties involved in an online purchase

BIL: Essential

EDU:	12	AD
	I	P

Competency 14.2: Identify costs involved with electronic payment systems

Competency Builders:

- 14.2.1 Identify costs for establishment of a merchant service and/or third-party verifier agreement (I)
- 14.2.2 Identify annual or monthly fees (I)
- 14.2.3 Identify merchant service and/or third-party verifier fees for each transaction (I)
- 14.2.4 Identify ISP costs for establishing site (I)
- 14.2.5 Identify ISP hosting fees (I)

Unit 15: Promotion

BIL: Essential

EDU:	12	AD
	P	R

Competency 15.1: Analyze promotion fundamentals

Competency Builders:

- 15.1.1 Analyze the communication process used in promotion (I)
- 15.1.2 Describe the benefits of using promotion (I)
- 15.1.3 Evaluate the costs associated with the use of promotion (I)
- 15.1.4 Describe types of promotional objectives (I)
- 15.1.5 Explain the types of promotion (I)
- 15.1.6 Identify the elements of the promotional mix (I)
- 15.1.7 Describe the importance of the promotional mix vs. single promotional element (I)
- 15.1.8 Analyze factors affecting the promotional mix (I)
- 15.1.9 Describe the use of business ethics in promotion (I)
- 15.1.10 Evaluate the importance of coordinating promotional mix elements (I)
- 15.1.11 Evaluate the return on investment of promotion (I)
- 15.1.12 Define return on investment (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.2: Analyze advertising fundamentals

Competency Builders:

- 15.2.1 Analyze the concept of advertising media (I)
- 15.2.2 Analyze the types, advantages and disadvantages of broadcast media (I)
- 15.2.3 Analyze the types, advantages and disadvantages print media (I)
- 15.2.4 Analyze the types, advantages and disadvantages of specialty advertising (I)
- 15.2.5 Analyze the types, advantages and disadvantages of Internet advertising (e.g., interacting personally and wireless network) (I)
- 15.2.6 Analyze the nature of direct advertising strategies (e.g., direct mail, e-mail, automated callers, faxes, catalogs) (I)
- 15.2.7 Analyze frequency marketing strategies

- 15.2.8 Examine the use of databases in advertising (I)
- 15.2.9 Identify sources and costs of databases (I)
- 15.2.10 Identify the difference between business-to-business and business-to-consumer advertising
- 15.2.11 Explain opt-in, opt-out, permission marketing as it relates to advertising
- 15.2.12 Identify niche advertising

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.3: Determine the cost of advertising media for e-commerce sites

Competency Builders:

- 15.3.1 Identify factors affecting the cost of newspaper ads (I)
- 15.3.2 Identify factors affecting the cost of magazine ads (I)
- 15.3.3 Identify factors affecting the cost of radio ads (I)
- 15.3.4 Identify factors affecting the cost of television ads (I)
- 15.3.5 Identify factors affecting the cost of direct mail advertising (I)
- 15.3.6 Identify factors affecting the cost of e-mail advertising (I)
- 15.3.7 Identify factors affecting the cost of banner ads (e.g., click-through pricing, bartering, Internet Advertising Bureau rate cards, audience demographics) (I)
- 15.3.8 Identify factors affecting the cost of outdoor ads (I)
- 15.3.9 Use rate cards (I)
- 15.3.10 Explain the use of discount strategies (I)
- 15.3.11 Examine negotiation strategies
- 15.3.12 Calculate media costs (I)
- 15.3.13 Compare media cost effectiveness in reaching target audience
- 15.3.14 Evaluate media selection (I)
- 15.3.15 Identify factors affecting the costs of affiliate advertising (I)
- 15.3.16 Identify factors affecting the costs of e-commerce advertising (I)
- 15.3.17 Explain benefits of alliances and partnerships

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.4: Design Internet advertising

Competency Builders:

- 15.4.1 Differentiate between Internet ads
- 15.4.2 Determine objective of placement (e.g., generate customer leads, create traffic)
- 15.4.3 Evaluate locations for ad placement (e.g., search engines, directories, specialty websites, sponsorship websites)
- 15.4.4 Develop an ad placement strategy
- 15.4.5 Define goal of Internet ads (e.g., banners, buttons) (I)
- 15.4.6 Identify standard sizes for Internet ads (I)
- 15.4.7 Identify file formats for graphic ads (I)
- 15.4.8 Use layers to create simple animation
- 15.4.9 Create a tagline (I)
- 15.4.10 Use design features to gain attention (I)
- 15.4.11 Create design that encourages order (I)
- 15.4.12 Evaluate software packages for Internet ads management

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.5: Manage Internet ads

Competency Builders:

- 15.5.1 Place Internet ads (I)
- 15.5.2 Evaluate results
- 15.5.3 Evaluate cost effectiveness
- 15.5.4 Compare potential effectiveness with other Internet strategies
- 15.5.5 Determine the types of tracking methods (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.6: Plan print advertising campaign

Competency Builders:

- 15.6.1 Compare the publishing lead time for newspaper display advertisements to that of magazine advertisements (I)
- 15.6.2 Determine the most suitable print media for an e-commerce product or service considering the target market characteristics of the media and message (I)
- 15.6.3 Determine ideal frequency and duration of print media advertisement campaign for an e-commerce product or service
- 15.6.4 Prepare a budget for print media advertising campaign for an e-commerce product or service
- 15.6.5 Describe procedures to place a display advertisement in a newspaper or magazine

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.7: Design print advertising

Competency Builders:

- 15.7.1 Define print advertisement basic terminology (e.g., headlines, body copy, tagline, subheads logo, column inch) (I)
- 15.7.2 Compare the strengths and weaknesses of newspaper advertising to magazine advertising (I)
- 15.7.3 Select the most appropriate appeal for a print display advertisement for an e-commerce product (e.g., informational, emotional, variety, price, humor, persuasive)
- 15.7.4 Explain the importance of advertisement location (e.g., column, section, page, location on page) (I)
- 15.7.5 Explain the Gutenberg Diagonal and its international implications (I)
- 15.7.6 Describe techniques to capture the attention of readers in print display advertisements (I)
- 15.7.7 Analyze the selling power of existing commercial print display advertisement
- 15.7.8 Layout a display advertisement for an e-commerce product or service

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.8: Plan television advertising campaign

Competency Builders:

- 15.8.1 Define *network* and *spot time* (I)
- 15.8.2 Compare the advantages and disadvantages of network, local, and cable advertising (I)
- 15.8.3 Describe the target market for specific commercial television programs (I)
- 15.8.4 Select the ideal placement of a television advertisement for an e-commerce product or service (e.g., network, local, cable, time of day, day of week, program)
- 15.8.5 Select the ideal frequency and duration for a television advertisement campaign for an e-commerce product or service
- 15.8.6 Prepare a budget for television advertising of an e-commerce product or service
- 15.8.7 Describe the procedures for placing network, local, and cable television advertisements

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.9: Design television advertising

Competency Builders:

- 15.9.1 Describe the convergence of Internet and television media (I)
- 15.9.2 Select the most appropriate appeal for a television advertisement for an e-commerce product or service (e.g., informational, emotional, variety, price, humor, persuasive)
- 15.9.3 Describe the advantages and disadvantages of 10-second, 30-second, and 60-second television spots, and infomercials (I)
- 15.9.4 Describe the techniques used in television advertisements to capture the attention of viewers (I)
- 15.9.5 Analyze the selling power of existing television commercials (I)
- 15.9.6 Develop a story board for a television advertisement for an e-commerce product or service
- 15.9.7 Videotape a 30-second television advertisement for an e-commerce product or service

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.10: Plan radio advertising campaign

Competency Builders:

- 15.10.1 Explain the difference between local and network radio programs (I)
- 15.10.2 Cite several network radio programs (I)
- 15.10.3 Compare the advantages and disadvantages of network vs. local radio advertising
- 15.10.4 Describe the target market for specific radio programs (I)
- 15.10.5 Select the ideal placement of a radio advertisement for an e-commerce product or service (e.g., time of day, day of week, program)
- 15.10.6 Prepare a budget for a radio advertising campaign for an e-commerce product or service
- 15.10.7 Describe the procedures for placing a network and local media advertisement

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.11: Design radio advertising

Competency Builders:

- 15.11.1 Select the most appropriate appeal for a radio advertisement for an e-commerce product or service (e.g., informational, emotional, variety, price, humor, persuasive)
- 15.11.2 Describe the advantages and disadvantages of 15-second, 30-second, and 60-second radio spots (I)
- 15.11.3 Describe the techniques used in radio advertisement to capture the attention of the listeners (I)
- 15.11.4 Analyze the selling power of existing radio advertisements (I)
- 15.11.5 Write a script for a 30-second radio advertisement
- 15.11.6 Tape record a 30-second radio advertisement

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.12: Plan publicity and public relations activities for an e-commerce site

Competency Builders:

- 15.12.1 Differentiate between publicity and public relations (I)
- 15.12.2 Describe the advantages and disadvantages of publicity and public relations (I)
- 15.12.3 Describe steps for obtaining publicity (I)
- 15.12.4 Identify ways to leverage negative publicity
- 15.12.5 Describe the impact of the Internet on publicity (I)
- 15.12.6 Explain the purposes of Internet publicity firms
- 15.12.7 Describe the advantages of participating in community activities
- 15.12.8 Discuss the role of online communities
- 15.12.9 Develop a publicity plan
- 15.12.10 Develop a public relations plan
- 15.12.11 Write a news release to promote an e-commerce business (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.13: Identify the advantages and disadvantages of sales promotion activities

Competency Builders:

- 15.13.1 Identify types of sales promotion (e.g., coupons, premiums, sweepstakes, etc.) (I)
- 15.13.2 Identify how sales promotion can be used in e-commerce (I)
- 15.13.3 Calculate the costs of sales promotion activities (I)
- 15.13.4 Determine when sales promotion activities are the best promotional tool (I)
- 15.13.5 Generate a sales promotion plan for an e-commerce site
- 15.13.6 Identify return on investment of sales promotion activities

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.14: Analyze affiliate marketing and co-branding strategies

Competency Builders:

- 15.14.1 Explain the advantages and disadvantages of promotional partnering (I)
- 15.14.2 Analyze goals for promotional partnering (I)
- 15.14.3 Analyze affiliate and co-branding opportunities (I)
- 15.14.4 Determine costs and benefits (I)
- 15.14.5 Evaluate potential partner businesses using developed selection criteria
- 15.14.6 Evaluate the effectiveness of affiliate marketing

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.15: Develop Internet links (link popularity)

Competency Builders:

- 15.15.1 Identify goals for Internet linkages (e.g., increased traffic, customer service, market niche development) (I)
- 15.15.2 Survey potential sites (I)
- 15.15.3 Select sites based upon developed criteria
- 15.15.4 Negotiate linking agreements
- 15.15.5 Evaluate link effectiveness in meeting goals
- 15.15.6 Survey shopping lots (I)
- 15.15.7 Identify legal aspects of linking

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.16: Manage registration, ranking, and positioning of an e-commerce site

Competency Builders:

- 15.16.1 Determine method to register with search engines, shopping bots, and directories (e.g., manual, secured service) (I)
- 15.16.2 Determine appropriate search engines, shopping bots, and directories (e.g., industry specific, news group related, general) (I)
- 15.16.3 Identify processes to improve visibility in search engines (e.g., metatags, titling, keyword repetition, content management, site design, and link popularity) (I)
- 15.16.4 Follow procedures for site registration (I)
- 15.16.5 Evaluate registration results
- 15.16.6 Monitor placement
- 15.16.7 Evaluate legal effect of registration (e.g., spamming, duplication)
- 15.16.8 Identify technology trends

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.17: Evaluate promotional sources of visits and sales

Competency Builders:

- 15.17.1 Explain click-through rates (I)
- 15.17.2 Use web log and commerce server data (i.e., common log and referrer log) (I)
- 15.17.3 Use traffic and commerce software
- 15.17.4 Calculate revenue per visits (I)
- 15.17.5 Calculate revenue per page viewed (I)

BIL: Essential

EDU:	12	AD
	P	R

Competency 15.18: Develop a basic promotional plan for an e-commerce site

Competency Builders:

- 15.18.1 Identify the target market
- 15.18.2 Develop objectives
- 15.18.3 Choose a theme
- 15.18.4 Develop promotional mix strategies
- 15.18.5 Develop timeline and action plan
- 15.18.6 Discuss budget constraints
- 15.18.7 Coordinate promotional activities
- 15.18.8 Develop evaluation process for the promotional plan

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.19: Develop a comprehensive promotional plan for an e-commerce site

Competency Builders:

- 15.19.1 Identify the target market (I)
- 15.19.2 Develop objectives (I)
- 15.19.3 Choose a theme (I)
- 15.19.4 Develop promotional mix strategies (I)
- 15.19.5 Develop a media plan (I)
- 15.19.6 Develop timeline and action plan (I)
- 15.19.7 Coordinate promotional activities (I)
- 15.19.8 Develop a budget
- 15.19.9 Evaluate the plan using milestones and benchmarks (I)

BIL: Essential

EDU:	12	AD
	P	R

Competency 15.20: Explain the selling function

Competency Builders:

- 15.20.1 Explain the purpose and importance of selling
- 15.20.2 Describe circumstances when personal selling is most important in the marketing mix
- 15.20.3 Explain company selling policies
- 15.20.4 Explain the role of customer service as a component of selling relationships
- 15.20.5 Identify key factors in building a clientele
- 15.20.6 Explain business ethics in selling
- 15.20.7 Describe the use of technology in the selling function
- 15.20.8 Describe the nature of selling regulations
- 15.20.9 Explain the follow-up function
- 15.20.10 Examine automated follow-up

BIL: Essential

EDU:	12	AD
	P	R

Competency 15.21: Sell products and services

Competency Builders:

- 15.21.1 Acquire product knowledge using online and traditional sources
- 15.21.2 Prepare for the sales presentation
- 15.21.3 Qualify customers
- 15.21.4 Complete customer/client research and profile
- 15.21.5 Establish relationship with client/customer
- 15.21.6 Address needs of individual personalities of clients/customers
- 15.21.7 Determine customer/client needs
- 15.21.8 Identify customer's buying motives
- 15.21.9 Use buying motives as basis of sales presentation
- 15.21.10 Facilitate customer buying decisions
- 15.21.11 Prescribe solution to customer needs
- 15.21.12 Demonstrate product
- 15.21.13 Illustrate service

- 15.21.14 Convert client/customer objections into selling points
- 15.21.15 Evaluate negotiation strategies for use in closing the sale
- 15.21.16 Close the sale
- 15.21.17 Sell related products/services
- 15.21.18 Process sales documents
- 15.21.19 Follow up the sale
- 15.21.20 Use on-line strategies for follow-up
- 15.21.21 Prepare sales reports
- 15.21.22 Evaluate sales reports
- 15.21.23 Maintain customer database
- 15.21.24 Plan strategies for meeting sales quotas

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.22: Integrate e-commerce site into traditional sales and customer service process

Competency Builders:

- 15.22.1 Identify the benefits of site/online sales (I)
- 15.22.2 Create integrated sales presentation materials (I)
- 15.22.3 Create an electronic sales presentation with an integrated Internet link (I)
- 15.22.4 Identify incentives for sales staff
- 15.22.5 Evaluate effectiveness of integration
- 15.22.6 Provide customer training for use of on-line buying
- 15.22.7 Determine training needs for traditional sales staff for use on e-commerce site
- 15.22.8 Identify customer service issues
- 15.22.9 Evaluate cost of selling online vs. retail sales

Unit 16: Consumer Behavior

BIL: Essential

EDU:	12	AD
	I	P

Competency 16.1: Describe consumer behavior research concepts

Competency Builders:

- 16.1.1 Explain the concept of consumer behavior (I)
- 16.1.2 Describe the role of consumer behavior in strategic planning (I)
- 16.1.3 Describe the three basic categories of consumer consumption activities (i.e., impulse buying, habitual purchase behavior, consumption problem-solving) (I)
- 16.1.4 Identify the central variables that influence consumer behavior (I)
- 16.1.5 Explain the relationship between market segmentation and consumer research
- 16.1.6 Describe the relationship between consumer needs and motivation
- 16.1.7 Describe personality theories
- 16.1.8 Explain the use of personality characteristics to segment markets
- 16.1.9 Explain the relationship between consumer perception and marketing
- 16.1.10 Describe the relationship between product symbolism and consumer behavior
- 16.1.11 Describe the influence of perceived risk on purchase strategies
- 16.1.12 Describe ways to measure attitudes
- 16.1.13 Describe the nature of consumer attitude formation
- 16.1.14 Explain attitude-change strategies
- 16.1.15 Explain types of audiences (I)
- 16.1.16 Explain the credibility of sources of consumer communications (I)
- 16.1.17 Explain the nature of group dynamics
- 16.1.18 Describe the roles of the family in the decision-making process
- 16.1.19 Explain the concept of family life cycle (FLC) as a marketing tool (I)
- 16.1.20 Explain the relationship between social class and consumer behavior (I)
- 16.1.21 Describe the influence of culture on consumer behavior (I)
- 16.1.22 Explain subcultural aspects of consumer behavior (I)
- 16.1.23 Describe the concept of cross-cultural consumer behavior (I)
- 16.1.24 Describe the nature of consumer decision-making models (I)
- 16.1.25 Identify resources for obtaining consumer behavior information (I)
- 16.1.26 Explain buying trigger strategies

BIL: Essential

EDU:	12	AD
	I	P

Competency 16.2: Describe organizational buyer behavior

Competency Builders:

- 16.2.1 Explain the similarities and differences between organizational customers and individual consumers (I)
- 16.2.2 Describe the categorization of organizational buyers by their objectives as industrial buyers, resellers, and institutional buyers (I)
- 16.2.3 Describe the categorization of organizational buyers based on their economic output using the North American Industry Classification System or the Standard Industrial Classification system (I)
- 16.2.4 Describe the three types of buying situations of organizations (I)
- 16.2.5 Outline the organizational buying process
- 16.2.6 Identify the internal and external factors that affect organizational buying decisions
- 16.2.7 Identify the functional areas of an organization that influence buying decisions (I)
- 16.2.8 Identify the roles assumed by members of the decision unit
- 16.2.9 Describe organizational buyer profile

BIL: Essential

EDU:	12	AD
	I	P

Competency 16.3: Explain online consumer behavior principles

Competency Builders:

- 16.3.1 Identify how the web is similar to and different from traditional media environments (I)
- 16.3.2 Explain how clickstream data is obtained (I)
- 16.3.3 Explain how clickstream data is used to predict consumer behavior (I)
- 16.3.4 Explain factors that affect reliability of demographic and clickstream information
- 16.3.5 Explain the role of visit duration on click decision (I)
- 16.3.6 Explain why and how consumer decision-making is influenced differently online
- 16.3.7 Establish consumer profiles

Unit 17: Branding

BIL: Essential

EDU:	12	AD
	P	R

Competency 17.1: Evaluate branding concepts

Competency Builders:

- 17.1.1 Explain the concept of branding
- 17.1.2 Explain how the Internet affects branding
- 17.1.3 Explain the importance of branding in buyer decision-making
- 17.1.4 Define *trademark, brand name, brand mark, licensing, and brand equity*
- 17.1.5 Explain halo effect
- 17.1.6 Evaluate reasons why customers are brand loyal
- 17.1.7 Describe brand strategies (e.g., family brand, individual brand, multiple brand strategy) and the advantages and disadvantages of each
- 17.1.8 Describe trademarks and trademark limitations
- 17.1.9 Explain the differences between national brands, private brands, and generic brands and the advantages and disadvantages of each
- 17.1.10 Analyze the factors that influence the success of national vs. private, private vs. generic brands
- 17.1.11 Analyze the value of branding for businesses
- 17.1.12 Analyze the pros and cons of branding for consumers
- 17.1.13 Describe URL implications

BIL: Essential

EDU	12	AD
	I	P

Competency 17.2: Demonstrate the brand name development process

Competency Builders:

- 17.2.1 Identify the key components of a brand strategy
- 17.2.2 Determine brand strategy (I)
- 17.2.3 Determine brand name criteria (I)
- 17.2.4 Create a list of potential brand names (I)
- 17.2.5 Participate in the selection of the names most appropriate for further testing (I)
- 17.2.6 Obtain consumer reactions to selected brand names

- 17.2.7 Evaluate consumer reactions to selected brand names
- 17.2.8 Conduct basic trademark and patent copyright searches
- 17.2.9 Participate in final selection of brand name (I)
- 17.2.10 Identify resources to conduct trademark and patent copyright searches
- 17.2.11 Describe the complexities and legal issues of trademarks, and patents copyrights

BIL: Essential

EDU:	12	AD
	I	P

Competency 17.3: Build brand identity

Competency Builders:

- 17.3.1 Identify business components that influence buyer perception of a brand (e.g., advertising, product presentation, customer service, packaging, shipping, public relations) (I)
- 17.3.2 Identify e-commerce site components that influence branding (e.g., logo, graphic style, online customer service, product information, site navigation, customer service, testing, core values) (I)
- 17.3.3 Integrate logos, slogans, URL, etc. throughout offline and online publications and advertising (I)
- 17.3.4 Integrate components into a consistent brand identity process

Unit 18: Integrated Business Systems

BIL: Essential

EDU:	12	AD
	I	P

Competency 18.1: Explain concepts of electronic business systems

Competency Builders:

- 18.1.1 Explain the concepts of convergent e-business systems (I)
- 18.1.2 Explain the benefits of integrated e-business systems (I)
- 18.1.3 Identify the requirements for success in creating or converting to e-business systems
- 18.1.4 Identify the range of costs associated with developing e-business systems
- 18.1.5 Describe possible barriers to the implementation of e-business systems (I)
- 18.1.6 Describe benefits of implementing e-business systems (I)
- 18.1.7 Describe risks of implementing e-business systems (I)
- 18.1.8 Describe security and privacy issues in e-business systems (I)
- 18.1.9 Identify trends in e-business systems (I)
- 18.1.10 Describe Enterprise Resource Planning (ERP)
- 18.1.11 Explain the use of e-business systems to achieve the goals of ERP
- 18.1.12 Explain Database Management System (DBMS) basics
- 18.1.13 Identify trends in Internet communications standards

BIL: Essential

EDU:	12	AD
	I	P

Competency 18.2: Explain Electronic Data Interchange (EDI)

Competency Builders:

- 18.2.1 Define *Electronic Data Interchange* (EDI) (I)
- 18.2.2 Identify the benefits of EDI (I)
- 18.2.3 Explain how EDI works
- 18.2.4 Identify the essential elements of EDI (I)
- 18.2.5 Define EDI transaction sets and data elements
- 18.2.6 Describe the different standards governing EDI transactions
- 18.2.7 Describe how Value Added Networks (VANs) operate

Unit 19: Supply Chain Management

BIL: Essential

EDU:	12	AD
	I	P

Competency 19.1: Evaluate the concept of Supply Chain Management (SCM)

Competency Builders:

- 19.1.1 Define *Supply Chain Management* (I)
- 19.1.2 Identify the components of the supply chain (I)
- 19.1.3 Evaluate how supply chain management reduces order response times (I)
- 19.1.4 Evaluate how supply chain management reduces inventory requirements (I)
- 19.1.5 Evaluate how supply chain management reduces costs and increases revenues (I)
- 19.1.6 Evaluate how supply chain management reduces cumulative cycle time
- 19.1.7 Evaluate key success factors (I)
- 19.1.8 Evaluate the role of Electronic Data Interchange in supply chain management (I)
- 19.1.9 Evaluate the role of intranets and extranets in supply chain management (I)
- 19.1.10 Examine future trends in supply chain management (I)
- 19.1.11 Identify the components of supply chain management which can be processed electronically in an e-commerce environment

BIL: Essential

EDU:	12	AD
	P	R

Competency 19.2: Explain how e-commerce is changing traditional purchasing

Competency Builders:

- 19.2.1 Explain the nature and scope of purchasing
- 19.2.2 Explain the role of procurement in an integrated supply chain
- 19.2.3 Develop partnerships with vendors to procure goods through an integrated system
- 19.2.4 Explain company buying/purchasing policies
- 19.2.5 Identify contractual, ethical and legal issues of the purchasing function
- 19.2.6 Explain the buying process
- 19.2.7 Explain the nature of buyer reputation/vendor relationships
- 19.2.8 Explain how to select appropriate products/services
- 19.2.9 Explain the nature of buyer reputation/vendor relationships
- 19.2.10 Determine product/service specifications

- 19.2.11 Determine quantities of products/services to buy
- 19.2.12 Determine when to buy products/services
- 19.2.13 Explain vendor search
- 19.2.14 Obtain competing prices from vendors
- 19.2.15 Explain contracts
- 19.2.16 Identify final cost of product/service to business
- 19.2.17 Explain purchase order(s)
- 19.2.18 Explain regular product deliveries
- 19.2.19 Explain payments for products and services
- 19.2.20 Explain integrated electronic purchasing systems
- 19.2.21 Explain security issues in deeply integrated supplier relationships

BIL: Essential

EDU:	12	AD
	P	R

Competency 19.3: Explain physical distribution strategies for an e-commerce site

Competency Builders:

- 19.3.1 Explain the nature and scope of distribution
- 19.3.2 Explain the nature of channels of distribution
- 19.3.3 Explain the role of technology in distribution
- 19.3.4 Identify key factors in selecting a distribution system
- 19.3.5 Describe different types of distribution channels for consumer goods
- 19.3.6 Describe different types of distribution channels for industrial goods
- 19.3.7 Describe factors that influence channel length
- 19.3.8 Explain channel widths (i.e., intensive distribution, exclusive distribution, selective distribution)
- 19.3.9 Explain how channel functions influence channel choice
- 19.3.10 Explain how channel flows influence channel choice
- 19.3.11 Explain the nature of channel member relationships
- 19.3.12 Explain the transfer principle
- 19.3.13 Explain the concepts of vertical marketing systems (VMS/MMS)
- 19.3.14 Explain alternatives to VMSs/MMSs
- 19.3.15 Explain the relationship between customer service and distribution
- 19.3.16 Explain potential channel conflicts and possible solutions
- 19.3.17 Explain channels of distribution
- 19.3.18 Explain channel members
- 19.3.19 Explain distribution with other marketing activities
- 19.3.20 Explain the role of warehousing/stock handling in e-commerce

BIL: Essential

EDU:	12	AD
	P	R

Competency 19.4: Explain the shipping process in e-commerce

Competency Builders:

- 19.4.1 Explain the role of shipping in e-commerce
- 19.4.2 Describe ways to ship products
- 19.4.3 Define common shipping terms
- 19.4.4 Identify common shipping providers
- 19.4.5 Compare shipping rates
- 19.4.6 Compare shipping methods based on size of product(s)
- 19.4.7 Select best shipping methods
- 19.4.8 Identify types of packing materials
- 19.4.9 Identify packing material vendors
- 19.4.10 Compare costs of packing materials
- 19.4.11 Identify an electronic information system to track orders

BIL: Essential

EDU:	12	AD
	I	P

Competency 19.5: Manage e-commerce business inventory

Competency Builders:

- 19.5.1 Evaluate the role of inventory control in supply chain management (I)
- 19.5.2 Explain the concept of ABC analysis (I)
- 19.5.3 Explain cost considerations in inventory management (I)
- 19.5.4 Calculate economic order quantity (EOQ) (I)
- 19.5.5 Calculate reorder point (I)
- 19.5.6 Calculate average inventory (I)
- 19.5.7 Explain the concept of Just-In-Time (JIT) (I)
- 19.5.8 Use an online inventory control system to locate and determine the availability of goods within the business (I)
- 19.5.9 Organize inventory counts (I)
- 19.5.10 Apply a just-in-time inventory system (I)
- 19.5.11 Explain the nature of inventory control systems (I)
- 19.5.12 Explain unit inventory control systems (I)

- 19.5.13 Explain dollar inventory control systems (I)
- 19.5.14 Evaluate inventory (I)

Unit 20: Pricing

BIL: Essential

EDU:	12	AD
	P	R

Competency 20.1: Evaluate pricing fundamentals

Competency Builders:

- 20.1.1 Explain the nature and scope of the pricing function
- 20.1.2 Evaluate the role of business ethics in pricing
- 20.1.3 Evaluate the use of technology in pricing
- 20.1.4 Identify the basic considerations consumers and businesses weigh in accepting a price
- 20.1.5 Describe the price-setting process
- 20.1.6 Explain pricing objectives
- 20.1.7 Explain price sensitivity
- 20.1.8 Explain price elasticity
- 20.1.9 Evaluate tax issues in online sales
- 20.1.10 Evaluate the relationship of shipping costs to prices in online sales
- 20.1.11 Explain the impact of pricing errors in e-commerce
- 20.1.12 Explain price testing
- 20.1.13 Research competitors prices
- 20.1.14 Explain real-time pricing in the online environment

BIL: Essential

EDU:	12	AD
	I	P

Competency 20.2: Evaluate pricing strategies for an e-commerce business

Competency Builders:

- 20.2.1 Evaluate features, purposes, advantages and disadvantages of cost-based pricing strategies (I)
- 20.2.2 Evaluate characteristics, goals, advantages and disadvantages of demand-based pricing strategies (I)
- 20.2.3 Evaluate characteristics, goals, advantages and disadvantages of competition-based pricing strategies (I)

- 20.2.4 Evaluate characteristics, goals, advantages and disadvantages of product mix pricing strategies (I)
- 20.2.5 Evaluate characteristics, goals, advantages and disadvantages of product change pricing strategies (I)
- 20.2.6 Evaluate characteristics, goals, advantages and disadvantages of segmented (e.g., customer segmented, location, time) pricing strategies (I)
- 20.2.7 Evaluate the impact of e-commerce on pricing strategies (I)

BIL: Essential

EDU:	12	AD
	P	R

Competency 20.3: Evaluate pricing techniques

Competency Builders:

- 20.3.1 Evaluate psychological pricing
- 20.3.2 Describe geographic pricing
- 20.3.3 Evaluate discount pricing techniques
- 20.3.4 Describe promotional pricing techniques

BIL: Essential

EDU:	12	AD
	I	P

Competency 20.4: Determine prices for e-commerce products/ services

Competency Builders:

- 20.4.1 Determine pricing objective (I)
- 20.4.2 Calculate cost of product (I)
- 20.4.3 Calculate break-even point (I)
- 20.4.4 Calculate elasticity of demand (I)
- 20.4.5 Analyze competitors' prices (I)
- 20.4.6 Select a pricing strategy (I)
- 20.4.7 Set prices (I)
- 20.4.8 Adjust prices to maximize profitability (I)
- 20.4.9 Evaluate difficulties in applying traditional pricing strategies to e-commerce (I)

Unit 21: Product Management

BIL: Essential

EDU:	12	AD
	P	R

Competency 21.1: Describe the factors involved in product/service operations

Competency Builders:

- 21.1.1 Identify organization objectives
- 21.1.2 Identify the stages of product/service development
- 21.1.3 Identify the elements of product positioning
- 21.1.4 Identify the stages in a product life cycle
- 21.1.5 Identify the importance of product grades and standards
- 21.1.6 Describe the importance of warranties and guaranties
- 21.1.7 Describe product liability issues

BIL: Essential

EDU:	12	AD
	I	P

Competency 21.2: Plan product/service management strategies for an e-commerce business

Competency Builders:

- 21.2.1 Describe the role of product/service management in business success (I)
- 21.2.2 Describe the components of product/service management (I)
- 21.2.3 Describe the product/service planning process (I)
- 21.2.4 Describe the characteristics of product/service bundling (I)
- 21.2.5 Explain the impact of business environment (e.g., online vs. “brick-and-mortar”) on product selection (I)
- 21.2.6 Compare/contrast competition (e.g., their product/service mix, prices, sales, promotional techniques) (I)
- 21.2.7 Explain targeting strategy (I)
- 21.2.8 Plan product/service mix (I)
- 21.2.9 Solicit customer feedback (I)
- 21.2.10 Use customer feedback (I)
- 21.2.11 Participate in the evaluation of product/service management strategies
- 21.2.12 Participate in the evaluation of factors used in adjusting product/service mix

BIL: Essential

EDU:	12	AD
	I	P

Competency 21.3: Describe new product/service selection

Competency Builders:

- 21.3.1 Identify sources of ideas for new products/services (I)
- 21.3.2 Identify products which are most likely to succeed in an e-commerce venture (I)
- 21.3.3 Identify methods of screening ideas for new products/services (I)
- 21.3.4 Identify preliminary sales estimate (I)
- 21.3.5 Identify methods for evaluating a new product/service idea (I)
- 21.3.6 Explain the importance of pretesting a product/service prototype (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 21.4: Describe on-line product introduction strategies

Competency Builders:

- 21.4.1 Compare and contrast traditional product development with on-line product development (I)
- 21.4.2 Explain the need for differing development cycles for online products (I)
- 21.4.3 Explain the impact of modularity in design
- 21.4.4 Describe the rapid customer feedback system for product development (I)
- 21.4.5 Explain the testing process
- 21.4.6 Describe rapid release marketing introduction strategies

BIL: Essential

EDU:	12	AD
	P	R

Competency 21.5: Explain packaging principles

Competency Builders:

- 21.5.1 Describe the impact of packaging decisions on customer response and on marketing mix elements
- 21.5.2 Describe primary functions of packaging
- 21.5.3 Describe the elements of package design (e.g., color, style, copy, form)
- 21.5.4 Explain the necessity of packaging decision tradeoffs
- 21.5.5 Describe typical criticisms of packaging
- 21.5.6 Identify the main function of a label on a package
- 21.5.7 Describe the three basic kinds of labels
- 21.5.8 Explain how labeling decisions supplement packaging decisions
- 21.5.9 Explain packaging and labeling laws
- 21.5.10 Participate in packaging decisions
- 21.5.11 Explain costs associated with packaging
- 21.5.12 Explain how packaging impacts product shipment and returns

Unit 22: Customer Relationship Management

BIL: Essential

EDU:	12	AD
	P	R

Competency 22.1: Explain basic Customer Relationship Management (CRM) concepts

Competency Builder:

- 22.1.1 Explain the reasons and methods to determine what customers want
- 22.1.2 Explain the role of quality in customer satisfaction
- 22.1.3 Explain the role of warranties and guarantees in customer satisfaction
- 22.1.4 Explain the role of e-commerce usability in customer satisfaction
- 22.1.5 Explain the use of CRM software in business to consumer operations
- 22.1.6 Explain the use of CRM software in business to business operations
- 22.1.7 Explain the link between customer relationships and supply chain management
- 22.1.8 Explain the importance of all customers to the business

BIL: Essential

EDU:	12	AD
	I	P

Competency 22.2: Provide customer service in an online environment

Competency Builders:

- 22.2.1 Project a professional image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication) (I)
- 22.2.2 Interact with customers and colleagues in a professional manner (e.g., prompt, friendly, courteous, respectful, helpful, knowledgeable, clear) (I)
- 22.2.3 Comply with established business protocols and company policies (I)
- 22.2.4 Communicate company policies to customers (I)
- 22.2.5 Facilitate merchandise returns in accordance with customer service policy (I)
- 22.2.6 Facilitate customer complaints in accordance with customer service policy (I)
- 22.2.7 Facilitate customer service through the maintenance of key information systems (I)
- 22.2.8 Follow through on commitments made to customers (e.g., special orders, delivery specifications, new items) (I)
- 22.2.9 Followup on order problems (I)

- 22.2.10 Explain current enabling technologies in CRM (I)
- 22.2.11 Compare CRM software packages and application service provider (ASP)

BIL: Essential

EDU:	12	AD
	P	R

Competency 22.3: Explain the benefits of online customer support

Competency Builders:

- 22.3.1 Explain the impact of online customer support on customer loyalty
- 22.3.2 Explain the impact of online customer support on returns
- 22.3.3 Explain how online customer support reduces negative word-of-mouth
- 22.3.4 Explain how online customer support systems can reduce the need to personally speak with a customer service representative
- 22.3.5 Explain how online customer support can reduce support costs
- 22.3.6 Explain ways to use online customer support inquiries as part of market research
- 22.3.7 Explain the 80/20 rule of customer support
- 22.3.8 Explain the correlation between customer retention and acquisition costs

BIL: Essential

EDU:	12	AD
	I	P

Competency 22.4: Manage online customer support activity

Competency Builders:

- 22.4.1 Use e-mail and e-mail boxes to receive and respond to customers' questions (I)
- 22.4.2 Create mailbots to respond to common questions
- 22.4.3 Enable consumer to choose communication vehicle (i.e., call home, work, cell, fax, e-mail)
- 22.4.4 Follow up with customers (I)
- 22.4.5 Create Frequently Asked Questions (FAQs) (I)
- 22.4.6 Keep track of new questions (I)
- 22.4.7 Use file libraries and archives
- 22.4.8 Create training materials

- 22.4.9 Implement enabling response technologies
- 22.4.10 Operate e-commerce site help desk (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 22.5: Create an online information forum

Competency Builders:

- 22.5.1 Evaluate how online forums can promote customer relations (I)
- 22.5.2 Identify the types of information that can be provided (I)
- 22.5.3 Provide company information
- 22.5.4 Update frequently
- 22.5.5 Conduct conferences
- 22.5.6 Use sales promotion (e.g., free samples, contests) (I)
- 22.5.7 Conduct surveys (I)
- 22.5.8 Provide links to complementary sites (I)
- 22.5.9 Publicize the forum (I)
- 22.5.10 Enable customer self-service
- 22.5.11 Discuss the benefits of an extranet (I)

Unit 23: Market Research

BIL: Essential

EDU:	12	AD
	I	P

Competency 23.1: Describe market research

Competency Builders:

- 23.1.1 Describe market research as both a formal and informal process (I)
- 23.1.2 Identify common market research activities and the type of information each provides (I)
- 23.1.3 Explain the role of ethics in marketing research (I)
- 23.1.4 Differentiate between primary and secondary sources of market research information (I)
- 23.1.5 Differentiate between qualitative and quantitative sources of market research information (I)
- 23.1.6 Match primary and secondary sources with their advantages and disadvantages (I)
- 23.1.7 Differentiate internal from external research and the advantages and disadvantages of each (I)
- 23.1.8 Explain factors limiting market research (e.g., objectives, level of commitment, resources available) (I)
- 23.1.9 Identify the steps of market research (I)

BIL: Essential

EDU:	12	AD
	P	R

Competency 23.2: Explain basic market research tools

Competency Builders:

- 23.2.1 Explain the basics of sampling
- 23.2.2 Differentiate between data generated from surveys and questionnaires collected over the telephone, by mail, online, and in person
- 23.2.3 Explain the purpose and types of experiments
- 23.2.4 Explain the purpose and types of observational research
- 23.2.5 Explain the purpose and types of focus groups

BIL: Essential

EDU:	12	AD
	I	P

Competency 23.3: Use online market research tools

Competency Builders:

- 23.3.1 Identify electronic research tools (e.g., e-mail, web surveys, list serves) (I)
- 23.3.2 Use online market research services
- 23.3.3 Use methods of conducting online research
- 23.3.4 Explain the challenges of online surveys (e.g., demographics, psychographics) (I)
- 23.3.5 Identify online random sampling methods (I)
- 23.3.6 Explain the use of voluntary research panels (I)
- 23.3.7 Explain the use of online customer registration in market research
- 23.3.8 Identify the advantages and disadvantages of requiring online customer registration
- 23.2.9 Identify the advantages and disadvantages of conducting online market research (I)
- 23.2.10 Identify the costs associated with online market research (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 23.4: Conduct research

Competency Builders:

- 23.4.1 Explain target audience (I)
- 23.4.2 Define research questions (I)
- 23.4.3 Determine priorities for the information that should be gathered (I)
- 23.4.4 Identify potential sources of information (I)
- 23.4.5 Explain target audience/user group as a key information source
- 23.4.6 Identify subject-matter experts
- 23.4.7 Evaluate potential sources of information based on established criteria (e.g., affordability, relevance)
- 23.4.8 Conduct interviews with selected human information sources
- 23.4.9 Gather information from selected print and electronic sources
- 23.4.10 Determine the accuracy and completeness of the information gathered

BIL: Recommended

EDU:	12	AD
	I	R

Competency 23.5: Analyze the research process for e-commerce research problems

Competency Builders:

- 23.5.1 Define the marketing-research problem
- 23.5.2 Identify research objectives
- 23.5.3 Identify data sources
- 23.5.4 Select research approaches
- 23.5.5 Identify or develop data collection instruments
- 23.5.6 Develop sampling plan (e.g., who, how many, how chosen)

BIL: Recommended

EDU:	12	AD
	I	R

Competency 23.6: Analyze data

Competency Builders:

- 23.6.1 Explain the use of databases in organizing marketing research data
- 23.6.2 Describe the techniques for interpreting marketing research data (i.e., for editing, coding, tabulating raw data, and testing hypotheses)
- 23.6.3 Describe the creation of internal databases
- 23.6.4 Describe the nature of basic statistical analysis of data (e.g., dispersion, central tendency, correlation)
- 23.6.5 Identify statistical packages that can be used to analyze data
- 23.6.6 Organize incoming information in a database
- 23.6.7 Identify data/research findings
- 23.6.8 Perform basic statistical analysis

BIL: Recommended

EDU:	12	AD
	I	R

Competency 23.7: Report marketing research findings

Competency Builders:

- 23.7.1 Describe the organization of a marketing research report
- 23.7.2 Explain the presentation of marketing research findings
- 23.7.3 Prepare final research report
- 23.7.4 Present findings and recommendations orally

BIL: Recommended

EDU:	12	AD
	I	R

Competency 23.8: Describe process for identifying errors in market research in online and traditional research

Competency Builders:

- 23.8.1 Describe possible sampling errors
- 23.8.2 Explain the nature of validity and reliability
- 23.8.3 Explain the impact of errors on market research
- 23.8.4 Describe the impact of a faulty problem definition
- 23.8.5 Describe the impact of a defective population definition
- 23.8.6 Describe the impact of non-responsive errors
- 23.8.7 Describe the impact of measurement errors
- 23.8.8 Describe the impact of poor questionnaire design
- 23.8.9 Describe the impact of auspices bias
- 23.8.10 Describe the impact of interviewer-related errors
- 23.8.11 Describe the impact of data processing errors
- 23.8.12 Describe the impact of data analysis errors
- 23.8.13 Describe the impact of interpretation errors

Unit 24: Data Mining

BIL: Essential

EDU:	12	AD
	I	P

Competency 24.1: Explain data mining

Competency Builders:

- 24.1.1 Define *data mining* (I)
- 24.1.2 Identify basic tools and techniques of data mining (I)
- 24.1.3 Explain the use of data mining in Customer Relationship Management (CRM) (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 24.2: Apply ethical behaviors to data mining

Competency Builders:

- 24.2.1 Define appropriate security measures (I)
- 24.2.2 Explain the limitations of data mining (I)
- 24.2.3 Identify ethical uses of data mining (I)
- 24.2.4 Define use of permanent detail data for legal or ethical purposes

BIL: Essential

EDU:	12	AD
	I	P

Competency 24.3: Use basic data mining techniques in making marketing decisions

Competency Builders:

- 24.3.1 Identify sources of marketing information accessible through data mining (I)
- 24.3.2 Select appropriate data (I)
- 24.3.3 Analyze marketing data (e.g., promotion, site personalization, and product mix)
(I)

Unit 25: Data Warehousing

BIL: Recommended

EDU:	12	AD
	I	R

Competency 25.1: Explain basic data warehousing concepts

Competency Builders:

- 25.1.1 Differentiate between traditional databases and data warehouses
- 25.1.2 Explain the importance of data warehouses and integration
- 25.1.3 Explain why information is a competitive resource
- 25.1.4 Identify components of data warehouses (e.g., subject-oriented, integrated, time-variant, nonvolatile)
- 25.1.5 Identify the characteristics and uses of metadata
- 25.1.6 Define types of information (e.g., associations, sequences, classifications, clusters, and forecasting)
- 25.1.7 Describe data conversion techniques and functions
- 25.1.8 Identify types of programs and applications for data warehousing
- 25.1.9 Define *public summary data*
- 25.1.10 Describe ethical issues of data warehousing

BIL: Recommended

EDU:	12	AD
	I	R

Competency 25.2: Apply ethical behavior to data warehousing

Competency Builders:

- 25.2.1 Define appropriate security measures
- 25.2.2 Analyze the limitations of external data
- 25.2.3 Identify ethical uses of data
- 25.2.4 Define use of permanent detail data for legal or ethical purposes

BIL: Recommended

EDU:	12	AD
		I

Competency 25.3: Perform data retrieval

Competency Builders:

- 25.3.1 Locate appropriate data warehouses
- 25.3.2 Perform strategic analyses using a multidimensional database
- 25.3.3 Secure necessary indices
- 25.3.4 Design reasonable query
- 25.3.5 Define nature of application
- 25.3.6 Apply appropriate security measures
- 25.3.7 Obtain necessary responses from data query
- 25.3.8 Calculate derived and aggregate data
- 25.3.9 Validate the processing of data
- 25.3.10 Optimize query procedures
- 25.3.11 Evaluate information gathered in query
- 25.3.12 Utilize public summary data
- 25.3.13 Design reporting medium
- 25.3.14 Perform online analytical processing
- 25.3.15 Construct report from data gathered

Unit 26: Marketing Management

BIL: Essential

EDU:	12	AD
	P	R

Competency 26.1: Explain the role of marketing management

Competency Builders:

- 26.1.1 Describe the role of the marketing manager
- 26.1.2 Identify challenges faced by marketing management
- 26.1.3 Explain strategic marketing planning
- 26.1.4 Explain the nature of marketing audits
- 26.1.5 Explain critical aspects of business image
- 26.1.6 Explain the marketing planning process
- 26.1.7 Explain the role of special customer services
- 26.1.8 Explain management's role in customer relations

BIL: Essential

EDU:	12	AD
	P	R

Competency 26.2: Describe marketing information management

Competency Builders:

- 26.2.1 Describe the need for a comprehensive information management system for managing marketing systems
- 26.2.2 Identify internal sources of marketing information
- 26.2.3 Identify external sources of marketing information
- 26.2.4 Create new sources of marketing information as needed
- 26.2.5 Explain the importance of credibility and objectivity in marketing information management
- 26.2.6 Describe ethical issues in information management
- 26.2.7 Define *environmental scanning*

BIL: Essential

EDU:	12	AD
	I	P

Competency 26.3: Make marketing decisions

Competency Builders:

- 26.3.1 Identify the marketing decision/problem (e.g., recognize problem exists, search for underlying cause, define problem, refine problem, classify problem, define additional goals) (I)
- 26.3.2 Develop alternative responses to decisions/problems (I)
- 26.3.3 Establish criteria for evaluating alternative responses to decisions/problems (I)
- 26.3.4 Project outcomes of alternatives to decisions/problems (I)
- 26.3.5 Implement financial analysis techniques to make marketing decisions
- 26.3.6 Implement non-financial analysis techniques to make marketing decisions

BIL: Essential

EDU:	12	AD
	P	R

Competency 26.4: Explain market segmentation and targeting

Competency Builders:

- 26.4.1 Explain the differences between mass marketing and market segmentation
- 26.4.2 Explain the importance of target marketing
- 26.4.3 Describe levels of segmentation
- 26.4.4 Identify reasons to segment
- 26.4.5 Identify descriptor variables for consumer markets
- 26.4.6 Identify descriptor variables for business markets
- 26.4.7 Explain how to determine which segments to target
- 26.4.8 Explain how the Internet affects the concepts of segmentation and niche marketing
- 26.4.9 Explain the uses of psychographic in segmentation
- 26.4.10 Explain the uses of demographics in segmentation
- 26.4.11 Explain the use of behavioral variables in segmentation
- 26.4.12 Explain technographics in segmentation (i.e., computer ownership, computer knowledge, Internet knowledge)
- 26.4.13 Explain segmentation schemes used for organizational buyers
- 26.4.14 Explain marketing mix strategies used to target market segments

- 26.4.15 Explain use of commerce statistics and data mining in segmentation
- 26.4.16 Explain geographic segmentation

BIL: Essential

EDU:	12	AD
	P	R

Competency 26.5: Explain how different environments affect marketing strategies

Competency Builders:

- 26.5.1 Identify the main types of competitive markets
- 26.5.2 Identify marketing strategies for competitive markets
- 26.5.3 Identify the legal and political environments that affect marketing strategies
- 26.5.4 Identify federal legislation protecting competition
- 26.5.5 Identify major federal food and drug legislation affecting marketing strategies
- 26.5.6 Explain the social environments that affect marketing (i.e., consumerism, product quality, market information, pollution, special interest consumer groups)
- 26.5.7 Explain the ethical issues that affect marketing strategies
- 26.5.8 Explain how the economic environment affects marketing strategies
- 26.5.9 Explain how technology affects marketing strategies

BIL: Essential

EDU:	12	AD
	P	R

Competency 26.6: Develop a basic marketing plan for e-commerce

Competency Builders:

- 26.6.1 Identify the potential uses of a marketing plan
- 26.6.2 Identify the organization’s mission
- 26.6.3 Complete a basic SWOT (strengths, weaknesses, opportunities, threats) analysis
- 26.6.4 Identify overall marketing objectives
- 26.6.5 Select target markets
- 26.6.6 Use marketing research as needed
- 26.6.7 Develop objectives for each target market
- 26.6.8 Develop marketing mix strategies

- 26.6.9 Develop tactics (i.e., action plan)
- 26.6.10 Develop a budget

BIL: Essential

EDU:	12	AD
	I	P

Competency 26.7: Develop a comprehensive marketing plan for e-commerce

Competency Builders:

- 26.7.1 Identify the organization’s mission (I)
- 26.7.2 Determine organizational resources
- 26.7.3 Complete a comprehensive SWOT (strengths, weaknesses, opportunities, threats) analysis (I)
- 26.7.4 Identify overall marketing objectives (I)
- 26.7.5 Select target markets (I)
- 26.7.6 Use marketing research as needed (I)
- 26.7.7 Develop objectives for each target market (I)
- 26.7.8 Develop marketing mix strategies (I)
- 26.7.9 Develop tactics (i.e., action plan) (I)
- 26.7.10 Develop a budget (I)
- 26.7.11 Implement the marketing plan
- 26.7.12 Evaluate the marketing plan using milestones and benchmarks
- 26.7.13 Revise the marketing plan

Unit 27: Business Management and Entrepreneurship

BIL: Essential

EDU:	12	AD
	I	P

Competency 27.1: Describe management concepts

Competency Builders:

- 27.1.1 Identify the major functions and activities of management (I)
- 27.1.2 Describe management styles (I)
- 27.1.3 Explain the role of authority, accountability, and responsibility, and responsibility in task accomplishment (I)
- 27.1.4 Describe current and emerging management trends
- 27.1.5 Identify the major functions of management
- 27.1.6 Explain the importance of strategic planning (I)
- 27.1.7 Identify the risks/rewards associated with on-line business (I)
- 27.1.8 Describe methods to manage risks (I)

BIL: Recommended

EDU:	12	AD
		I

Competency 27.2: Describe quality programs

Competency Builders:

- 27.2.1 Explain current and emerging quality programs
- 27.2.2 Define quality management terminology
- 27.2.3 Identify the role of quality within an organization
- 27.2.4. Identify the process of quality planning
- 27.2.5 Describe quality tools
- 27.2.6 Model quality assurance programs

BIL: Essential

EDU:	12	AD
	I	P

Competency 27.3: Manage project methodologies

Competency Builders:

- 27.3.1 Define the project's contribution to business needs (I)
- 27.3.2 Define the scope of the project (I)
- 27.3.3 Identify escalation procedures
- 27.3.4 Develop task list (i.e., work breakdown structures) (I)
- 27.3.5 Evaluate project requirements (I)
- 27.3.6 Identify required resources and budget (I)
- 27.3.7 Estimate time requirements (I)
- 27.3.8 Develop initial project management flowchart (I)
- 27.3.9 Identify interdependencies
- 27.3.10 Identify critical milestones (I)
- 27.3.11 Evaluate risks
- 27.3.12 Track critical milestones
- 27.3.13 Participate in project phase review
- 27.3.14 Report project status (I)
- 27.3.15 Utilize project management software

BIL: Essential

EDU:	12	AD
	P	R

Competency 27.4: Build interpersonal skills with individuals and teams

Competency Builders:

- 27.4.1 Analyze the interdependence of empathetic listening, synergy, and consensus building
- 27.4.2 Define roles within the group decision-making process (e.g., consensus)
- 27.4.3 Apply knowledge of group dynamics
- 27.4.4 Promote teamwork, leadership, and empowerment
- 27.4.5 Identify strategies for fostering creativity
- 27.4.6 Recognize the effect of influence, power, and politics on communication
- 27.4.7 Identify negotiation techniques
- 27.4.8 Describe the phases of team building

BIL: Recommended

EDU:	12	AD
	I	R

Competency 27.5: Provide leadership to employees

Competency Builders:

- 27.5.1 Orient new employees
- 27.5.2 Train employees
- 27.5.3 Participate in appraisal process
- 27.5.4 Compare/contrast different leadership styles
- 27.5.5 Identify the factors that influence choice of leadership style in a given situation
- 27.5.6 Delegate responsibilities
- 27.5.7 Identify ways to build employee morale
- 27.5.8 Identify ways to motivate employees
- 27.5.9 Explain how communication can influence employee motivation
- 27.5.10 Describe the reasons for involving employees in decision-making
- 27.5.11 Supervise employees

BIL: Essential

EDU:	12	AD
	I	P

Competency 27.6: Describe role of small business in the e-commerce economy

Competency Builders:

- 27.6.1 Describe the relationship of small business to a national (USA) and global economy (I)
- 27.6.2 Identify factors that contribute to the success and failure of small business (I)
- 27.6.3 Explain the effects of supply, demand, profit, and competition on small business (I)
- 27.6.4 Explain the differences in marketing strategy between small and large businesses (I)
- 27.6.5 Identify qualities and skills needed by small business owners (I)
- 27.6.6 Identify the advantages and disadvantages of owning a small business (I)
- 27.6.7 Identify the personal risks of owning a small business (I)

BIL: Recommended

EDU:	12	AD
	I	R

Competency 27.7: Examine entrepreneurship

Competency Builders:

- 27.7.1 Evaluate personal interests and skills
- 27.7.2 Compare personal interests and skills with those needed by an entrepreneur
- 27.7.3 Assess abilities and aptitudes to become a successful entrepreneur
- 27.7.4 Determine motives for becoming an entrepreneur
- 27.7.5 Examine characteristics of entrepreneurs
- 27.7.6 Compare business ownership to working for others

Unit 28: Financial Management Functions

BIL: Essential

EDU:	12	AD
	P	R

Competency 28.1: Explain the nature and scope of financing

Competency Builders:

- 28.1.1 Describe the importance of financing to a business
- 28.1.2 Describe the relationship between financing and marketing
- 28.1.3 Explain the critical nature of banking relationships
- 28.1.4 Explain the purposes and importance of obtaining business financing
- 28.1.5 Describe sources of financing for businesses
- 28.1.6 Describe electronic financial services

BIL: Essential

EDU:	12	AD
	P	R

Competency 28.2: Explain basic accounting concepts and principles

Competency Builders:

- 28.2.1 Demonstrate knowledge of basic accounting principles and applications
- 28.2.2 Explain accounting terminology
- 28.2.3 Explain financial control procedures
- 28.2.4 Describe record-keeping procedures for specific business and economic applications
- 28.2.5 Explain periodic reporting procedures

BIL: Essential

EDU:	12	AD
	I	P

Competency 28.3: Perform basic financial transactions

Competency Builders:

- 28.3.1 Analyze basic transactions (I)
- 28.3.2 Record transactions (I)
- 28.3.3 Monitor expense accounts (I)
- 28.3.4 Prepare budgets (I)
- 28.3.5 Process purchases (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 28.4: Prepare basic financial statements

Competency Builders:

- 28.4.1 Prepare balance sheets (I)
- 28.4.2 Prepare income statements (I)
- 28.4.3 Prepare cash-flow statements (I)
- 28.4.4 Prepare change-in-equity statements (I)
- 28.4.5 Prepare forecasts (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 28.5: Analyze financial performance

Competency Builders:

- 28.5.1 Interpret balance sheets (I)
- 28.5.2 Interpret income statements (I)
- 28.5.3 Perform cash-flow analyses
- 28.5.4 Prepare break-even analyses
- 28.5.5 Prepare budgets
- 28.5.6 Prepare comparative financial statements
- 28.5.7 Prepare cost and revenue analyses

BIL: Essential

EDU:	12	AD
	I	P

Competency 28.6: Explain costs associated with creating and maintaining an e-commerce site

Competency Builders:

- 28.6.1 Examine costs to own/run a server (I)
- 28.6.2 Examine costs to use an Internet Service Provider (ISP) (I)
- 28.6.3 Examine costs related to e-commerce (e.g., site design, maintenance, and support) (I)
- 28.6.4 Explain costs to interface with existing databases, order systems, and accounting systems
- 28.6.5 Explain profitability of e-commerce site (I)
- 28.6.6 Explain the financial implications of outsourcing vs. internal development

BIL: Recommended

EDU:	12	AD
		I

Competency 28.7: Use financial statements to make business decisions

Competency Builders:

- 28.7.1 Prepare budgets based on cost and revenue analyses
- 28.7.2 Calculate profitability ratios from financial statements
- 28.7.3 Interpret cash-flow analysis statements
- 28.7.4 Document the impact of financial analysis on the strategic planning process
- 28.7.5 Revise short-term and long-term strategic plans based on financial analyses
- 28.7.6 Interpret balance sheet
- 28.7.7 Interpret income statements
- 28.7.8 Interpret break-even analyses
- 28.7.9 Prepare comparative financial statements
- 28.7.10 Prepare cost and revenue analyses

Unit 29: E-Commerce/Business Law, Ethics and Legal Issues

BIL: Essential

EDU:	12	AD
	I	P

Competency 29.1: Describe e-commerce/business law, ethics and legal issues

Competency Builders:

- 29.1.1 Identify major types of laws (I)
- 29.1.2 Differentiate between crimes and torts (e.g., terminology, conceptual development) (I)
- 29.1.3 Differentiate between criminal and civil law (I)
- 29.1.4 Differentiate between state and federal court systems (I)
- 29.1.5 Describe the court system procedural process (e.g., how a case goes to trial) (I)
- 29.1.6 Determine the practical implications of lawsuits in terms of good will, client relations, the bottom line, diversion of company resources, cash flow and accounts receivable (I)
- 29.1.7 Explain basic business law concepts (I)
- 29.1.8 Relate current laws and regulations to company contracts, policies, and procedures
- 29.1.9 Define legal terminology
- 29.1.10 Describe procedures for maintaining the confidentiality of client information

BIL: Essential

EDU:	12	AD
	I	P

Competency 29.2: Identify key elements of contract law for e-commerce

Competency Builders:

- 29.2.1 Describe the key characteristics of contracts and/or legal documents (I)
- 29.2.2 Identify the elements of a contract for validity (i.e., offer, acceptance, considerations, and subject matter) (I)
- 29.2.3 Differentiate between types of contracts (e.g., oral, written, implied) (I)
- 29.2.4 Differentiate between transferable and nontransferable contracts
- 29.2.5 Identify means of discharging contracts (i.e., substantial vs. specific performance)

- 29.2.6 Identify remedies available for a breach of contract (i.e., legal and nonlegal)
- 29.2.7 Explain the legal issues associated with digital signatures

BIL: Essential

EDU:	12	AD
	I	P

Competency 29.3: Describe intellectual property rights covered by intellectual law in e-commerce

Competency Builders:

- 29.3.1 Describe the various forms of intellectual property rights (e.g., copyright, patent, trademark, trade secrets) (I)
- 29.3.2 Define *plagiarism, authorship, work made for hire, fair use* (I)
- 29.3.3 Describe court cases related to intellectual property rights (I)
- 29.3.4 Describe First Amendment rights in e-commerce (I)
- 29.3.5 Describe software licensing issues
- 29.3.6 Explain how to obtain a copyright (I)
- 29.3.7 Describe how to obtain a patent (I)
- 29.3.8 Explain how to obtain a trademark (I)
- 29.3.9 Identify the perils in acquiring content rights
- 29.3.10 Identify the rights granted under copyright, patent, and trademark
- 29.3.11 Identify the rights related to electronic imagery
- 29.3.12 Identify the liability for copyright infringement
- 29.3.13 Identify the liability for invasion of privacy
- 29.3.14 Identify the liability for slander and libel
- 29.3.15 Describe confidentiality issues and their liability implications
- 29.3.16 Explain the characteristics of warranties (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 29.4: Describe social, ethical, and legal issues in e-commerce

Competency Builders:

- 29.4.1 Explain the social implications of decisions made and actions taken as an e-commerce professional (I)
- 29.4.2 Explain the ethical issues that face e-commerce professionals (I)
- 29.4.3 Describe the legal issues that face e-commerce professionals (I)
- 29.4.4 Explain the legal use of digital signatures for electronic contracting
- 29.4.5 Explain shrink-wrap/point-and-click agreements
- 29.4.6 Explain the Electronic Funds Transfer Act and its application to online payments
- 29.4.7 Explain court jurisdictional issues related to e-commerce
- 29.4.8 Explain legal and ethical issues related to consumer privacy
- 29.4.9 Explain consumer protection law (I)
- 29.4.10 Describe regulation of advertising (I)
- 29.4.11 Describe the nature of selling regulations
- 29.4.12 Describe ethics in selling (I)
- 29.4.13 Explain the scope of competition regulations (I)
- 29.4.14 Explain trade-secret regulations
- 29.4.15 Explain trade/business secret ethics
- 29.4.16 Describe ethics in providing misleading information
- 29.4.17 Explain legal considerations for granting credit
- 29.4.18 Explain legal consideration for pricing
- 29.4.19 Describe ethics in pricing (I)
- 29.4.20 Describe the role of ethics in advertising (I)
- 29.4.21 Describe the role of commerce agencies (I)
- 29.4.22 Explain how the Communications Decency Act applies to e-commerce issues
- 29.4.23 Identify developing ethical and legal issues in e-commerce
- 29.4.24 Describe legal issues in transportation
- 29.4.25 Describe legal issues in warehousing
- 29.4.26 Describe product liability and issues
- 29.4.27 Describe labor law as it relates to e-commerce

Unit 30: Writing and Documentation for Marketing

BIL: Essential

EDU:	12	AD
	I	P

Competency 30.1: Assess report writing requirements

Competency Builders:

- 30.1.1 Define/prioritize communication needs (I)
- 30.1.2 Resolve conflicting requirements (I)
- 30.1.3 Specify project objectives (I)
- 30.1.4 Determine the size and specifics of the work to be completed (I)
- 30.1.5 Estimate time, materials, and capabilities needed to complete assignment (I)
- 30.1.6 Identify criteria for successful completion of project (I)
- 30.1.7 Evaluate strengths, weaknesses, opportunities, and threats (S.W.O.T.) of completed project (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 30.2: Write reports

Competency Builders:

- 30.2.1 Determine audience (I)
- 30.2.2 Access needed information using standard references and sources (I)
- 30.2.3 Identify type of report needed (I)
- 30.2.4 Compile relevant data (I)
- 30.2.5 Organize data into charts and graphs (I)
- 30.2.6 Analyze data (I)
- 30.2.7 Draw conclusions from data analysis (I)
- 30.2.8 Outline report (I)
- 30.2.9 Draft report (I)
- 30.2.10 Edit report (e.g., check spelling, grammar, punctuation, sentence structure, accuracy of content) (I)
- 30.2.11 Review report with peers (I)
- 30.2.12 Revise report as needed based on peer feedback (I)

- 30.2.13 Proofread revised report (I)
- 30.2.14 Present reports (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 30.3: Design documentation

Competency Builders:

- 30.3.1 Define purpose of documentation (I)
- 30.3.2 Specify standards for documentation, including critical success criteria (I)
- 30.3.3 Identify delivery options (I)
- 30.3.4 Evaluate cost-effectiveness of each delivery option (I)
- 30.3.5 Select tools appropriate for task purpose (I)
- 30.3.6 Plan information flow (I)
- 30.3.7 Select writing style and tone appropriate for given documentation (I)
- 30.3.8 Determine level of detail needed (I)
- 30.3.9 Identify visuals appropriate for given documentation (I)
- 30.3.10 Provide feedback on design to development team/individual (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 30.4: Develop documentation

Competency Builders:

- 30.4.1 Determine audience (I)
- 30.4.2 Identify parameters (I)
- 30.4.3 Monitor development progress (I)
- 30.4.4 Ask questions (I)
- 30.4.5 Interpret specifications or drawings for target audience (I)
- 30.4.6 Record process (e.g., flowchart, step-by-step narrative)
- 30.4.7 Record data (I)
- 30.4.8 Maintain test logs
- 30.4.9 Compile cumulative reference/record (I)

- 30.4.10 Measure compliance with established parameters
- 30.4.11 Verify the accuracy and validity of the information
- 30.4.12 Select information relevant to and appropriate for the given documentation
- 30.4.13 Organize/synthesize information
- 30.4.14 Present content in clear and concise way (I)
- 30.4.15 Translate technical terminology into terms understandable by audience
- 30.4.16 Employ presentation tools and techniques appropriate for the given documentation
- 30.4.17 Obtain feedback on the information provided and its technical accuracy
- 30.4.18 Draft procedures
- 30.4.19 Test documentation for usability
- 30.4.20 Edit documentation for readability, grammar, and usage
- 30.4.21 Publish documentation (I)
- 30.4.22 Maintain required logs

BIL: Essential

EDU:	12	AD
	I	P

Competency 30.5: Perform writing to sell

Competency Builders:

- 30.5.1 Identify key sales words (I)
- 30.5.2 Demonstrate effective writing for the Internet (I)
- 30.5.3 Identify writing strategies for direct marketing
- 30.5.4 Write a sales letter (I)
- 30.5.5 Respond to customer inquiries (I)
- 30.5.6 Demonstrate effective copywriting techniques with words that sell
- 30.5.7 Write articles for an e-zine
- 30.5.8 Write product descriptions
- 30.5.9 Identify features and benefits of a product or service

Unit 31: Digital Marketplace Design

BIL: Essential

EDU:	12	AD
	P	R

Competency 31.1: Explain the digital marketplace

Competency Builder:

- 31.1.1 Identify types of businesses most likely to succeed online
- 31.1.2 Identify the requirements for success in creating an e-commerce site
- 31.1.3 Identify different ways an e-commerce site can be used to develop and enhance customer relationships to encourage repeat business and brand loyalty
- 31.1.4 Identify the range of costs associated with developing an e-commerce site
- 31.1.5 Identify differences between implementing an e-commerce site with an off-the-shelf software package vs. freeware CGI solutions
- 31.1.6 Identify security and payment processing issues involved in developing a site (e.g., SSL, Digital Certificates, SET Protocol, Cyber Cash)

BIL: Essential

EDU:	12	AD
	I	P

Competency 31.2: Explain the basic principles of user friendly websites

Competency Builders:

- 31.2.1 Explain the purpose of user friendly websites (I)
- 31.2.2 Explain the range of user issues involved in determining any technology's human and organizational acceptability
- 31.2.3 Explain the theoretical and empirical nature of user-centered design processes
- 31.2.4 Describe the variety of user-centered inputs to the design process (I)
- 31.2.5 Explain why the website design is critical to the success of an e-commerce venture (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 31.3: Apply user interface principles to e-commerce site design

Competency Builders:

- 31.3.1 Identify tools and techniques for determining user group's goals, capabilities and expectations (I)
- 31.3.2 Determine user decision making during navigation (I)
- 31.3.3 Conduct task performance time tests (I)
- 31.3.4 Conduct quality of outcome tests (I)
- 31.3.5 Conduct subjective satisfaction surveys (I)
- 31.3.6 Develop valid and reliable usability evaluation plans
- 31.3.7 Determine frequency of usage errors
- 31.3.8 Determine learning times of various user groups
- 31.3.9 Determine ways to incorporate simple and expert mode in an e-commerce site
- 31.3.10 Design a conscious conceptual model
- 31.3.11 Identify ways to minimize the cognitive, visual and motor demands on users
- 31.3.12 Evaluate site for consistency (e.g., from screen to screen, between applications, with industry standards) (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 31.4: Determine elements to include in a digital marketplace

Competency Builders:

- 31.4.1 Determine business goals for site (I)
- 31.4.2 Identify target audience (I)
- 31.4.3 Determine product assortment (I)
- 31.4.4 Evaluate on-line catalog implementation methodologies (I)
- 31.4.5 Determine shipping options (I)
- 31.4.6 Determine customer service options (e.g., e-mail, phone, fax, etc.) (I)
- 31.4.7 Determine the terms and conditions of sale, including warranties, after-sales service, and privacy assurances (I)
- 31.4.8 Determine pricing strategy v

- 31.4.9 Determine payment options that comply with legal regulations regarding sales taxes (I)
- 31.4.10 Determine whether to offer response incentives (I)
- 31.4.11 Determine what type of response incentives to offer (I)
- 31.4.12 Meet company standards (I)
- 31.4.13 Predict impact on business systems (I)
- 31.4.14 Develop site personality (create useful customer content) (I)

BIL: Essential

EDU:	12	AD
	I	P

Competency 31.5: Design a digital marketplace

Competency Builders:

- 31.5.1 Research site development methodology (I)
- 31.5.2 Develop a flow diagram of user site decisions (I)
- 31.5.3 Assign pages according to flow diagram (I)
- 31.5.4 Develop a storyboard for pages showing placement of images, text, and buttons/navigational graphics to reflect user decision-making process (I)
- 31.5.5 Design menu system and/or links
- 31.5.6 Design home page that provides a graphic site map (I)
- 31.5.7 Draw attention to key decisions using design elements and principles
- 31.5.8 Determine product/service display techniques
- 31.5.9 Design on-line catalog
- 31.5.10 Design shopping cart system that allows customers to start shopping on the home page and select multiple items for purchase
- 31.5.11 Facilitate ease of use (e.g., download time, on-screen visibility, etc.)
- 31.5.12 Write copy that appeals to target audience (I)
- 31.5.13 Facilitate buying decision

BIL: Essential

EDU:	12	AD
		P

Competency 31.6: Implement the digital marketplace

Competency Builders:

- 31.6.1 Select hosting company based on set criteria
- 31.6.2 Test site with different browsers
- 31.6.3 Register site with various search engines/portals
- 31.6.4 Revise design to reflect user feedback

BIL: Essential

EDU:	12	AD
		P

Competency 31.7: Evaluate the digital marketplace

Competency Builders:

- 31.7.1 Determine site profitability over time
- 31.7.2 Assess impact of the site on costs
- 31.7.3 Determine if the site increases quality of customer service
- 31.7.4 Determine if site builds brand
- 31.7.5 Determine if site improves business image



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

REPRODUCTION BASIS



This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").