

ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

PROFESSIONNAL SALES

PROGRAM OF STUDY
5696

VOCATIONAL and
TECHNICAL
EDUCATION

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Québec 

PROFESSIONNAL SALES

PROGRAM OF STUDY

5696

Gouvernement du Québec
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ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

PROFESSIONAL SALES

PROGRAM OF STUDY 5696

September 1998

The *Professional Sales* program leads to the
Diploma of Vocational Studies (DVS) and
prepares the student to practise the occupation of

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INTRODUCTION

The *Professional Sales* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for obtaining a diploma, for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The *Professional Sales* program of study leads to the Diploma of Vocational Studies (DVS). To be eligible for the program, students must satisfy one of the following conditions:

- Hold a Secondary School Diploma.
- Be at least 16 years of age and have obtained credits for Secondary IV courses in the language of instruction, second language and mathematics, or equivalent studies recognized in accordance with sections 232 or 250 of the *Education Act*.

- Be at least 18 years old and have the functional prerequisites stipulated in section 465 of the *Education Act*.

The duration of the program is 900 hours, which includes 540 hours spent on the specific competencies required to practise the occupation, and 360 hours on general competencies. The program of study is divided into 17 modules, which vary in length from 30 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide and a planning guide.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These aims are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as a basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 17
 Duration in hours: 900
 Credits: 60

Professional Sales
 Code: 5696

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
948 112	1. The Occupation and the Training Process	30	2
948 124	2. Communicating in the Workplace	60	4
948 133	3. Buying Behaviour	45	3
948 143	4. Total Quality Approach	45	3
948 153	5. Presenting a Product or Service	45	3
948 168	6. The Consultation Process	120	8
948 172	7. Time Management	30	2
948 184	8. Introduction to the Occupation	60	4
<hr/>			
948 192	9. Financial Operations	30	2
948 203	10. Managing Merchandise	45	3
948 215	11. Computer Technology	75	5
948 223	12. Promoting a Product and a Service	45	3
948 233	13. Telephone Sales	45	3
948 242	14. Intrapreneurial Approach	30	2
948 253	15. Prospecting	45	3
948 262	16. Job Search Techniques	30	2
948 278	17. Entering the Work Force	120	8

* 15 hours = 1 credit

Dotted line indicates the end of a block.

This program leads to a DVS in Professional Sales.

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2. PROGRAM TRAINING GOALS

The training goals of the *Professional Sales* program are based on the general goals of vocational education and take into account the specific nature of the occupation. These goals are:

To develop effectiveness in the practice of a trade or occupation.

- To teach students to perform professional sales tasks and activities correctly, at an acceptable level of competency for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
 - the skills related to data analysis, situational analysis and consumer behaviour analysis;
 - the ability to make informed choices when performing tasks;
 - a concern for communicating politely and effectively with superiors, colleagues and customers;
 - the skills required to establish a sales and customer service relationship;
 - the ability to offer high-quality customer service;
 - entrepreneurial spirit;
 - a concern for professional ethics in exercising the occupation;
 - observation skills, an ordered approach, cleanliness and attention to the aesthetic elements of the task;
 - a constant concern for health and safety in the workplace;
 - the ability to organize work efficiently.

To ensure integration into the working world.

- To familiarize students with their rights and responsibilities as workers.
- To familiarize students with the job market in general and with professional sales in particular.

To foster personal development and the acquisition of occupational knowledge.

- To foster independence, and instill a sense of responsibility and the desire to succeed.
- To enable students to strive for excellence.
- To help students understand the principles underlying the techniques used in the sale and marketing of products and services.
- To help students acquire work methods and a sense of discipline.

To ensure job mobility.

- To help students develop a positive attitude toward change and new situations.
- To enable students to increase their capacity to learn, obtain information and seek documentation.
- To prepare students for a creative job search.

3. COMPETENCIES

The competencies to be developed in the *Professional Sales* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency.

The symbols (Δ) and (\bullet) indicate that these relationships have been taken into account in the formulation of objectives designed to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES				WORK PROCESS (major steps)				GENERAL COMPETENCIES (technology, personal development, etc.)								TOTALS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)				FIRST-LEVEL OPERATIONAL OBJECTIVES				DURATION (IN HOURS)				Plan their activities				Carry out the activities				Assess the results				Send feedback to their company				Communicate in the workplace				Interpret consumer behaviour				Ensure the quality of customer service				Present a file on a product or service				Manage their time and organize their work				Process sales data on a computer				Exhibit intrapreneurship in the sales sector				Use job search techniques				NUMBER OF OBJECTIVES				DURATION (IN HOURS)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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S: Situational objective

B: Behavioural objective

△ Correlation between a step and a specific competency

▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency

● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

The general objectives of the *Professional Sales* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to integrate harmoniously into the school and work environments.

- Determine their suitability for the occupation and the training process.
- Begin acquiring practical on-site sales experience.
- Use job search techniques.
- Enter the work force.

To develop in the students the competencies required to analyze and understand consumer behaviour, communicate effectively with consumers, and apply an approach based on quality.

- Communicate in the workplace.
- Interpret consumer behaviour.
- Ensure the quality of customer service.

To develop in the students the competencies required to promote and present products and services.

- Present a file on a product or service.
- Promote a product and a service.

To develop in the students the competencies required to use computer technology.

- Process sales data on a computer.

To develop in the students the competencies required to work intrapreneurially and to perform their duties effectively and independently.

- Manage their time and organize their work.
- Exhibit intrapreneurship in the sales sector.

To develop in the students the competencies required to perform the duties of a sales consultant.

- Apply the consultation process in the sale of a product or service.
- Perform telephone sales operations.
- Perform financial operations.
- Perform supply-related operations.
- Canvass a sales area.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on student participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining the first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements used to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

Code: 948 112

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to determine their suitability for the occupation and the training process.

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the occupation and its opportunities for entrepreneurship.
- Understand the training process.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the job market in professional sales: types of companies, job prospects, salaries, promotion and transfer opportunities, candidate selection.
- Learning about the nature and requirements of the occupation (tasks, working conditions, rules of personal and professional ethics, the rights and responsibilities of workers, evaluation criteria, etc.), by means of visits, observation, interviews, conferences, literature reviews, etc.
- Looking into the possibility of starting their own business.
- Presenting the information gathered in a group meeting and discussing their views on the occupation (advantages, disadvantages, requirements).

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on and Participation in the Training Process

- Discussing the skills, aptitudes and knowledge required to practise the occupation.
- Learning about the training process (program of study, means of evaluation, certification of studies).
- Discussing how the training program prepares them for work as sales consultants.
- Sharing their initial reactions to the occupation and the training process.

PHASE 3: Evaluation and Confirmation of Career Choice

- Preparing a report in which they:
 - specify their preferences, aptitudes and interests with respect to professional sales;
 - assess their career choice by comparing the nature and requirements of the occupation with their own preferences, aptitudes and interests;
 - specify their preference for a particular type of business for the first practicum.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that helps the students to achieve personal growth and integrate into the job market.
- Encourage the students to engage in discussions and express their opinions.
- Motivate the students to take part in the proposed activities.
- Help the students to arrive at an accurate perception of the occupation.
- Provide the students with the means to assess their career choice honestly and objectively.
- Provide the students with the support needed to observe salespeople in two different types of companies.
- Make available all pertinent reference materials, e.g. information on the occupation, training programs, guides.
- Organize a meeting with specialists in the field.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on most of the topics to be covered.
- Adequately express their views on the occupation during a group discussion, relating them to the information they have gathered.

PHASE 2:

- Give their opinions on certain requirements for practising the occupation.

PHASE 3:

- Write a report that:
 - sums up their preferences, interests, aptitudes and qualities;
 - clearly explains how they arrived at their career choice.
- Discuss their career choice with the teacher.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in each of the phases:

1. Be receptive to information about the occupation and the training process.
2. Be willing to share their views on the occupation with other members of the group.

Before undertaking the activities of Phase 1:

3. Find the relevant information.
4. Determine how to record and present information.
5. Explain the main rules governing group discussions.

Before undertaking the activities of Phase 2:

6. Differentiate among skills, aptitudes and knowledge.
7. Describe the nature, purpose and content of a program of study.

Before undertaking the activities of Phase 3:

8. Differentiate among preferences, aptitudes and interests.
9. Describe the main parts of a report confirming their career choice.

MODULE 2: COMMUNICATING IN THE WORKPLACE

Code: 948 124

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **communicate in the workplace.**

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the basic principles and main techniques of interpersonal communication.
- Understand the importance of communication in the sales process.
- Have developed attitudes and behaviours conducive to communication with customers.
- Apply the techniques and principles of team work.
- Be aware of the strengths and limitations of their own communication method.

LEARNING CONTEXT

PHASE 1: Information on the General Principles of Communication

- Taking part in an activity to demonstrate the difficulties inherent in the act of communicating.
- Demonstrating the elements of communication using examples from everyday life.
- Learning about the elements of the communication process (transmitter, message and receiver), and the factors that influence the process.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 1: Information on the General Principles of Communication (cont.)

- Learning about the different forms of communication.
- Learning about the benefits of effective communication in the workplace.

PHASE 2: Familiarity with the Different Aspects of Verbal and Non-verbal Communication

- Learning about the factors that influence the choice of words and how ideas are discussed: culture, socioeconomic environment, age, education, etc.
- Becoming familiar with the features of effective verbal communication: simplicity, clarity, pertinence, etc.
- Discussing assertive communication and non-assertive communication (role playing).
- Becoming familiar with the features of non-verbal communication.

PHASE 3: Awareness of Communication Techniques and the Selling Relationship

- Taking part in group activities in which they can practise the different communication techniques used in selling: active listening, questions, paraphrasing, etc.
- Taking part in learning situations in which they adopt attitudes and behaviours appropriate to different types of customers.
- Taking part in learning situations in which they learn attitudes and behaviours for responding to requests for information, dealing with complaints and addressing specific situations.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 4: Awareness of the Techniques and Principles of Teamwork

- Learning about the basic elements related to group dynamics.
- As part of a team, analyzing the factors that influence group dynamics.
- Learning about the factors that affect cooperation between team members (owners, directors, managers, colleagues, suppliers, etc.).
- Discussing the attitudes and behaviours most likely to generate a climate in which a group will be unable to work effectively.
- Taking part in learning situations in which they can question their own attitudes and behaviours as team members.
- Learning about the elements to consider with respect to planning, holding and following up a meeting.
- Taking part in meetings at which they can exercise leadership and apply facilitation techniques.

PHASE 5: Evaluation of Communication Skills and the Ability to Work as Part of a Team

- Analyzing situations individually, to pinpoint the strengths and weaknesses of their communication skills and their ability to work as part of a team.
- Producing a report describing the strengths of their communication skills, the aspects to be improved and their ability to work as part of a team.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide the necessary sources of information.
- Create a climate that is conducive to the students' personal growth.
- Encourage the sharing of views by applying facilitation techniques.
- Encourage individual students to express their opinions.
- Provide the students with the support needed to perform the activities.
- Encourage the students to apply communication techniques within the group.
- Design learning situations that are representative of the workplace.
- Create a context in which students are encouraged to give due regard to proper dress, cleanliness and general appearance.
- Use methods such as videos and video recorders to observe and analyze behaviours.
- Facilitate dialogue and discussion by applying facilitation techniques.
- Encourage and support students with communication problems.

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on the topics to be covered.

PHASE 2:

- Gather information on the topics to be covered.

PHASE 3:

- Take part in group activities.

PHASE 4:

- Gather information on teamwork.
- Take part in role plays.

PHASE 5:

- Produce a report that describes their strengths and the aspects to be improved with regard to communication and teamwork.

MODULE 3: BUYING BEHAVIOUR

Code: 948 133

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must interpret consumer behaviour in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies and learning situations
- Using appropriate documentation

GENERAL PERFORMANCE CRITERIA

- Application of the principles of active listening
- Application of the rules of professional ethics

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|--|--|
| A. Establish links between the characteristics of different customer groups and their purchasing behaviour. | <ul style="list-style-type: none"> - List of the main sociocultural, psychological and economic characteristics of the various customer groups - Relevance of the links established |
| B. Identify the reasons why customers buy. | <ul style="list-style-type: none"> - Relevance of the questions - Accurate interpretation of verbal and non-verbal cues - Formation of a plausible hypothesis of reasons for buying |
| C. Situate a customer according to his or her decision-making process. | <ul style="list-style-type: none"> - Verification of the method used by the customer - Accurate evaluation of the decision-making process |
| D. Recognize the features of an approach used by sales consultants that is likely to have a positive impact on a consumer's behaviour. | <ul style="list-style-type: none"> - Approach suited to the features of a given customer |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to establish links between the characteristics of different customer groups and their purchasing behaviour (A):

1. Describe the main demographic characteristics of various groups of customers.
2. Describe the main sociocultural characteristics of various groups of customers.
3. Describe the main psychological characteristics of various groups of customers.
4. Describe the main economic characteristics of various groups of customers.

Before learning how to identify the reasons why customers buy (B):

5. Define the different needs of consumers.

Before learning how to situate a customer according to his or her decision-making process (C):

6. Describe the process by which a customer decides to purchase.

Before learning how to recognize the features of an approach used by sales consultants that is likely to have a positive impact on a consumer's behaviour (D):

7. Become aware of the influence of the attitude and behaviour of the sales consultant when dealing with customers.

MODULE 4: TOTAL QUALITY APPROACH

Code: 948 143

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to ensure the quality of customer service.

SPECIFICATIONS

At the end of this module, the students will:

- Understand the inner workings of companies that apply the total quality approach to customer service.
- Understand the importance of their participation in the quality management process.
- Have set objectives and identified methods for achieving total quality in their work as sales consultants.

LEARNING CONTEXT

PHASE 1: Awareness of Total Quality

- Learning how to apply the principles of total quality in the product marketing process, from production to distribution.
- Learning how to apply the principles of total quality in a company.
- Questioning personal attitudes and behaviours conducive to total quality in customer service.
- Learning about the effects of the total quality approach on customers.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Observing and Taking Part in the Total Quality Approach

- Observing real-life examples of quality or lack of quality in service, in selected companies.
- Thinking about the improvements that could be made to enhance the quality of the service given to customers.
- Comparing their own everyday attitudes and behaviours with the total quality approach.

PHASE 3: Evaluating Their Ability to Progress in an Environment Designed to Achieve Quality in Customer Service

- Thinking about their ability to adopt an attitude consistent with total quality management in customer service.
- Setting objectives and identifying methods to improve their personal performance in achieving the company's total quality objectives.
- Writing down the results of their reflections in a report.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Ensure that recent pertinent documentation is available, in the form of papers, summaries, conference proceedings, manuals and so on.
- Make the best possible use of available audiovisual material.
- Organize meetings and conferences with sales representatives who are aware of total quality in customer service.
- Provide the students with grids to help them with their reflections and analyses.
- Encourage exchanges of views, participation and group discussion.
- In discussions and reflections, emphasize the importance of an open-minded, objective attitude and a willingness to accept change.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on the topics to be covered.
- Demonstrate the attitudes and behaviours conducive to total quality in customer service.

PHASE 2:

- Take part in activities to analyze the degree of quality attained in various companies.

PHASE 3:

- Write a report evaluating their ability to develop in an environment dedicated to total quality.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in each of the phases:

1. Be receptive to information on the total quality approach.
2. Describe the conditions conducive to productive group discussions.

Before undertaking the activities of Phase 1:

3. Differentiate between the notions of quality and non-quality.

MODULE 5: PRESENTING A PRODUCT OR SERVICE

Code: 948 153

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
present a file on a product or service
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Preparing and making individual presentations
- Referring to situations observed in sales environments
- Simulating a presentation to a customer
- Using all relevant documentation

GENERAL PERFORMANCE CRITERIA

- Accuracy of information
- Rigour and judgment

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Gather information on the features of a product or service.

B. Design presentation scenarios.

C. Make a presentation according to a specific scenario.

D. Evaluate the presentation.

SPECIFIC PERFORMANCE CRITERIA

- Pertinent choice of sources of information
- Presence of all the information required for a detailed presentation of the product or service
- Selection of appropriate strategies for the product or service concerned
- Selection of methods:
 - original
 - varied
 - encouraging participation
 - generating interest
- Preparation of a detailed and coherent plan
- Selection of an appropriate scenario for the customer concerned
- Clarity and creativity of the presentation
- The ability to listen to the customer and understand his/her needs
- Complete, objective analysis of the presentation and scenario
- Acknowledgment of strengths and any changes required

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to gather information on the features of a product or service (A):

1. Define the concept of product.
2. Define the concept of service.
3. Explain the product life cycle.
4. List the product classification criteria.
5. Describe the different product sales systems.
6. Define the quality-price ratio for the sale of a product or service.
7. Differentiate the factors to be considered in market trends.
8. Describe the different forms of competition.

Before learning how to design presentation scenarios (B):

9. Reiterate the importance of establishing a presentation scenario.

Before learning how to make a presentation according to a specific scenario (C):

10. Describe the features of different types of customers.

Before learning how to evaluate the presentation (D):

11. Become aware of the importance of analyzing the presentation and scenario objectively.

MODULE 6: THE CONSULTATION PROCESS

Code: 948 168

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply the consultation process in the sale of a product or service** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Individually
- On the basis of case studies, role play and real-life situations or simulations
- Using audiovisual material

GENERAL PERFORMANCE CRITERIA

- Observance of sales principles and techniques
- Observance of the rules of professional ethics
- Observance of the principles of quality of service
- Appropriate application of verbal and non-verbal communication techniques
- Observance of the rules of grammar and syntax in written documents

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Welcome the customer.

- Suitable appearance
- Choice of an appropriate form of greeting
- Relevance of time chosen
- Observance of the rules of courtesy

B. Establish the needs of the customer.

- Clear, accurate and inciting communication
- Relevance of the customer approach used
- Relevant choice of questions
- Accurate paraphrasing of needs

C. Present the product or service.

- Choice of relevant sales arguments
- Judicious use of presentation techniques

D. Respond to any objections.

- Clarification of the objection
- Relevance of the response

E. Negotiate conditions of sale.

- Judicious application of negotiation techniques

F. Conclude a sale.

- Recognition of verbal and non-verbal cues
- Appropriate application of a sales conclusion method
- Recording of information on contract in compliance with laws and regulations
- Application of a sales non-conclusion technique
- Quality of service

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

G. Propose complementary or additional products or services.

- Appropriate choice of complementary or additional products or services
- Appropriate application of cross sales techniques

H. Carry out after-sales service.

- Relevance of the information contained in the customer record
- Application of the customer approach
- Appropriate choice of loyalty development techniques

I. Give feedback to the company.

- Judicious analysis of sale results
- Relevance of information to be sent
- Appropriate choice of recommendations and suggestions
- Quality of sales reports

J. Process complaints.

- Use of a technique to reformulate the complaint
- Choice of appropriate solution
- Assessment of customer's satisfaction

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to welcome the customer (A):

1. Define the concept of sale.
2. Understand the importance of the role of the sales staff in an organization.
3. Define the different types of sales.
4. List the qualities that a sales consultant should have.
5. Have a positive and professional attitude.
6. Interpret buying behaviours.

Before learning how to establish the needs of the customer (B):

7. Indicate the advantages of the different types of questions used to study needs.

Before learning how to present the product or service (C):

8. Describe the main categories of goods and services sold by companies.
9. Differentiate among the terms "feature," "advantage" and "benefit" of a product or service.

Before learning how to respond to any objections (D):

10. List the main objections that a customer may raise.

Before learning how to negotiate conditions of sale (E):

11. List the negotiable elements of a sale.

Before learning how to conclude a sale (F):

12. Explain the legal framework of a sale.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to propose complementary or additional products or services (G):

13. Differentiate between complementary products or services and additional products or services.

Before learning how to carry out after-sales service (H):

14. Be aware of the importance of customer follow-up.
15. Define the concepts of after-sales service, merchandise returns and warranty (including conditions of application).

Before learning how to give feedback to the company (I):

16. Understand the importance of feedback in the sales process.
17. Describe the different methods of providing feedback, and advantages and disadvantages of each method.

Before learning how to process complaints (J):

18. Understand the importance of dealing with complaints.

MODULE 7: TIME MANAGEMENT

Code: 948 172

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **manage their time and organize their work** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies, real-life situations or simulations
- Using the appropriate materials: personal planner, road maps, geographical maps, directories, etc.

GENERAL PERFORMANCE CRITERIA

- Mastery of planning, time management and work organization techniques

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Analyze the use of their time.

- Complete list of activities for a given period
- Identification of main time-wasting activities
- Identification of relevant methods for countering the effects of time-wasting

B. Set objectives.

- Formulation of objectives
- Realistic nature of objectives

C. Plan activities.

- Choice of relevant activities
- Identification of high, average and low-yield activities
- Realistic estimate of duration
- Setting of priorities
- Fixing of a realistic schedule
- Identification of activities to be delegated according to the human, material and financial resources available
- Assignment of activities to qualified people:
 - choice of people
 - clear and precise description of requirements

D. File records.

- Choice of an appropriate filing system
- Quick location of files

E. Keep a personal planner.

- Choice of a personal planner that is suitable to their needs
- Correct entry of activities and deadlines
- Setting aside of periods for unexpected events

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
F. Manage their sales area.	<ul style="list-style-type: none">- Identification of the target clientele- Detailed planning of trips- Use of appropriate methods for arranging appointments

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyze the use of their time (A):

1. Define and demonstrate the main concepts related to time management.
2. Associate tools with time-management activities.

Before learning how to set objectives (B):

3. Differentiate between a goal and an objective.

Before learning how to plan activities (C):

4. Identify activities according to their yield.
5. Be aware of the importance and difficulties of delegating tasks..
6. Describe the conditions for effective delegation.

Before learning how to file records (D):

7. Describe the advantages and disadvantages of various filing systems.

Before learning how to keep a personal planner (E):

8. Identify the different headings in a personal planner.

Before learning how to manage their sales area (F):

9. Be aware of the importance of a positive attitude and a well-thought-out presentation.

MODULE 8: INTRODUCTION TO THE OCCUPATION

Code: 948 184

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to begin acquiring practical on-site sales experience.

SPECIFICATIONS

During this module, the students will:

- Become familiar with the company's organization, policies and working methods.
- Become familiar with the characteristics of the company's customers.
- Carry out sales-related operations.
- Apply the rules of personal and professional ethics.
- Review what they have learned about sales.

LEARNING CONTEXT

PHASE 1: Preparing for the Practicum

- Learning about the conditions of the practicum and obtaining further information.
- Fixing company selection criteria.
- Identifying the companies that are likely to accept student trainees.
- Taking steps to have their candidacy accepted by the selected company.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

LEARNING CONTEXT

**PHASE 2: Observation of the Workplace and Taking Part in the Process of Selling
Products or Services**

- Observing the working context: socioeconomic environment, the company's operational structure, staff duties, conditions of employment, etc.
- Establishing initial contact with the sales team.
- Learning about the products or services.
- Learning about the company's marketing strategy.
- Observing the sales staff at work.
- Taking part in sales activities.

PHASE 3: Evaluating the Practicum Experience

- Preparing a practicum report.
- Exchanging points of view with the teacher on the content of the personal report and the report submitted by the person responsible for the practicum.
- Participating in a group meeting to pool the experience gained and the learning acquired during the training.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Introduce a mechanism that students can use to select and evaluate the various possible training sites.
- Introduce a mechanism to enable the school to negotiate and draw up training agreements with the selected companies.
- Ensure that representatives of the education and business communities can work together for the training to progress effectively.
- Design observation grids or questionnaires for the students.
- Introduce a mechanism to monitor students in the workplace, to maintain constant contact with the company, to make changes where necessary for the training, and to obtain the company's comments on the trainee's behaviour and attitudes.
- Be available to talk to each student about his/her summary of observations and self-evaluation report.

PARTICIPATION CRITERIA

PHASE 1:

- Find a company that meets the criteria in which to do their practicum.

PHASE 2:

- Obtain the information required on the workplace.
- Take part in sales activities.
- Apply the principles of the total quality approach, communication techniques, customer intervention strategies and rules of professional ethics.
- Be punctual and diligent.

PHASE 3:

- Write a report on the practicum.
- Express an opinion on the practicum experience.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Describe their areas of interest, expectations and concerns about the practicum.
2. Describe the steps that should precede a practicum interview.

Before undertaking the activities of Phase 2:

3. Identify the main sources of information about the products or services sold.
4. Learn about any safety measures to be taken.
5. Explain the expression "to be a born salesperson."
6. Review the ethics applicable to the profession.

Before undertaking the activities of Phase 3:

7. Become familiar with the form of the practicum report.
8. List the criteria related to evaluating themselves during the practicum.

MODULE 9: FINANCIAL OPERATIONS

Code: 948 192

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform financial operations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Individually
- On the basis of:
 - instructions
 - learning situations
 - case studies showing real trading situations
- Using:
 - vouchers
 - billing materials
 - petty cash
 - deposit slips
 - receipted credit card vouchers
 - real or play money
 - a calculator
 - a cash register

GENERAL PERFORMANCE CRITERIA

- Observance of normal practices and company rules
- Application of total quality principles
- Use of appropriate vouchers
- Compliance with deadlines when submitting forms and reports to individuals and organizations
- Concern for detail (legibility of recorded information)
- Accuracy of calculations

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Calculate a sales price.

- B. Prepare an invoice and do the necessary calculations.

- C. Operate a cash register.

SPECIFIC PERFORMANCE CRITERIA

- Fair sales price based on:
 - the cost price
 - the market price structure
 - the product life cycle
- Relevant use of pricing terminology

- Presence of all information
- Accuracy of information
- Accuracy of calculations:
 - taxes
 - rebates
 - discounts
 - foreign currency

- Appropriate checking of materials, equipment and cash
- Charging of correct amount
- Right amount of change given
- Compliance with the procedures for various forms of payment
- Speed of performance
- Observance of the rules of courtesy:
 - discretion
 - sympathetic attitude in difficult situations
- Observance of rules for closing the cash register
- Appropriate application of security measures when operating the cash register
- Accuracy of information given in cash reports
- Accurate transfer of data to the deposit slip

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to calculate a sales price (A):

1. Define the notion of price.
2. Explain the objectives of pricing.
3. Define the methods to be used and the factors to be considered in pricing.
4. Explain the pricing policy.
5. Explain the types of prices and their functions (cost price, sales price, promotional price, psychological price, markdown, etc.).
6. Calculate the percentage of a number.

Before learning how to prepare an invoice and do the necessary calculations (B):

7. Describe the different sections of an invoice.

Before learning how to operate a cash register (C):

8. Recognize the material and equipment needed to operate a cash register.
9. Describe the various transactions: sale, exchange, refund, layaway, etc.
10. Explain company policy and rules concerning the handling of cash.
11. Explain the different refund policies that companies have.

MODULE 10: MANAGING MERCHANDISE

Code: 948 203

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform supply-related operations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- By means of learning situations based on a company's trading policy
- With reference to the working methods, instructions and layout plans of a company
- Using forms such as receipt vouchers, order vouchers, transfer vouchers, shipping vouchers and invoices
- Using labels and a calculator

GENERAL PERFORMANCE CRITERIA

- Observance of the company's policy and rules
- Speed of performance
- Appropriate care for the merchandise
- Observance of standards of health and safety in the workplace
- Demonstration of sense of professional ethics
- Observance of the principles of time management

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Receive merchandise.

- Comparison of merchandise ordered and received
- Accurate statement of discrepancies
- Careful handling of merchandise

B. Prepare merchandise.

- Observance of the company's ticketing rules
- Observance of posting regulations

C. Stock the counters, shelves and display units.

- Application of stock rotation
- Observance of the company's merchandise display rules
- Cleanliness and aesthetic appearance of the displays

D. Take inventories.

- Accuracy of the data recorded
- Use of appropriate methods

E. Place orders.

- Observance of company's standards
- Choice of appropriate suppliers
- Clear and precise verbal communication with supplier
- Forms completed accurately:
 - accuracy of data
 - complete and accurate information

F. Ship merchandise.

- Good choice of transportation method
- Preparation of shipping vouchers
- Observance of delivery dates

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to receive merchandise (A):

1. Describe the types of intermediaries and their roles in the distribution circuit from producer to consumer.
2. Describe the different forms used for reception of merchandise.
3. Complete and send the commercial documents used for receipt and checking of merchandise.
4. List the reasons for which merchandise may be returned to the supplier, and explain the conditions.
5. Describe the stock procedure currently in use.

Before learning how to prepare merchandise (B):

6. Differentiate between the most commonly used types of ticketing machines.
7. Describe the main ticket-related anti-theft methods.

Before learning how to stock the counters, shelves and display units (C):

8. Explain the different ways in which products can be displayed in a store.
9. Explain the consequences of shoplifting.
10. Differentiate between internal theft and shoplifting.
11. Indicate the different ways in which shoplifting can be prevented.
12. Understand the importance of being personally committed to preventing shoplifting.
13. Explain the importance of professional ethics for sales consultants.

Before learning how to take inventories (D):

14. List the different kinds of inventories and their respective uses.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to place orders (E):

15. Describe the different forms of supply: warehouse, inter-store transfers and outside suppliers.
16. Describe the different supply documents and their destination.

Before learning how to ship merchandise (F):

17. Describe the main shipping documents.

MODULE 11: COMPUTER TECHNOLOGY

Code: 948 215

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
process sales data on a computer
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Individually
- On the basis of learning situations
- Using:
 - computer hardware
 - software

GENERAL PERFORMANCE CRITERIA

- Correct use of software
- Speed and accuracy of work
- Accuracy of the information
- Strict observance of the standards governing presentation

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Produce documents using word processing software.

- Accurate, complete entry of text
- Insertions and deletions according to instructions
- Movement of text according to instructions
- Printing of documents

B. Update inventories and invoice using accounting software.

- Accurate entry of data
- Modification of data according to instructions
- Accurate, complete recording of relevant data

C. Create tables using an electronic spreadsheet.

- Entry or modification of data according to instructions
- Accurate calculations
- Presentation of requested documents

D. Create customer records and supplier records using database software.

- Correct updating of records
- Accurate entry of data to be modified
- Extraction of data according to selection criteria
- Presentation of printed records or file

E. Surf the Internet.

- Sending and receiving of e-mail
- Effective use of a search engine
- Correct use of hypermedia links related to information

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to update inventories and invoice using accounting software (B):

1. Define the terms related to the use of an accounting program.
2. Use the basic commands of an accounting program.

Before learning how to create customer records and supplier records using database software (D):

3. Use the basic commands of an operating system.

MODULE 12: PROMOTING A PRODUCT AND A SERVICE

Code: 948 223

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **promote a product and a service** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies and learning situations
- On the basis of instructions given by the teacher concerning the policies to be observed
- Using layout plans
- Using the material required to promote a product or service

GENERAL PERFORMANCE CRITERIA

- Observance of instructions concerning company policies
- Observance of display legislation
- Application of the total quality approach

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Establish a promotional strategy.

B. Prepare a display.

C. Prepare an advertising message.

D. Assess the results.

SPECIFIC PERFORMANCE CRITERIA

- Complete presentation of the promotional strategy
- Choice of appropriate promotional media
- Selection of a strategic site
- Calculation of the material and human resources required
- Appropriate use of posting
- Application of display principles
- Observance of layout plans
- Appropriate choice of message
- Specific choice of message content
- Quality of presentation
- Accurate estimate of budget
- Appropriate choice of media and advertising vehicles
- Collection of relevant information to assess the results
- Informed interpretation of the results
- Informed choice of recovery and repositioning methods
- Clear and precise transmission of the results and recommendations in a report

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to establish a promotional strategy (A):

1. Differentiate between advertising, sales promotion, free publicity, sponsorship and public relations.
2. Explain the notion of personalized marketing.

Before learning how to prepare a display (B):

3. Define the role of commercial displays.
4. List the different types of displays and their functions.
5. Explain the relationship between indoor store layout and target market.

Before learning how to prepare an advertising message (C):

6. List the different objectives of an advertising message.

Before learning how to assess the results (D):

7. Explain the different ways of compiling results: percentage appraisal, graphic appraisal, comparative appraisal, etc.

MODULE 13: TELEPHONE SALES

Code: 948 233

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform telephone sales operations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of learning situations
- Using the necessary equipment
- Using all relevant documentation

GENERAL PERFORMANCE CRITERIA

- Observance of sales principles and techniques
- Observance of rules of professional ethics
- Application of total quality principles
- Appropriate use of the communications techniques applicable to telephone sales
- Quality of the interpersonal communication
- Effective use of equipment

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Draft a sales scenario.

- Consideration of all steps in the sales process
- Relevant choice of information to be included in the product file
- Quality of writing
- Relevant choice of sales techniques

B. Establish contact with the customer.

- Choice of an appropriate form of introduction
- Use of a means to capture the customer's attention
- Observance of the rules of courtesy
- Compliance with the time limit stipulated in the scenario

C. Establish the customer's needs.

- Relevant choice of questions
- Relevant choice of the customer approach used
- Accurate paraphrasing of needs

D. Present the product or service.

- Relevant choice of sales arguments
- Observance of scenario

E. Respond to objections.

- Clarification of the objection
- Relevant choice of response based on the scenario

F. Conclude a telephone sale.

- Good timing
- Use of a sales conclusion technique
- Customer record completed correctly
- Use of a complimentary closing to end the conversation

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to draft a sales scenario (A):

1. Define the term "telemarketing."
2. Indicate the contexts in which telephone sales can be used.
3. Use correct sales terminology.
4. Describe the main sales techniques.

Before learning how to establish contact with the customer (B):

5. Describe the main characteristics of the voice.
6. Use an automatic dialler.

Before learning how to establish the customer's needs (C):

7. Describe Maslow's basic hierarchy of needs.
8. Indicate the advantages of different types of questions in telephone sales.

MODULE 14: THE INTRAPRENEURIAL APPROACH

Code: 948 242

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to exhibit intrapreneurship in the sales sector.

SPECIFICATIONS

During this module, the students will:

- Become familiar with the features of intrapreneurship.
- Realize the importance of intrapreneurship in sales.
- Assess their intrapreneurial potential.

LEARNING CONTEXT

PHASE 1: Information on the Manifestations of Intrapreneurship in Sales

- Learning about the phenomenon of intrapreneurship in organizations, and especially in the sales sector.
- Learning about the personal qualities required for intrapreneurship: personality traits, attitudes, areas of interest, sources of motivation, sense of responsibility, sense of belonging, etc.
- Listening to an intrapreneur and identifying the factors that contributed to his or her success, the obstacles that he or she overcame, and the methods he or she used to compensate for any personal limitations, etc.
- Exchanging views on the role and importance of enterprise in their professional development and the development of their environment.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Exploring Intrapreneurial Potential

- Drawing up a list of professional, personal, social and family achievements, stating why they are sources of pride.
- On the basis of situations from their personal or professional lives, analyzing their capacity to adapt to change, live with uncertainty, manage stress and accept responsibility.
- Describing situations in which the sense of belonging to a group was clearly manifested.
- Discussing the results of this process with the group.

PHASE 3: Summary of Intrapreneurial Potential

- Analyzing their intrapreneurial strengths and limitations and identifying ways of improving.
- Identifying ways of showing enterprise at work.
- Writing down the results of the analysis in a report.
- Taking part in a group discussion during which they present their reports.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide appropriate documentation: books, programs, essays, magazines, etc.
- Draw up a list of intrapreneurs who may be able to take part in some of the activities of the module.
- Create or obtain instruments for assessing intrapreneurial potential (grids).
- Create a climate favourable to discussion, reflection and self-analysis.
- Emphasize the importance of objectivity during question periods and periods of reflection.
- Support individual students in their reflection and self-analysis efforts.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on the topics to be covered.

PHASE 2:

- Provide the information requested.

PHASE 3:

- Write a report assessing their intrapreneurial potential.
- Share the content of the report with the class.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Differentiate between entrepreneurship and intrapreneurship.

MODULE 15: PROSPECTING

Code: 948 253

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must canvass a sales area in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies, learning situations or simulations
- Using road maps, a personal planner, customer records, product or service files, a computer, and handwritten or computerized data on potential customers

GENERAL PERFORMANCE CRITERIA

- Observance of professional ethics
- Correct application of the principles of communication
- Effective use of software and the Internet
- Observance of the *Consumer Protection Act* and the *Charter of Human Rights and Freedoms*
- Observance of municipal by-laws and legislation governing travelling sales
- Application of the total quality approach
- Manifestation of an intrapreneurial attitude

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Define the sales territory.	<ul style="list-style-type: none"> - Identification of sectors with good prospecting potential - Realistic assessment of the time needed to canvass a given territory - Effective planning of the route
B. Target potential customers.	<ul style="list-style-type: none"> - Matching of customer characteristics with the characteristics of the product or service offered
C. Build up a record of potential customers.	<ul style="list-style-type: none"> - Accurate entry of data - Correct application of a filing method
D. Select an approach to be used with potential customers.	<ul style="list-style-type: none"> - Judicious choice of type of prospecting - Choice of appropriate methods and times for contacting potential customers
E. Arrange appointments with potential customers.	<ul style="list-style-type: none"> - Observance of the rules of commercial correspondence - Observance of the rules for drafting a telephone canvassing scenario - Accuracy and legibility of the information written in the personal planner concerning the approach to be applied - Accuracy and legibility of the information written on the prospecting record

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

F. Visit potential customers.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate use of sales techniques
- Updating of potential customer records:
 - accurate entry of information gathered during prospecting
 - removal of the records of potential customers who do not wish to become customers
 - opening of customer records
 - appropriate reclassification of records

G. Plan follow-up on potential customers.

- Timing
- Relevance of methods used

H. Send feedback to the company.

- Drafting of a complete report on:
 - the prospecting approach used
 - the results obtained
 - the follow-up methods selected
- Observance of the standards governing presentation of a report and the rules of good writing

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to define the sales territory (A):

1. Define prospecting and its goals.
2. Explain the rules of professional ethics in the prospecting procedure.
3. Explain the consequences of municipal by-laws on prospecting.
4. Explain the effects of the *Consumer Protection Act* on prospecting.
5. Explain the impact of the *Charter of Human Rights and Freedoms* on prospecting.
6. Use road maps.

Before learning how to target potential customers (B):

7. Define the notion of market.
8. Define the notion of potential market.
9. Describe the different types of markets.
10. Explain the principles of market segmentation.
11. Identify indicators that can be used to assess market trends in a given sector.
12. Use sources of information to discover the market conditions in a given sector.

Before learning how to visit potential customers (F):

13. Recognize the importance of preparing the visit: physical preparation, material preparation and choice of strategies.

MODULE 16: JOB SEARCH TECHNIQUES

Code: 948 262

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must use job search techniques in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using relevant documentation: directory of companies, newspapers and model résumés and job application letters
- In simulated situations

GENERAL PERFORMANCE CRITERIA

- Observance of the rules for presenting documents
- Observance of the rules of propriety
- Observance of the generally accepted job application procedure
- Observance of the rules of good writing

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan a job search.

B. Draft a résumé.

C. Draft a job application letter.

SPECIFIC PERFORMANCE CRITERIA

- Identification of a sector of interest
- Collection of information on employment opportunities
- Establishment of a schedule for contacting prospective employers
- Keeping of a journal
- Presentation of relevant personal information
- Presentation of relevant information concerning education and skills
- Presentation of relevant information concerning work experience
- Observance of rules for writing a résumé
- Knowledge of the job requirements
- Emphasis on aptitudes and qualities
- Appropriate demonstration of interest in the job
- Indication of availability to provide other information or meet for an interview
- Observance of rules of writing and presentation

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

D. Prepare and undergo a selection interview.

SPECIFIC PERFORMANCE CRITERIA

- Demonstration of good knowledge about the company, the type of job and the requirements
- Demonstration of interest for the job
- Relevant responses to questions
- Well-groomed appearance
- Active listening
- Clear, specific comments
- Demonstration of attitudes appropriate to the situation

E. Follow up a job search procedure.

- Preparation and mailing of thank-you letter
- Follow-up with company

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan a job search (A):

1. Define the attitudes and behaviours required for a job search.
2. Describe job prospects in the sales sector.
3. Draw up a list of potential employers.

Before learning how to draft a résumé (B):

4. Define the role of the résumé.
5. List the qualities of a well-written résumé.

Before learning how to draft a job application letter (C):

6. Define the role of the job application letter.
7. List the qualities of a well-written job application letter.

Before learning how to prepare and undergo a selection interview (D):

8. Understand the importance of being well-prepared for an interview.
9. Differentiate between the different types of interviews, on the basis of their objectives.
10. Carry out research on the company: its structure, products, policies, etc.

MODULE 17: ENTERING THE WORK FORCE

Code: 948 278

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to enter the work force.

SPECIFICATIONS

During this module, the students will:

- Be able to apply the knowledge and skills acquired during the course.
- Comply with the rules, procedures and practices of a company in the sales sector.
- Consolidate attitudes conducive to communication, the advisory approach in sales, knowledge and presentation of the product, quality work, professional ethics, time management and intrapreneurship.
- Review what they have learned during the course about the demands of the occupation.

LEARNING CONTEXT

PHASE 1: Preparing for the Practicum

- Becoming familiar with the conditions and information concerning the second practicum.
- Setting company selection criteria.
- Taking steps to be accepted as a trainee.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Taking Part in Selling Products or Services

- Learning about the company's current rules and practices.
- Learning about the characteristics of the products and services offered.
- Observing practices related to sales, visual presentation and promotions on the sales site.
- Performing or helping perform a variety of sales tasks.
- Keeping a journal.

PHASE 3: Assessing the Practicum

- Preparing a report on the practicum.
- Presenting a short summary of the experience during a group discussion.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate conducive at all times to the personal and professional integration and fulfilment of the students.
- Encourage the students to exchange points of view and provide opportunities for them to express their opinions, both before and after the practicum.
- Inform the students in advance of the objectives of the practicum.
- Agree with the company personnel to ensure that trainees will be encouraged to perform sales tasks and develop autonomy.
- Ensure that the company personnel and school personnel work closely together.
- Provide effective and constant supervision for trainees.
- Provide regular guidance for students.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

PHASE 1:

- Seek a practicum site, in accordance with instructions.

PHASE 2:

- Note the information required in the journal.
- Demonstrate a professional attitude when carrying out tasks.

PHASE 3:

- Draft a practicum report.
- Express an opinion on the practicum.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Describe their interest in and apprehensions about the practicum.
2. Describe how to plan the search for a host company.
3. List the attitudes needed for a dynamic search.

Before undertaking the activities of Phase 2:

4. Become familiar with the measures concerning health and safety, and learn how to prevent shoplifting.
5. Realize the importance of having a positive attitude towards work and communicating effectively during workplace training.
6. Describe how to keep a journal.

Before undertaking the activities of Phase 3:

7. List the attitudes to adopt when co-evaluating the practicum.
8. Describe how to write the practicum report.



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