

ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

SALES REPRESENTATION

PROGRAM OF STUDY
5554

Preliminary Version
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ADMINISTRATION, COMMERCE AND SECRETARIAL STUDIES

SALES REPRESENTATION

PROGRAM OF STUDY 5554

The *Sales Representation* program leads to the Attestation of Vocational Specialization (AVS) and prepares the student to practise the occupation of

SALES REPRESENTATIVE

Direction générale de la formation professionnelle et technique

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Representatives from Business and Industry

Jean-Pierre Boyer
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Christine Chenard
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Ariane Goyette
Chemlawn Inc.

Pierre Leblanc
Les Peintures Sico

John Leboeuf
Kraft General Foods

Lucien Lecompte
Pepsi-Cola de Montréal

Alain Levert
Nestlé, Service alimentaire

Roger Mercier
Vente-Conseil Roger Mercier

Nathalie Paulin
Johnson & Johnson Inc.

France Brunet
Johnson & Johnson Inc.

Michel Stébenne
Black and Decker

Representatives from Education

Conrad Duchesne
CS des Découvreurs

Lucette Lévesque
CS des Mille-Îles

Jocelyne Lagacé
CS Laurenvail

Development Team

Design and Development

Lise David
Education Development Officer

Special Contribution

Lucette Lévesque
CS des Mille-Îles

Technical Support

Claudine Dupré
Technical Consultant

Coordination

Jean Raphaël
Coordinator of the Administration, Commerce and Secretarial
Studies Sector

Health and Safety Advisor

Diane Rodier
CSST

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Services à la communauté anglophone
Direction de la production en langue anglaise

Although much research went into the choice of technical terminology in the English version, some terms may not reflect current usage or may be inaccurate. The DPLA would much appreciate receiving feedback from users of this document. The translators may be contacted at:

Ministère de l'Éducation
DPLA
600, rue Fullum, 8^e étage
Montréal (Québec)
H2K 4L1

Telephone: (514) 873-8063
Fax: (514) 864-1948

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INTRODUCTION

The *Sales Representation* 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 an **Attestation of Vocational Specialization (AVS)**, 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 duration of the program is 450 hours, which includes 255 hours spent on the

specific competencies required to practise the trade or occupation and 195 hours on general competencies. The program of study is divided into 8 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. The modules are organized into one block of 450 hours.

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.

ADMISSION REQUIREMENTS

To qualify for admission to the *Sales Representation* program, which leads to an Attestation of Vocational Specialization (AVS), the student must:

- have a Secondary School Vocational Diploma (SSVD) or a Secondary School Vocational Certificate (SSVC); or
- have been granted equivalent scholastic or experiential learning by the Minister.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals 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 the 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: 8
 Duration in hours: 450
 Credits: 30

Sales Representation
 Program Code: 5554

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
946 202	1. The Occupation and the Training Process	30	2
946 214	2. Communication	60	4
946 222	3. Time Management	30	2
946 233	4. Business Mathematics	45	3
946 244	5. Office Applications Software	60	4
946 258	6. Sales and Representation	120	8
946 263	7. Sales Prospecting	45	3
946 274	8. Entering the Work Force	60	4

* 15 hours = 1 credit
 This program leads to an AVS in Sales Representation.

2. PROGRAM TRAINING GOALS

The training goals of the *Sales Representation* 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 an occupation.

- To teach students to perform sales representation tasks and activities correctly, at an acceptable level of competence for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
 - the intellectual skills needed to select suitable work methods
 - a concern for effective communication with superiors, colleagues and customers
 - the skills necessary for providing customers with advice and service
 - a concern for ethical behaviour and a sense of responsibility
 - entrepreneurial spirit

To ensure integration into the working world.

- To familiarize students with the job market in general and the occupation of sales representative in particular.

To foster the development of occupational knowledge.

- To foster independence and instill a sense of responsibility, initiative and a desire to succeed.
- To help students develop a concern for excellence, especially with regard to customer service.
- To help students understand the principles inherent in the various sales and marketing techniques applied to products and services.
- To help students acquire work methods and develop a sense of discipline.

To ensure job mobility.

- To help students develop a positive attitude toward changes in the job market and the organization of work.
- To help students develop their ability to learn and do research.
- To prepare students for a creative job search.

3. COMPETENCIES

The competencies to be developed in the *Sales Representation* 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 of learning focuses 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 (○) indicates a correlation between a general and a specific competency.

The symbols (Δ) and (●) indicate that these relationships have been taken into account in the formulation of objectives intended 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 SALES REPRESENTATION		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)										GENERAL COMPETENCIES (technology, personal development, etc.)					TOTALS					
				Find information	Organize information	Present information	Perform administrative tasks	Ensure follow-up	Communicate as a sales representative	Apply time management and planning techniques	Perform operations in business mathematics	Use office applications software	Observe professional ethics	Apply occupational health and safety concepts										
		MODULES																						
		FIRST-LEVEL OPERATIONAL OBJECTIVES																						
		DURATION (IN HOURS)																						
1	Determine their suitability for the occupation and the training process	S	30	Δ	Δ	Δ	Δ	Δ	Δ	Δ	○	○	○	○	○	○	○	○	○	○	○	○	○	195
6	Sell products and services as a representative	B	120	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●	●	●	●	●	●	●	●	●	
7	Develop prospects within a given sales territory	B	45	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●	●	●	●	●	●	●	●	●	
8	Enter the work force	S	60	Δ	Δ	Δ	Δ	Δ	Δ	Δ	○	○	○	○	○	○	○	○	○	○	○	○	○	
NUMBER OF OBJECTIVES		4																					8	
DURATION (IN HOURS)			255																					450

S: Situational objective
B: Behavioural objective

Δ 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
■ No particular objective

4. GENERAL OBJECTIVES

The general objectives of the *Sales Representation* 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.
- Enter the work force.

To develop in the students the competencies needed to organize business activities.

- Apply time management and planning techniques.

To develop in the students the competencies needed to communicate effectively with customers.

- Communicate as sales representatives.

To develop in the students the competencies needed to apply the concepts and principles underlying sales representation.

- Perform operations in business mathematics.
- Use office applications software.

To develop in the students the competencies needed to perform the tasks of a sales representative.

- Develop prospects within a given sales territory.
- Sell products and services as representatives.

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 the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining 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, thereby 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 by which 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: 946 202

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 program.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the job market in sales representation—work environments, types of companies and products, job prospects, wages, opportunities for advancement and job transfers, selection of candidates.
- Learning about the nature and the requirements of the job—tasks, working conditions, personal and professional ethics, evaluation criteria, rights and responsibilities of workers.
- Learning about the possibility of starting their own business or being self-employed.
- Presenting the information gathered 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 Program

- Learning about the skills, aptitudes, attitudes and knowledge required to practise the occupation.
- Learning about the training plan: program of study, training process, evaluation methods, certification of studies.
- Comparing the training program with the work situation of a sales representative.
- Discussing their initial reactions to the occupation and the training program.

PHASE 3: Evaluation and Confirmation of Career Choice

- Producing a report in which they must:
 - describe their preferences, aptitudes and interests with respect to the occupation;
 - assess their career choice by comparing the different aspects and requirements of the occupation with their own preferences, aptitudes and interests.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that is conducive to personal growth and to the students' integration into the job market.
- Encourage the students to engage in discussions and to express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students to acquire an accurate perception of the occupation.
- Provide the students with the means to assess their career choice honestly and objectively.
- Organize a field trip to a company.
- Make available all pertinent documentation: information on the occupation, the training program, guides, etc.
- 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 dealt with.
- Express their views on the occupation, relating them to the information they have gathered.

PHASE 2:

- Gather information on the topics to be dealt with.
- Study the documents provided.
- Listen carefully to the explanations.
- Express their views on the training program.
- Express their reactions clearly.

PHASE 3:

- Write a report that:
 - sums up their preferences, interests and aptitudes;
 - explains how they arrived at their career choice, relating it to the characteristics of the occupation.

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 program.
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. Define *entry-level qualifications*.
6. Explain the main rules governing group discussions.

Before undertaking the activities of Phase 2:

7. Differentiate among the terms *skill*, *aptitude*, *attitude* and *knowledge*.
8. Describe the nature, purpose and content of a program of study.

Before undertaking the activities of Phase 3:

9. Differentiate among preferences, aptitudes and interests.
10. Describe the main components of the report confirming their career choice.

MODULE 2: COMMUNICATION

CODE: 946 214

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 as sales representatives.**

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the principles of verbal and nonverbal communication.
- Understand the importance of communication in sales representation.
- Acquire skills that will allow them to communicate effectively with customers.
- Be aware of their strengths and limitations with regard to communication.

LEARNING CONTEXT

PHASE 1: Information on the Basic Principles of Communication

- Becoming aware of the aspects of the communication process and of the factors that influence the process.
- Being familiar with the elements of effective communication.
- Examining their ability to communicate, recognizing their strengths and weaknesses in real-life personal or professional situations.
- Recognizing obstacles to communication and to the transmission of information.
- Identifying the characteristics and limitations of nonverbal communication.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Application of Communication Techniques Specific to Sales Representation

- Applying a psychological approach to customer relations.
- Establishing contact with a person and creating an atmosphere of trust.
- Recognizing customers' intentions by interpreting their verbal and nonverbal messages.
- Developing and applying negotiation techniques.
- Giving a presentation before an audience.
- Assessing a situation and participating in problem solving at a simulated work meeting.
- Writing and sending correspondence to customers.

PHASE 3: Evaluation of Their Ability to Communicate

- Recognizing the skills developed during this module.
- Defining means of improving their communication skills.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide students with the necessary reference materials.
- Create a climate that is conducive to personal growth.
- Encourage the students to express themselves and to be creative.
- Encourage and support students who have difficulty communicating.
- Develop learning contexts representative of the work environment.
- Encourage group discussion using leadership techniques.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Use equipment such as video cameras and tape recorders to allow students to observe and analyze their behaviours.
- Help the students evaluate themselves by providing them with a means of analyzing their experience and determining their objectives (e.g. a questionnaire).

PARTICIPATION CRITERIA

PHASE 1:

- Consult the reference materials provided.
- Gather information.
- Make an effort to determine their strengths and weaknesses with regard to communication.
- Show an interest in finding advantages to acquiring communication skills.

PHASE 2:

- Show an interest in learning by participating in the activities.
- Prepare their work.
- Make an effort to use language and adopt behaviour appropriate to sales representatives.
- Show concern for the quality of their work by using style guides, dictionaries, grammar books, and other reference materials as needed.

PHASE 3:

- Present the results of their evaluation:
 - analysis of their ability to communicate
 - newly acquired skills
 - means of improving their skills

MODULE 3: TIME MANAGEMENT

CODE: 946 222

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply time management and planning techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies, learning situations or simulations involving time management and planning problems
- Using the appropriate materials, such as an agenda, maps and telephone books

GENERAL PERFORMANCE CRITERIA

- Mastery of time management and planning techniques

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Analyze obstacles to the efficient organization of time.

B. Set objectives.

C. Establish priorities.

D. Keep an agenda.

SPECIFIC PERFORMANCE CRITERIA

- Recognition of the main obstacles and their effect on time management
- Determination of relevant means of overcoming obstacles

- Accurate formulation of objectives
- Realistic objectives
- Selection of relevant activities to attain the objectives set

- Realistic assessment of the duration of activities
- Classification of activities by deadline
- Classification of activities by efficiency
- Accurate determination of activities to be delegated
- Delegation of activities to competent persons

- Recording of activities in order of priority
- Accurate recording of deadlines
- Setting aside of free time for contingencies
- Correct use of the agenda's format
- Rescheduling of postponed activities at the earliest date possible
- Accurate recording of appointments in the agenda

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
E. Organize visits.	<ul style="list-style-type: none">- Accurate determination of location of appointments- Use of appropriate means of confirming appointments- Choice of appropriate itineraries- Realistic assessment of duration of visits- Correct preparation of necessary materials

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 obstacles to the efficient organization of time (A):

1. Define *time management*.
2. Become aware of the importance of organizing one's time.

Before learning how to establish priorities (C):

3. Recognize the various time management tools.

Before learning how to organize visits (E):

4. Interpret forms related to the use of a vehicle.

MODULE 4: BUSINESS MATHEMATICS

CODE: 946 233

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- One the basis of learning situations and written problems related to the occupation
- Using a calculator

GENERAL PERFORMANCE CRITERIA

- Accurate calculations
- Correct application of formulas
- Proper use of calculator

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Calculate discounts.

- Correct use of methods for calculating:
 - simple discounts
 - quantity discounts
 - cash discounts

B. Calculate a profit margin.

- Accurate determination of profit margin on a:
 - selling price
 - cost price

C. Calculate a selling price.

- Determination of correct selling price on the basis of:
 - the cost price and the percentage of profit with respect to the cost price
 - the cost price and the percentage of profit with respect to the selling price

D. Calculate the cost price of a product for retail sale or distribution.

- Accurate determination of cost price taking into account the expected profit and the selling price

E. Calculate the total cost of an order.

- Correct preparation of order form
- Accurate calculations of:
 - quantities
 - cost prices
 - discounts
 - terms of sale
 - taxes
 - net prices
 - net amounts

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

F. Calculate the break-even point.

G. Forecast sales.

H. Plan a sales representative's budget.

SPECIFIC PERFORMANCE CRITERIA

- Accurate determination of break-even point on the basis of:
 - fixed costs
 - variable costs
 - total sales
- Accurate analysis of sales history on the basis of:
 - market trends
 - the season
 - the time of year
 - competition
 - other
- Accurate determination of sales fluctuations in units and percentages
- Correct preparation of budget

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 discounts (A):

1. Calculate percentages.
2. Identify the various types of discounts offered by manufacturers and suppliers.
3. Define the terms related to setting a price.

Before learning how to calculate the total cost of an order (E):

4. Explain the different parts of an order form.
5. Explain the concept of instalment sales.

Before learning how to calculate the break-even point (F):

6. Identify the elements of financial management.

Before learning how to forecast sales (G):

7. Interpret data on inventory lists.

Before learning how to plan a sales representative's budget (H):

8. Define the different types of budgets.

MODULE 5: OFFICE APPLICATIONS SOFTWARE

CODE: 946 244

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use office applications software** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using a computer and the following business software:
 - database
 - electronic spreadsheet
 - word processor
- Following the teacher's instructions
- Using documents provided by the teacher
- Using files that have already been created

GENERAL PERFORMANCE CRITERIA

- Observance of instructions
- Observance of rules for using equipment
- Use of correct commands

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| A. Load a software program. | - Correct loading method used |
| B. Use a database to: <ul style="list-style-type: none"> • view a file • complete records • modify records • add or delete records • select fields • save a file • print records or a file | <ul style="list-style-type: none"> - Accurate data - Accurate modifications - Appropriate selection of fields - Proper addition or deletion of records - Correct printing of records or file |
| C. Use an electronic spreadsheet to: <ul style="list-style-type: none"> • input data • modify data • make calculations • save a file • print a file or part of a file | <ul style="list-style-type: none"> - Accurate data entry - Accurate modifications - Correct application of basic mathematical functions - Saving of file - Correct printing of file or part of file |
| D. Use a word processor to: <ul style="list-style-type: none"> • create a file • input and correct a simple text • save a file • print a file | <ul style="list-style-type: none"> - Creation of file - Accurate inputting and modification - Saving of file - Correct printing of file |

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 load a software program (A):

1. Describe briefly the functioning of the components of a computer.
2. Describe the technical characteristics of peripherals.
3. Use the operating system's basic commands.

Before learning how to use a database (B):

4. Describe the various applications of a database.
5. Describe the terms related to the use of a database.

Before learning how to use an electronic spreadsheet (C):

6. Describe the various applications of an electronic spreadsheet.
7. Define the terms related to the use of an electronic spreadsheet.

Before learning how to use a word processor (D):

8. Describe the various applications of a word processor.
9. Describe the functions of the main keys on the keyboard.

MODULE 6: SALES AND REPRESENTATION

CODE: 946 258

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **sell products and services as representatives** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies, simulations or learning situations
- Using a "product" file and a "customer" file
- Using audiovisual materials

GENERAL PERFORMANCE CRITERIA

- Observance of professional ethics
- Use of appropriate language
- Proper application of verbal and nonverbal communication techniques
- Good listening skills

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare calls.

- Appropriate preparation of route
- Proper analysis of customer's file
- Proper preparation of:
 - product file
 - required materials
 - sales presentation

B. Contact a customer.

- Appointment made at appropriate time
- Courteous manner
- Relevance of attention-getting technique

C. Determine a customer's needs.

- Accurate perception of customer's needs
- Accurate reformulation of needs

D. Demonstrate a product.

- Relevant choice of sales presentation taking into account the customer's needs and the characteristics and advantages of the product
- Appropriate choice of evidence or testimonials

E. Listen and respond to objections.

- Accurate reformulation of objection
- Choice of appropriate selling point
- Relevance of responses to objections

F. Negotiate sales terms.

- Appropriate choice of terms of sale offered
- Acceptance of appropriate terms of sale

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

G. Close the sale.

- Accurate interpretation of verbal and nonverbal signals that the customer is prepared to make a purchase
- Proper use of closing techniques
- Order correctly taken or signature obtained on contract
- Accurate calculations
- Choice of appropriate time of departure

H. Follow up the sale.

- Observance of terms agreed upon
- Correct transmission of order
- Verification of customer satisfaction
- Sales report appropriately written
- Accurate analysis of sales returns
- Correct use of office applications software

I. Ensure after-sales service.

- Appropriate responses to customer claims
- Adoption of a system for ensuring 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 learning how to prepare calls (A):

1. Define *selling* and its objectives.
2. Grasp the importance of the role of sales representatives in a company.
3. Define the qualities of a sales representative.
4. Recognize types of customers and some factors that influence their decision to buy.
5. Identify the main categories of goods and services on the market.
6. Locate sources of information on the product.
7. Describe the stages involved in making a sale.

Before learning how to contact a customer (B):

8. Recognize customers' psychological traits and indicate the most suitable attitudes to adopt.

Before learning how to determine a customer's needs (C):

9. Describe the elements of the AIDA (attention, interest, desire, action) formula.

Before learning how to listen and respond to objections (E):

10. Describe customers' main objections.

Before learning how to close the sale (G):

11. Describe the laws governing exchange activities.

MODULE 7: SALES PROSPECTING

CODE: 946 263

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **develop prospects within a given sales territory** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies, learning situations or simulations
- Using maps, an agenda, lists of information, customer files, product files, a computer and a data bank

GENERAL PERFORMANCE CRITERIA

- Observance of professional ethics
- Correct application of communication principles
- Mastery of the use of the relevant software program
- Observance of the *Consumer Protection Act* and the *Charter of Human Rights and Freedoms*

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Determine the limits of the sales territory. | <ul style="list-style-type: none"> - Realistic size of territory selected - Appropriate subdivision of territory |
| B. Determine the target clientele. | <ul style="list-style-type: none"> - Relevant analysis of characteristics of prospects - Appropriate choice of prospects |
| C. Create a file of prospects. | <ul style="list-style-type: none"> - Recording of relevant information - Correct classification of files by: <ul style="list-style-type: none"> • territory • alphabetical, numerical or chronological order |
| D. Determine the procedure to follow with prospects. | <ul style="list-style-type: none"> - Choice of appropriate type of approach - Choice of appropriate means of contacting a prospect |
| E. Make appointments with prospects. | <ul style="list-style-type: none"> - Appropriate preparation of calls and letters - Contacts made at appropriate time - Observance of telephone etiquette - Correct recording of appointments in agenda - Correct listing of additional information in prospects' files |

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

F. Call on prospects.

- Creation of atmosphere conducive to making a sale
- Accurate perception of prospects' needs
- Clear sales presentation
- Appropriate responses to objections
- Use of relevant presentation materials
- Correct use of leave-taking techniques

G. Update the prospects' files.

- Correct recording of information gathered during prospecting
- Partial or complete deletion of files of prospects who show no interest
- Reclassification of files

H. Follow up prospects.

- Appropriate choice of time and means of reestablishing contact with the prospect
- Correct use of selected means

I. Write a report on prospecting activities.

- Preparation of full report containing information on:
 - the prospecting procedures followed
 - the results obtained
 - means of contacting the prospect again
- Use of correct spelling and grammar
- Legible handwriting

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 determine the limits of the sales territory (A):

1. Define *prospecting* and its objectives.
2. Interpret maps.

Before learning how to determine the target clientele (B):

3. Describe the various types of markets.
4. Note market developments and trends.
5. Identify sources of information on the market.

Before learning how to call on prospects (F):

6. Specify the importance of preparing the prospecting call.

MODULE 8: ENTERING THE WORK FORCE

CODE: 946 274

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 **enter the work force.**

SPECIFICATIONS

At the end of this module, the students will have:

- Contacted potential employers.
- Become familiar with the workplace.
- Become aware of how their practicum will affect their perception of the work environment, of occupational practices and of their aptitudes, preferences, interests and training.

LEARNING CONTEXT

PHASE 1: Preparing for a Practicum Position

- Becoming familiar with information on the practicum and relevant terms and conditions.
- Setting criteria for selecting a company.
- Listing companies that might offer practicum positions.
- Taking steps to obtain a practicum position.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Observing and Practising the Occupation in the Workplace

- Observing the work environment: the socio-economic environment (sectors), the organizational structure of the company, commercialized products, working conditions, interpersonal relations, etc.
- Carrying out or participating in various tasks.
- Producing a brief report describing their observations about the work environment and of the tasks carried out in the company.

PHASE 3: Comparing Initial Perceptions with the Actual Work Environment

- Identifying aspects of the occupation that are similar to and that differ from their training.
- Comparing their perception of the occupation before and after the practicum.
- Assessing how their experiences will affect their career choice.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide the students with the means of selecting a suitable practicum position.
- Maintain close ties between the school and the company.
- Make it possible for students to observe and participate in certain tasks.
- Make sure that the trainees are supervised by a responsible employee of the company.
- Ensure regular support and supervision of the students.
- Intervene if difficulties or problems arise.
- Encourage the students to participate in discussions and to express their opinions, especially when they are selecting a practicum position and when they are comparing their perceptions of the occupation before and after the practicum.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- List in order of priority three possible practicum positions that meet their predetermined selection criteria.
- Undergo a selection interview with a representative of the company.

PHASE 2:

- Observe the company's work schedules, professional ethics and policies concerning the activities they are authorized to carry out as trainees.
- Produce a report summarizing their observations about the work environment and the tasks carried out during the practicum.

PHASE 3:

- Identify at least one aspect of the training program that might be improved.
- Give their opinion on the quality of work carried out in the company.
- Compare their perception of the occupation before and after the practicum.
- Explain how this experience will influence their career choice.

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 the steps involved in planning a practicum search.
2. List the attitudes required to carry out a creative practicum search.
3. Prepare a résumé and a cover letter.

Before undertaking the activities of Phase 2:

4. Describe the points to be recorded during a practicum.
5. Describe the behaviour to be adopted in a workplace.