1 ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

SECRETARIAL STUDIES

PROGRAMME OF STUDY
5712

VOCATIONAL and TECHNICAL EDUCATION

Québec

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ADMINISTRATION,
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The *Secretarial Studies*

program leads to the Diploma of Vocational Studies

(DVS) and prepares the student to

practise the occupation of

SECRETARY

Direction générale de la formation professionnelle et technique

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ACKNOWLEDGMENTS

The production of this program was made possible through the generous cooperation of the business and educational communities.

The Ministère de l'Éducation wishes to thank the representatives of the business community who participated in the job situation analysis workshop and in the development of this program:

This program of study, *Secretarial Studie*s, is issued in accordance with section 461 of the *Education Act* (R.S.Q., c. I-13.3).

In conformity with the provisions of paragraph (a) of section 23 of the *Act respecting the Conseil supérieur de l'éducation* (R.S.Q., c. C-60), as replaced by section 569 of the *Education Act* (1988, chapter 84), the confessional committees of the Conseil supérieur de l'éducation have given their opinion on this program of study.

François Legault
Minister of Education

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INTRODUCTION

The *Secretarial Studies* program was designed on the basis of a 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 and divided into modules. 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 a Diploma of Vocational Studies (DVS) 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 1 485 hours, which includes 720 hours spent on the specific competencies required to practise the occupation and 765 hours on general competencies. The program of study is divided into 26 modules, which vary in length from 15 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 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: 26   **Secretarial Studies**

Duration in hours: 1485   **CODE: 5712**

Credits: 99

CODE		TITLE OF THE MODULE	HOURS	CREDITS*
960 011	1.	The Occupation and the Training Process	15	1
960 025	2.	Keyboarding	75	5
960 036	3.	Proofreading	90	6
960 044	4.	Information Management	60	4
960 056	5.	Basic Word Processing	90	6
960 066	6.	Writing Business Correspondence	90	6
960 078	7.	Common Accounting Tasks	120	8
960 082	8.	Database Software	30	2
960 091	9.	Quality	15	1
960 104	10.	Periodic Accounting Tasks	60	4
960 112	11.	Communication	30	2
960 122	12.	Telecommunication Tools	30	2
960 135	13.	Bilingual Communication	75	5
960 146	14.	Business Correspondence Production	90	6
960 154	15.	Spreadsheets	60	4
960 162	16.	Time Management	30	2
960 176	17.	Business Correspondence in French	90	6
960 182	18.	Labour Laws	30	2
960 194	19.	Translation into French	60	4
960 204	20.	Advanced Word Processing	60	4
960 214	21.	Desktop Publishing	60	4
960 225	22.	Document Production	75	5
960 232	23.	Business Meetings	30	2
960 241	24.	File Updates	15	1
960 252	25.	Job Search Techniques	30	2
960 265	26.	Entering the Work Force	75	5

*   15 hours = 1 credit
     This program leads to a DVS in Secretarial Studies.

2. PROGRAM TRAINING GOALS

The training goals of the *Secretarial Studies* 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 an occupation.

- To teach students to perform 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 make sound decisions on the job
  - the ability to analyse and solve problems on the job
  - precision and efficiency in carrying out various secretarial tasks
  - a concern for communicating effectively with superiors and colleagues, demonstrating a good command of English as the primary language of work and French as the second language
  - the development of professional ethics and a sense of responsibility
  - a constant concern for occupational health and safety

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 the occupation of secretary in particular.

- To familiarize students with the occupation by introducing them to the work force through a practicum.

To foster the development of occupational knowledge.

- To foster independence and creativity and instill a sense of responsibility, initiative and the desire to succeed.

- To encourage students to strive for excellence.

- To help students understand the concepts related to techniques and work tools that are constantly evolving.

- To help students acquire effective work methods.

To ensure job mobility.

- To help students obtain a solid basic education.

- To help students develop a positive attitude toward technological change and new situations.

- To encourage further learning and research.

- To prepare students for a creative job search.

3. COMPETENCIES

The competencies to be developed in the *Secretarial Studies* 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 ($\triangle$) 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 ($\triangle$) and ($\bullet$) 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 grid of learning focuses has been designed to take into account the orientations and training goals of the program, based on tasks and operations defined during the job situation analysis. 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 — SECRETARIAL STUDIES

SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)			GENERAL COMPETENCIES (technology, personal development, etc.)															TOTALS	
				Prepare to carry out the work	Carry out the work	Check the work	Determine their suitability for the occupation and the training process	Apply a keyboarding technique	Proofread business texts	Manage administrative information	Use the basic functions of word processing software	Write business correspondence	Use database software	Understand and identify various management approaches to quality	Communicate in an office setting	Use telecommunication tools	Use the basic functions of spreadsheet software	Manage their time	Use the advanced functions of word processing software	Design the visual format of a document	Use job search techniques	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODULE							1	2	3	4	5	6	8	9	11	12	15	16	20	21	25		
FIRST-LEVEL OPERATIONAL OBJECTIVES							S	B	B	B	B	B	B	S	S	B	B	S	B	B	S	15	
DURATION (IN HOURS)							15	75	90	60	90	90	30	15	30	30	60	30	60	60	30		765
7	Carry out common accounting tasks	B	120	▲	▲	▲	○	○	●	●	●	●		○	○		○	○	○				
10	Carry out periodic accounting tasks	B	60	▲	▲	▲	○	●	●	●	●	●		○	○		○	○	○				
13	Handle bilingual communications in an office setting	B	75	△	▲	△	○		●						●	●		○					
14	Produce and receive business correspondence	B	90	▲	▲	▲	○	●	●	●	●	●	●	●	○	●	○	○	○				
17	Produce business correspondence in French	B	90	▲	▲	▲	○	●			●	●		○	●	○	○	○	○	○			
18	Handle requests regarding labour laws	B	30	△	▲	△	○	○	●	●	○	○			●	●		○	●	○			
19	Translate business correspondence into French	B	60	▲	▲	▲	○	●			○	●			○	○		○	○				
22	Produce documents	B	75	▲	▲	▲	○	●	●	●	●	●		○	●		○	●	●	○	●	●	
23	Prepare business meetings	B	30	▲	▲	▲	○	●	●	●	●	●	●	●	●	●	○	●	●	●			
24	Update files	B	15	▲	▲	▲	○	●	●	●	●	●	●	●	○	●	●	●	●	●			
26	Enter the work force	S	75	△	▲	△	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
NUMBER OF OBJECTIVES		11																					26	
DURATION (IN HOURS)			720																					1485

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 *Secretarial Studies* 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.
- Use job search techniques.
- Enter the work force.

To develop in the students the competencies required to apply the principles, rules and methods essential to the practice of the occupation.

- Proofread business texts.
- Apply a keyboarding technique.
- Manage administrative information.
- Understand and identify various management approaches to quality.
- Manage their time.
- Design the visual format of a document.
- Write business correspondence.

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

- Use database software.

- Use the basic functions of word processing software.
- Use the basic functions of spreadsheet software.
- Use the advanced functions of word processing software.
- Use telecommunication tools.

To develop in the students the competencies required to communicate in the workplace.

- Communicate in an office setting.
- Handle bilingual communications in an office setting.

To develop in the students the competencies required to perform secretarial tasks.

- Produce and receive business correspondence.
- Produce documents.
- Handle requests regarding labour laws.
- Update files.
- Prepare business meetings.
- Carry out common accounting tasks.
- Carry out periodic accounting tasks.
- Produce business correspondence in French.
- Translate business correspondence into French.

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.

6. HARMONIZATION

Programs in the field of office work have been harmonized to facilitate career planning. Consequently, the college-level program *Office Automation Techniques* has been designed to correspond to the *Secretarial Studies* program at the secondary level.

Students who have acquired the competencies of the *Secretarial Studies* program at the secondary level will receive recognition for corresponding competencies in the *Office Work Coordination* option if they pursue their studies at the college level.

FROM SECRETARIAL STUDIES		TO OFFICE WORK COORDINATION	
CODE	**COMPETENCY**	**CODE**	**COMPETENCY**
960 025	To apply a keyboarding technique.	00UW	To perform word processing operations.
960 056	To use the basic functions of word processing software.		
960 204	To use the advanced functions of word processing software.		
960 214	To design the visual format of a document.		
960 036	To proofread business texts.	00UZ	To produce English texts and perform English linguistic revision.
960 066	To write business correspondence.		
960 078	To carry out common accounting tasks.	00V8	To ensure the process of financial information and the management of office unit budgets.
960 104	To carry out periodic accounting tasks.		
960 122	To use telecommunication tools.	00V3	To use tools and services relating to office work.
960 135	To handle bilingual communications in an office setting.		
960 146	To produce and receive business correspondence.		
960 154	To use the basic functions of spreadsheet software.	00UX	To process and present data.
960 252	To use job search techniques.	00V6	To successfully enter the labour market and build a career.

Students who have acquired the competencies of the *Secretarial Studies* program at the secondary level will receive recognition for corresponding competencies in the
Micropublishing and *Hypermedia* options if they pursue their studies at the college level.

FROM SECRETARIAL STUDIES		TO MICROPUBLISHING AND HYPERMEDIA	
CODE	**COMPETENCY**	**CODE**	**COMPETENCY**
960 025	To apply a keyboarding technique.	00UW	To perform word processing operations.
960 056	To use the basic functions of word processing software.		
960 204	To use the advanced functions of word processing software.		
960 214	To design the visual format of a document.		
960 036	To proofread business texts.	00UZ	To produce English texts and perform English linguistic revision.
960 066	To write business correspondence.		
960 122	To use telecommunication tools.	00V3	To use tools and services relating to office work.
960 135	To handle bilingual communications in an office setting.		
960 146	To produce and receive business correspondence.		
960 154	To use the basic functions of spreadsheet software.	00UX	To process and present data.
960 252	To use job search techniques.	00V6	To successfully enter the labour market and build a career.

Students who have acquired the competencies of the *Office Work Coordination* option at the college level will receive recognition for corresponding competencies in the *Secretarial Studies* program if they pursue their studies at the secondary level.

FROM OFFICE WORK COORDINATION		TO SECRETARIAL STUDIES	
CODE	**COMPETENCY**	**CODE**	**COMPETENCY**
00UW	To perform word processing operations.	960 025	To apply a keyboarding technique.
		960 056	To use the basic functions of word processing software.
		960 204	To use the advanced functions of word processing software.
		960 214	To design the visual format of a document.
00UX	To process and present data.	960 154	To use the basic functions of spreadsheet software.
00UY	To communicate using spoken English.	960 135	To handle bilingual communications in an office setting.
00V1	To communicate using spoken French.		
00UZ	To produce English texts and perform English linguistic revision.	960 036	To proofread business texts.
		960 066	To write business correspondence.
00V0	To produce French texts and perform French linguistic revision.	960 176	To produce business correspondence in French.
00V2	To translate texts.	960 194	To translate business correspondence into French.
00V3	To use tools and services relating to office work.	960 122	To use telecommunication tools.
00V3	To use tools and services relating to office work.	960 066	To write business correspondence.
		960 122	To use telecommunication tools.
00VA	To produce documents.	960 146	To produce and receive business correspondence.
		960 176	To produce business correspondence in French.

Students who have acquired the competencies of the *Office Work Coordination* option at the college level will receive recognition for corresponding competencies in the *Secretarial Studies* program if they pursue their studies at the secondary level.

FROM OFFICE WORK COORDINATION		TO SECRETARIAL STUDIES	
CODE	COMPETENCY	CODE	COMPETENCY
00V5	To interact in various work situations.	960 112	To communicate in an office setting.
		960 162	To manage their time.
00V6	To successfully enter the labour market and build a career.	960 252	To use job search techniques.
00V8	To ensure the process of financial information and the management of office unit budgets.	960 104	To carry out periodic accounting tasks.
00V9	To create and operate a database.	960 082	To use database software.
00VA	To produce documents.	960 066	To write business correspondence.
		960 176	To produce business correspondence in French.
00VD	To adapt working approaches to the particular features of the work environment.	960 091	To understand and identify with various management approaches to quality.
		960 182	To handle requests regarding labour laws.
00VE	To design and adapt a records management system.	960 044	To manage administrative information.
00VM	To organize professional activities.	960 232	To prepare business meetings.

Students who have acquired the competencies of the *Micropublishing* and *Hypermedia* options at the college level will receive recognition for corresponding competencies in the *Secretarial Studies* program if they pursue their studies at the secondary level.

FROM MICROPUBLISHING AND HYPERMEDIA		TO SECRETARIAL STUDIES	
CODE	COMPETENCY	CODE	COMPETENCY
00UW	To perform word processing operations.	960 025	To apply a keyboarding technique.
		960 056	To use the basic functions of word processing software.
		960 204	To use the advanced functions of word processing software.
		960 214	To design the visual format of a document.
00UX	To process and present data.	960 154	To use the basic functions of spreadsheet software.
00UY	To communicate using spoken English.	960 135	To handle bilingual communications in an office setting.
00V1	To communicate using spoken French.		
00UZ	To produce English texts and perform English linguistic revision.	960 036	To proofread business texts.
		960 066	To write business correspondence.
00V0	To produce French texts and perform French linguistic revision.	960 176	To produce business correspondence in French.
00V2	To translate texts.	960 194	To translate business correspondence into French.
00V3	To use tools and services relating to office work.	960 122	To use telecommunication tools.
00V5	To interact in various work situations.	960 112	To communicate in an office setting.
		960 162	To manage their time.
00V6	To successfully enter the labour market and build a career.	960 252	To use job search techniques.
00VY	To process requests from clients.	960 082	To use database software.
00VZ	To manage micropublishing projects.	960 044	To manage administrative information.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

CODE: 960 011   **Duration: 15 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.
– Understand the training process.
– Confirm their career choice.

LEARNING CONTEXT

PHASE 1:   **Information on the Occupation**

– Learning about the job market in secretarial work (i.e. types of businesses, job prospects, remuneration, opportunities for promotion and transfer, selection of candidates).
– Learning about the nature and requirements of the occupation through meetings with employers, written materials, etc.
– Assessing the possibility of starting up a business or being self-employed.
– Presenting the information gathered and discussing their views on the occupation.
– Understanding the importance of the quality of English in written and oral communications.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Information on and Participation in the Training Process**

– Discussing the skills, aptitudes, attitudes and knowledge required to practise the occupation.
– Becoming familiar with the training process.
– Checking how the training program compares with the actual occupation.
– Sharing their initial reactions to the occupation and the training process.

PHASE 3: **Evaluation and Confirmation of Career Choice**

– Describing their preferences, aptitudes, interests and personal qualities.
– Relating the various requirements of the occupation to their own preferences, aptitudes, interests and personal qualities.
– Identifying the personal strengths that will facilitate their work as well as the weaknesses they must overcome.
– Explaining why they choose to continue the training process.

INSTRUCTIONAL GUIDELINES

The teacher should:

– Create a climate that favours the students' personal growth and integration into the job market.
– Create a climate that encourages students to engage in discussions and express their opinions.
– Motivate the students to take part in the suggested activities.
– Help students to arrive at an accurate perception of the occupation.
– Provide students with the means to assess their career choice honestly and objectively.
– Organize meetings with specialists in the field.
– Make available all pertinent reference materials: information on the occupation, training programs, guides, etc.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

– Gather information on most of the topics to be covered.
– Express their views on the occupation, relating them to the information they have gathered.

PHASE 2:

– Give their opinion on some of the requirements that they will have to meet in order to practise the occupation.
– Study the documents provided.
– Listen attentively to explanations.
– Express their views on the training program.
– Express their reactions clearly.

PHASE 3:

– Sum up their preferences, interests, aptitudes and personal qualities.
– Explain why they chose to continue the training process.

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 trade with other members of the group.

Before undertaking the activities of Phase 1:

3. Find the appropriate information.
4. Determine how to record and present information.
5. Explain the term "entry-level qualifications."
6. Explain the main rules governing group discussions.

Before undertaking the activities of Phase 2:

7. Identify the skills, aptitudes and knowledge required to practise the occupation.
8. Describe the nature, purpose and content of the program of study.

Before undertaking the activities of Phase 3:

9. Distinguish between preferences, and aptitudes and interests.
10. Describe the main components of a report confirming their career choice.

MODULE 2: KEYBOARDING

CODE: 960 025   **Duration: 75 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
apply a keyboarding technique
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Given two different, simple, double-spaced texts of approximately 200 words each (1000
  keystrokes) requiring no formatting except paragraph indents
– Using a microcomputer

GENERAL PERFORMANCE CRITERIA

– Minimum net speed of 25 words per minute for two minutes for one of the two texts

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**
A. Use the basic keys of the keyboard.	– Fingers kept on basic keys – Eyes kept on text being entered
B. Use the keys on the "home" row and on the upper and lower rows.	– Fingers kept on basic keys – Correct fingering technique – Eyes kept on text being entered
C. Use the numeric keypad.	– Fingers kept on basic keys – Correct fingering technique – Eyes kept on text being entered
D. Use all the keys of the keyboard.	– Fingers kept on basic keys – Correct fingering technique – Eyes kept on text being entered

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 use the basic keys of the keyboard (A):

1. Be aware of the importance of observing ergonomic rules.
2. Be aware or the importance of respecting copyright laws.
3. Distinguish the parts of the microcomputer and its peripherals.
4. Distinguish types of software programs and memories.
5. Define terms related to microcomputers and their operation.
6. Distinguish an independent work station from a station on a network.
7. Explain the role of the mouse, the keyboard and the operating system.
8. Format diskettes.
9. Navigate in the user interface.
10. Start up an application.
11. Close an application.
12. Use a method for calculating net words per minute.
13. Follow proper fingering rules to increase keyboarding speed.
14. Exit the operating system.

MODULE 3: PROOFREADING

CODE: 960 036   **Duration: 90 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
proofread business texts
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Given a text of approximately two pages (800 words) including difficulties of spelling, syntax, verb conjugation and style
– Using dictionaries and grammar guides

GENERAL PERFORMANCE CRITERIA

– Error-free texts
– Appropriate use of dictionaries and grammar guides

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**
A. Do a first reading.	– Correct understanding of the message – Identification of missing words
B. Check and correct sentence structure.	– Precise recognition of the nature of statements – Reformulation of sentences observing the structure of simple and complex sentences
C. Check and correct spelling and grammar.	– Correct spelling of words – Correct use of verb tenses, modes, and persons – Correct hyphenation of words
D. Check and correct punctuation, numbers, the use of capitals and abbreviations.	– Observance of rules of punctuation – Observance of rules for writing numbers – Appropriate use of capitals and abbreviations
E. Improve the quality of texts.	– Recognition of repetitions and redundancies – Substitution of incorrect expressions by appropriate ones

FIELD OF APPLICATION: business letters, memos, press releases, summaries and reports

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 do a first reading (A):

1. Recognize the importance of submitting texts free of errors.
2. Be aware of the image of the business in terms of quality.
3. List the advantages of written communications.

Before learning how to check and correct sentence structure (B):

4. Use a grammar guide and a dictionary.
5. Use common reference sources.
6. Understand commercial vocabulary.

MODULE 4: INFORMATION MANAGEMENT

CODE: 960 044   **Duration: 60 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
manage administrative information
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– While:
   • classifying 10 documents using a classification plan and a records retention schedule
   • arranging, on a diagram representing the organization of a filing cabinet, classification codes for documents
   • completing the documents related to the transfer of semi-active and inactive documents
– On the basis of the teacher's instructions, case studies and learning situations

GENERAL PERFORMANCE CRITERIA

– Observance of federal and provincial legislation governing records management
– Observance of the records management process

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Prepare an inventory list of the types and series of documents.	– Correct application of methods used – Selection of appropriate approach – Exact location of places for storing and using information
B. Interpret a classification plan and a records retention schedule.	– Establishment of relevant links between the classification plan and the organization of a business – Correct identification of the type, series and cross reference of a document – Correct identification of the importance of documents – Identification in the retention schedule of the appropriate conservation periods – Clear designation of the person authorized to establish conservation periods
C. Classify documents.	– Correct identification of the subject of each document – Determination of the document code in accordance with the classification plan – Observance of conservation periods – Inclusion of all elements required for classifying documents

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**
D. File documents.	– Order of documents in accordance with rules pertaining to: • alphabetical filing • numeric filing • alphanumeric filing
E. Process semi-active and inactive documents.	– Correct application of methods regarding information confidentiality – Observance of conservation periods – Observance of procedures for transferring documents

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 an inventory list of the types and series of documents (A):

1. Interpret the vocabulary related to information management.
2. Differentiate between the various types of businesses and their management systems.
3. Evaluate the importance of office work in a business.
4. Explain the ergonomic and occupational health and safety rules pertaining to records management.
5. Describe the characteristics of a document.
6. Differentiate between the various types of records management systems.
7. Appreciate the importance of observing legislation governing records management.

Before learning how to interpret a classification plan and a records retention schedule (B):

8. Differentiate between the various types of classification codes.
9. Differentiate between the various types of classification plans used in business.
10. Differentiate between the various types of retention schedules.

Before learning how to file documents (D):

11. Describe the principles pertaining to the physical organization of storage space.
12. Explain the rules involved in filing.
13. Distinguish the different media on which documents are filed.

Before learning how to process semi-active and inactive documents (E):

14. Recognize the limits of their responsibilities in processing semi-active and inactive documents.
15. Distinguish procedures for destroying documents.
16. Describe procedures for updating a filing system.

MODULE 5: BASIC WORD PROCESSING

CODE: 960 056   **Duration: 90 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
use the basic functions of word processing software
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– While:
  • formatting and modifying a typical business text requiring use of the basic functions of
    a word processing software program
– Using:
  • a microcomputer
  • a word processing program
  • writing tools
  • an operating system
  • a printer
– Without using a reference manual

GENERAL PERFORMANCE CRITERIA

– Use of appropriate commands
– Conformity with instructions and observance of time allotted
– Observance of rules for using computer equipment and software

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Format texts.

- Correct formatting of characters
- Appropriate choice of special characters and symbols
- Appropriate hyphenation of words
- Correct formatting of paragraphs
- Correct formatting of pages

B. Modify texts.

- Selected texts moved or copied to appropriate locations
- Correct adaptation of formatting parameters
- Transfer of selected texts into appropriate documents
- Appropriate replacement of fonts and style parameters

C. Create tables.

- Exact determination of:
  - number of rows and columns
  - size of rows and columns
  - format of content of cells
  - appearance of content of tables

D. Merge texts with lists of data from files in the same program.

- Determination of appropriate fields
- Correct entry of merge data
- Return of merge fields to appropriate places in the main document
- Successful merge

E. Use tools to assist in writing.

- Proper checking of spelling, grammar and style
- Appropriate search for synonyms

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
F. Save and retrieve files.	– Use of correct saving and retrieval procedures – Presence of files saved on the diskette – Correct creation of summary
G. Manage files and folders using: • a word processing program; • an operating system.	– Proficiency in file and folder management, specifically in the operations of: • copying • moving • deletion – Maintenance of files at appropriate levels – Proper maintenance of the recycle bin
H. Print documents.	– Selection of appropriate printing functions – Exact determination of: • number of copies to be printed • number of pages to be printed
I. Make backup copies using: • a word processing program; • an operating system.	– Presence of files specified in the instructions – Correct labelling of backup copies, including: • content • date • sequence of diskettes

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 format texts (A):

1. Describe the operation of a word processing program.
2. Explain the rules of punctuation as applied to typography.
3. Use the help function in a word processing program.
4. Distinguish types of fonts.

Before learning how to modify texts (B):

5. Manipulate screen windows.

Before learning how to merge texts with lists of data from files in the same program (D):

6. Explain the role and content of data files and templates.

Before learning how to save and retrieve files (F):

7. Name files.
8. Recognize the modes of transmission of computer viruses.
9. Eliminate computer viruses present in files.
10. Describe the usefulness of summaries in respect to document management.

Before learning how to manage files and folders (G):

11. Describe the usefulness of folders in file management.
12. Distinguish the file manager of the operating system from that of the word processing program.
13. Empty the recycle bin.

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 print documents (H):

14.   Select a printer.
15.   Explain the role of the operating system in printer management.

Before learning how to make backup copies (I):

16.   Recognize the importance of making backup copies.

MODULE 6: WRITING BUSINESS CORRESPONDENCE

CODE: 960 066   **Duration: 90 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
compose and format business correspondence
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Using a microcomputer and a word processing program
– Composing and formatting correspondence
– Using spell- and grammar-checking software
– Using dictionaries and grammar guides

GENERAL PERFORMANCE CRITERIA

– Absence of keyboarding errors
– Proficiency in using software functions

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Prepare the work.	– Correct interpretation of instructions – Assembly of all necessary documents and information
B. Make an outline of a letter.	– Inclusion of main ideas – Logical order in presentation of ideas
C. Write a letter.	– Observance of outline – Proper linking of paragraphs – Careful choice of words and phrases – Relevant statements
D. Ensure quality of text.	– Text free of errors of: • spelling • grammar • syntax • conjugation • style
E. Format pages.	– Selection of a style appropriate to content – Correct setting of all parameters – Inclusion of all sections – Correct appearance and positioning of all sections – Appropriate spacing of sections

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
F. Prepare envelopes.	– Correct preparation of envelopes, including: • positioning of components • inclusion of components • formats used

FIELD OF APPLICATION: notes, memos, simple business letters such as a request for information, reply to a request, acknowledgment of receipt, application for credit, claim and reply to a claim, collection of payment, invitation and reply, congratulations, labels and envelopes

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 write a letter (C):

1. Distinguish different types of letters.
2. Describe the features of a letter.
3. Analyze the content of letters used for different occasions.

Before learning how to format pages (E):

4. Distinguish different styles of letters.
5. Distinguish a note from a memo.

Before learning how to prepare envelopes (F):

6. Distinguish different sizes of envelopes.

MODULE 7: COMMON ACCOUNTING TASKS

CODE: 960 078   **Duration: 120 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
carry out common accounting tasks
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Entering data into the modules of an accounting software program, on the basis of:
  • vouchers
  • a petty cash book
– Using:
  • a microcomputer
  • an accounting application and corresponding accounting plan
  • a word processing application
  • a printer
  • an adding machine
  • dictionaries and grammar guides
  • spell- and grammar-checking software

GENERAL PERFORMANCE CRITERIA

– Observance of accounting methods
– Appropriate checking of the work
– Cleanliness and legibility of the documents
– Accuracy of calculations
– Making of backup copies at appropriate intervals
– Observance of spelling and grammar rules
– Filing of vouchers in appropriate files
– Proficient use of software applications
– Absence of keyboarding errors

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Organize the work.	– Organization of vouchers according to order of tasks – Matching of vouchers with corresponding files
B. Prepare the deposits.	– Agreement of data, cheque amounts and credit card sales with the deposit slip – Correct entry of data – Allocation of appropriate accounts and modules
C. Process the vouchers related to merchandise orders.	– Proper writing up of purchase orders – Orders placed according to need – Appropriate follow-up of orders
D. Process the purchase invoices.	– Agreement of the bill to be paid with the receiving voucher – Observance of payment deadlines – Correct amount and other information written on cheque – Accurate entry of data – Allocation of appropriate accounts and modules
E. Produce invoices.	– Agreement between delivery orders and invoices – Correct preparation of invoices – Accurate entry of data – Allocation of appropriate accounts and modules

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**
F. Manage a petty cash fund.	– Presence of vouchers – Exact record of available balance – Agreement of petty cash record with vouchers – Correct amount and other information written on the replenishment cheque – Correct entry of data – Allocation to appropriate accounts
G. Carry out payroll tasks.	– Exact calculation of the total remuneration for each employee – Correct entry of data – Allocation to appropriate files – Accurate amount and other information written on cheque
H. Follow up on correspondence.	– Relevance and clarity of content – Use of appropriate vocabulary – Observance of page layout rules

FIELD OF APPLICATION: commercial and service companies

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 organize the work (A):

1. Distinguish the parts of an adding machine.
2. Interpret the basic accounting vocabulary of a small business.
3. Understand the importance of observing rules of ethics.
4. Distinguish forms and types of businesses.
5. Explain basic accounting concepts.
6. Describe phases of a complete accounting cycle.
7. Interpret the vocabulary related to accounting software.
8. Explain the operation of an integrated accounting system.
9. Describe the operation of the menus of an accounting application.
10. Distinguish the services offered to businesses by financial institutions.
11. Apply error search methods.

Before learning how to prepare the deposits (B):

12. Interpret the information appearing on a cheque.

Before learning how to process the vouchers related to merchandise orders (C):

13. Take care to find the best quality-price ratio before ordering a product.
14. Interpret the documents related to orders.

Before learning how to process the purchase invoices (D):

15. Apply a procedure for checking items received.
16. Explain the advantages of obtaining a discount.
17. Take care to observe deadlines.
18. Use methods for calculating interest.
19. Interpret different banking forms pertaining to cash outflow.
20. Interpret the methods for registering tax-related data.

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 produce invoices (E):

21. Understand the importance of invoicing promptly.
22. Explain the connections between inventory data and the transactions with clients.

Before learning how to manage a petty cash fund (F):

23. Explain the function of a petty cash fund in a business.

Before learning how to carry out payroll tasks (G):

24. Open an employee file and keep it up to date.
25. Interpret time sheets.
26. Interpret documents used for pay deductions.
27. Distinguish different deduction methods for the business and for individual employees.
28. Take care to respect the confidentiality of personal information.
29. Distinguish calculation methods related to the employees' payroll and the employer's contributions.

MODULE 8: DATABASE SOFTWARE

CODE: 960 082   **Duration: 30 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

– Using:
  • a microcomputer
  • database software
  • a printer
– On the basis of learning situations representative of the workplace and the teacher's instructions
– Without using a reference manual

GENERAL PERFORMANCE CRITERIA

– Observance of instructions and time limit
– Use of correct commands
– Observance of rules for using computer equipment and software

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Input data.	– Accuracy of data entered – Absence of keyboarding errors
B. Modify data.	– Accuracy of data modified – Absence of keyboarding errors
C. Classify data.	– Appropriate classification in terms of: • the order of the data • the contents of the file created
D. Extract data.	– Accuracy of criteria used – Presence of all required data
E. Format data.	– Correct production in terms of: • the formatting of the header, headings and sub-headings • the selection of fields • the content
F. Produce labels.	– Appropriate format for labels – Correct layout of information on labels
G. Export data.	– Selection of appropriate form of export
H. Make backup copies of data.	– Presence of data on backup diskettes

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 input data (A):

1. Describe the impact of database management systems on business activities.
2. Describe the features of databases and data banks.
3. Differentiate between the various types of databases.
4. List the possible uses of a database.
5. Understand the importance of observing ergonomic rules.
6. Refer to the user's guide of the database software.
7. Understand the importance of a well-designed database.
8. Use the help function of the application.

Before learning how to export data (G):

9. Move from one application to another during the same work session.

MODULE 9: QUALITY

CODE: 960 091   **Duration: 15 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
understand and identify with various management approaches to quality.

SPECIFICATIONS

During this module, the students will:

– Understand the operation of organizations which apply quality management principles.
– Recognize the importance of their participation in the process of quality management.
– Establish objectives and means to achieve quality in their work.

LEARNING CONTEXT

PHASE 1:   **Learning about Quality**

– Learning about how quality principles are applied in manufacturing and service
  companies.
– Examining the personal attitudes and behaviours which promote quality.
– Learning about the impact of an office employee's work on quality.

LEARNING CONTEXT

PHASE 2:   **Analyzing a Company's Level of Quality and Proposing Means
               to Improve It**

– Comparing, on the basis of case studies, various business management methods and
  identifying the companies that promote quality.
– Identifying the aspects that a company should improve and developing a quality
  improvement plan.

PHASE 3:   **Evaluating Their Ability to Develop in a Setting Committed to Quality**

– Reflecting on their ability to adopt attitudes which are compatible with quality
  management.
– Identifying, on the basis of their personal experience, the attitudes and behaviours that
  are obstacles to achieving quality.
– Establishing the objectives and means which could help them improve their productivity.
– Examining how the work done within this module could affect the way they work.

INSTRUCTIONAL GUIDELINES

The teacher should:

– Make available all pertinent, recent documentation: articles, summaries, etc.
– Provide students with case studies whose level of complexity is suited to their knowledge.
– Make good use of audiovisual material.
– Organize meetings with business representatives who are sensitized to the concept of
  quality management.
– Provide students with checklists to facilitate reflection and analysis.
– Create a climate that encourages students to exchange their views and take part in group
  discussions.
– Emphasize the importance of honesty, open-mindedness and objectivity during periods in
  which the students reflect on or reassess various ideas.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

– Participate in the information activities.
– Identify the attitudes and behaviours which promote the achievement of quality.

PHASE 2:

– List the strengths and weaknesses of various companies with respect to quality.
– List the aspects which a company should improve.
– Prepare a brief quality improvement plan, using a checklist.

PHASE 3:

– Sum up their ability to adopt attitudes compatible with quality management such as commitment, thoroughness, initiative, creativity and team spirit.
– List the aspects of their attitudes and behaviours that could be improved.
– Prepare a plan of action containing their objectives and the means to attain them.

MODULE 10: PERIODIC ACCOUNTING TASKS

CODE: 960 104   **Duration: 60 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
carry out periodic accounting tasks
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Making accounting entries in the modules of an accounting application, given:
  • a bank statement
  • forms
  • vouchers
– Using:
  • tables of deductions
  • a microcomputer
  • an accounting application and corresponding accounting setup
  • a word processing application
  • a printer
  • an adding machine
  • dictionaries and grammar guides
  • spell- and grammar-checking applications
– Without using a reference manual

GENERAL PERFORMANCE CRITERIA

– Observance of accounting methods
– Proper checking of work
– Clean, legible documents
– Proper filing of documents
– Backup copies made at appropriate intervals
– Proficiency in use of software applications
– Absence of keyboarding errors
– Observance of spelling and grammar rules

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Organize the work.	– Selection of appropriate files – Correct arrangement of files in order of priority

B. Carry out a bank reconciliation.	– Observance of procedures for noting cheques, direct payments and other documents
	– Correct determination of:
	  • total amount of cheques in circulation and deposits
	  • inward and outward movement of non-accounted funds
	– Correct accomplishment of a bank reconciliation
	– Accurate entry of data
	– Allocation to appropriate accounts

C. Produce reports.	– Observance of stages of production for types of reports offered by the application – Printing in accordance with the required types of reports
D. Carry out end-of-period procedures.	– Observance of stages for closing a period – Production of appropriate end-of-period reports

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
E. Fill out regulation forms.	– Use of appropriate forms – Correct entry of information and calculations – Relevance of documents attached to forms – Accurate entry of data – Allocation of appropriate accounts and modules
F. Modify parameters in the modules of the accounting application.	– Accuracy of modifications to parameters related to: • suppliers • clients • employees
G. Follow up a budget.	– Production of appropriate reports – Proper comparison of real figures and projections – Production of an accurate, concise qualitative report
H. Follow up on correspondence.	– Relevance and clarity of content – Use of appropriate vocabulary – Observance of page layout rules

FIELD OF APPLICATION: service and commercial companies

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 organize the work (A):

1. Understand the importance of making backup copies.

Before learning how to carry out a bank reconciliation (B):

2. Interpret a bank statement.
3. Use the manual of the appropriate accounting application manufacturer.

Before learning how to carry out end-of-period procedures (D):

4. Describe the work of end-of-period accounting verification.

Before learning how to follow up a budget (G):

5. Explain the practical use of a budget.

MODULE 11: COMMUNICATION

CODE: 960 112   **Duration: 30 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the following conditions, criteria and specifications, the students will be able to **communicate in an office setting.**

SPECIFICATIONS

At the end of this module, the students will:

– Be familiar with the principles of communication.
– Understand the importance of communication in an office setting.
– Apply principles and techniques of communication.
– Be aware of their strengths and limitations with regard to the way they communicate.

LEARNING CONTEXT

PHASE 1: **The General Principles of Communication**

– Learning about the elements involved in the communication process.
– Listing the obstacles to effective communication.
– Learning about the factors promoting effective communication.
– Learning about non-verbal communication.
– Examining, on the basis of their personal and professional experience, the way they communicate by recognizing their style of communication as well as their strengths and weaknesses.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Teamwork**

– Learning about how work teams function.
– Observing how work teams function and how good communication affects the way people adapt to change.
– Learning about the main steps involved in solving problems as a group.
– Trying out creative work techniques as a group.

PHASE 3: **Application of Communication Techniques in Various Work Situations**

– Participating in normal and difficult role-play situations that involve colleagues, superiors and clients in which they must:
  • transmit information;
  • receive information;
  • consult on certain matters;
  • give their opinion on certain matters.

PHASE 4: **Evaluation of Their Communication Techniques**

– Assessing their personal strengths and weaknesses with regard to the way they communicate with colleagues, superiors and clients.
– Assessing the skills they acquired in this module.
– Indicating the steps they could take to improve the way they communicate.

INSTRUCTIONAL GUIDELINES

The teacher should:

– Create a climate that encourages students to be confident and open.
– Make extensive use of role-play techniques and learning situations representative of the workplace.
– Facilitate the exchange of ideas by means of group leadership techniques.
– Encourage and support students with communication problems.

– Encourage students to try out new behaviours.
– Favour work in small groups, ensuring that each student has the opportunity to participate in and observe learning situations.
– Provide students with checklists to help them observe and analyze learning situations.
– Help students evaluate the way they communicate by providing them with the appropriate tools (questionnaires or analysis checklists).

PARTICIPATION CRITERIA

PHASE 1:

– Consult the sources of information made available to them.
– Gather information.
– Examine the way they communicate.

PHASE 2:

– Identify the factors that help people adapt to change.
– Agree to try out various techniques that promote teamwork.
– Participate in information activities.

PHASE 3:

– Show concern for learning by participating seriously in activities.
– Adopt language and behaviour appropriate to the context.
– Use the observation and analysis tools provided.
– Agree to try out different roles.

PHASE 4:

– Assess the way they communicate.

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 2:

1. Identify the obstacles to creativity.

MODULE 12: TELECOMMUNICATION TOOLS

CODE: 960 122   **Duration: 30 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
use telecommunication tools
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– On the basis of learning contexts
– Using telecommunication tools and computer equipment connected to an internal network
  and the information highway

GENERAL PERFORMANCE CRITERIA

– Observance of precautions concerning the use of equipment and software
– Proficiency in use of software applications
– Observance of the procedure for accessing the system
– Correct identification of user
– Observance of procedure for terminating the communication

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Transmit information by:
  • courier
  • e-mail
  • fax or fax modem

B. Receive information by:
  • courier
  • e-mail
  • fax or fax modem

C. Search for information:
  • in an internal network
  • in an external network

SPECIFIC PERFORMANCE CRITERIA

– Inclusion of all elements of the message
– Inclusion of attachments with appropriate messages
– Careful selection of addressees
– Observance of procedure for sending information
– Processing of messages

– Observance of procedure for receiving information
– Complete retrieval of attachments
– Appropriate management of information

– Use of appropriate search engine
– Correct search criteria
– Selection of relevant documents
– Observance of the procedure for downloading files
– Appropriate management of 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 transmit and receive information (A and B):

1. Describe the current environment in the field of telecommunications.
2. Distinguish different communication connections.
3. Distinguish the components of a modem and a fax.
4. Distinguish the basic functions of a communications software application.
5. List the advantages of a courier system and an e-mail system.

Before learning how to search for information in a network (C):

6. Distinguish different types of private and public data banks.
7. List the advantages and evaluate the costs of using data banks.

MODULE 13: BILINGUAL COMMUNICATION

CODE: 960 135   **Duration: 75 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
handle bilingual communications in an office setting
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– On the basis of case studies, learning situations and role-play in English and in French
– Using:
  • telecommunications equipment normally used in business
  • forms for taking messages
  • excerpts from telephone directories

GENERAL PERFORMANCE CRITERIA

– Appropriate use of equipment
– Performance of activities at appropriate time
– Observance of proper etiquette
– Clear speech in English and in French
– Relevant comments
– Appropriate vocabulary
– Consistent attention to quality
– Absence of errors

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Greet visitors.	– Observance of proper etiquette – Correct understanding of inquiries – Notation of important points in inquiries – Appropriate responses
B. Take and transfer telephone calls.	– Proper telephone etiquette – Correct interpretation of requests – Appropriate screening of calls – Correct procedures for transferring calls – Inclusion of all pertinent information on the message form – Transmission of coherent messages – Preparation of clear messages for answering machine or voice mail

C. Make telephone calls.	– Proper telephone etiquette
	– Clear explanations given regarding:
	  • the reasons for the call
	  • requests for information

FIELD OF APPLICATION: oral communications in English and French

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 greet visitors (A):

1. Be aware of the importance of bilingualism in this occupation.
2. Appreciate the importance of keeping an information list that is up-to-date.
3. Explain the proper etiquette when greeting visitors.

Before learning how to take and transfer telephone calls (B):

4. Differentiate between the various types of telephone systems.
5. Differentiate between the various services offered by telephone companies.
6. Use telephone directories.
7. Differentiate between the various types of answering machines.
8. Appreciate the importance of the quality of telephone communications.

MODULE 14: BUSINESS CORRESPONDENCE PRODUCTION

CODE: 960 146   **Duration: 90 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce and receive business correspondence
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Using:
  • a microcomputer
  • word processing software
  • database software for some assignments
  • using spell- and grammar-checking programs
  • using dictionaries and grammar guides
  • using reference documents pertaining to postal services
– According to instructions pertaining to the content of the correspondence to be written
  and a classification plan

GENERAL PERFORMANCE CRITERIA

– Absence of keyboarding errors
– Proficiency in use of software applications
– Observance of time limit
– Content of correspondence in accordance with instructions

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Plan the work to be done.	– Correct interpretation of instructions – Gathering of all required documents and information
B. Write letters.	– Inclusion of main ideas and secondary ideas – Logical order of ideas – Careful choice of words and phrases – Proper linking of paragraphs – Relevant comments

C. Ensure the quality of text.	– Text free of errors in:
	  • spelling
	  • grammar
	  • syntax
	  • conjugation
	  • style

D. Format the text.	– Choice of style appropriate to content – Correct setting of all parameters – Inclusion of all sections – Correct positioning and appearance of all sections – Appropriate spacing between sections – Correct importation of files from databases
E. File the correspondence.	– Correct recognition of the purpose of each document – Correct determination of the code in accordance with the filing system

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
F. Send out the correspondence.	– Appropriate preparation in terms of: • document enclosures • signatures – Correct preparation of envelopes in terms of: • formatting • inclusion of all parts • correct envelope size – Correct use of data file – Careful choice of means of sending out correspondence – Accurate estimation of cost of sending correspondence
G. Receive and process correspondence.	– Correct interpretation of content of documents – Correct determination of the code in accordance with the filing system – Proper application of procedure for receiving and following up correspondence

FIELDS OF APPLICATION:

Producing: two-page business letters such as orders, cancellations of orders, corrections of errors, recommendations, form letters, letters with tables, letters with vertical lists, letters with quotations, labels and envelopes

Receiving: business letters, invoices, bids, catalogues, etc.

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 send out the correspondence (F):

1. Distinguish different means of sending out correspondence.
2. Use a postal code directory.

Before learning how to receive and process correspondence (G):

3. Distinguish different methods for receiving correspondence.
4. Distinguish different methods for processing correspondence.

MODULE 15: SPREADSHEETS

CODE: 960 154   **Duration: 60 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
use the basic functions of spreadsheet software
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– While creating a spreadsheet representative of the workplace and carrying out operations
  using the software's basic functions
– Using:
  • a microcomputer
  • spreadsheet software
  • a printer
  • database and word processing software for some assignments
– Following the teacher's instructions
– Without using a reference manual

GENERAL PERFORMANCE CRITERIA

– Use of correct commands
– Observance of instructions and time limit
– Observance of rules for using computer equipment and software

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA

A. Create spreadsheets.	– Appropriate determination of rows and columns
	– Appropriate selection of type of cell for:
	  • text
	  • numbers
	  • formulas
	– Appropriate size of cells
	– Presence of all elements of the spreadsheet
	– Absence of keyboarding errors

B. Save and retrieve spreadsheets.	– Determination of appropriate saving and retrieval procedure – Presence of saved files on the diskette

C. Modify spreadsheets.	– Correct modifications to a cell or cell range in terms of:
	  • the layout of cells
	  • the number of rows or columns
	  • a change in the type of data
	  • the deletion of files, data, columns, rows and cell range

D. Move and copy cells.	– Correct selection of the cell range – Movement to correct location – Correct copy of cells

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**

E. Perform simple calculations using operators and built-in functions.	– Correct use of operators
	– Correct use of:
	  • financial functions
	  • statistical functions
	  • logical functions
	– Accurate results

F. Perform a multi-sheet operation.	– Inscription of addresses in appropriate cells
	– Sheets connected by appropriate means
	– Correct use of built-in functions:
	  • fill
	  • sort
	  • search

G. Create graphs.	– Presence and appropriate location of all parameters:
	  • titles and subtitles
	  • pagination
	  • legend
	  • X and Y axes
	– Correspondence between graphs and data
	– Determination of appropriate saving and retrieval procedures
	– Presence of saved graphics files

H. Print data and graphs.	– Accuracy of all parameters required for printing
	– Creation of appropriate types of files to print:
	  • in spreadsheet format
	  • in text format
	  • in graphics format
	– Appropriate layout of spreadsheets

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**

I. Import and export files.	– Correct export of files:
	  • from a database to a spreadsheet file
	  • from a spreadsheet to a word processing file
	– Insertion of converted files in appropriate place
	– Presence of all data in imported and exported files

J. Make backup copies of the spreadsheet.	– Presence of data on backup diskettes

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 create spreadsheets (A):

1. Describe the impact of spreadsheet software on business activities.
2. Describe the features of spreadsheets.
3. List the possible uses of spreadsheets.
4. Describe how spreadsheets work.
5. Use the "help" features of the spreadsheet software.
6. Refer to the spreadsheet software user's guide.

Before learning how to perform simple calculations using operators and built-in functions (E):

7. Differentiate between the various syntactic elements of financial, statistical and logical functions.

Before learning how to perform a multi-sheet operation (F):

8. Explain the importance of automating functions to perform work.

Before learning how to import and export files (I):

9. Move from one application to another during the same work session.

MODULE 16: TIME MANAGEMENT

CODE: 960 162   **Duration: 30 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the following conditions, criteria and specifications, the students will be able to
manage their time.

SPECIFICATIONS

At the end of this module, the students will:

– Understand the importance to secretarial personnel of using their time efficiently.
– Adopt methods of managing their time more efficiently.
– Be aware of their strengths and limitations in managing their time.

LEARNING CONTEXT

PHASE 1:   **Information on the Principles of Time Management**

– Learning about the value of time.
– Learning about the behaviours and factors responsible for the difficulties encountered in managing their time.
– Learning about methods and tools useful for managing their time efficiently.
– Considering the advantages to be gained from the skill of managing their time more efficiently.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2:   **Examination of their Present Use of Time**

– Making a list of their main personal activities.
– Evaluating these activities in terms of profitability or satisfaction, considering the time and energy devoted to them.
– Considering their ability to become proficient in using their time.

PHASE 3: **Examination of the Use of Time among Secretarial Personnel**

– Making a list of the principle secretarial activities.
– Becoming aware of time-consuming activities and their effect on time planning.
– Discussing the main obstacles encountered in performing activities and relevant measures to take to overcome them.

PHASE 4: **Familiarization with the Methods and Tools of Time Management**

– Determining priorities for professional activities.
– Determining the activities that can be performed by others.
– Planning activities using time-management tools.

PHASE 5:   **Assimilation of Methods of Time Management**

– Considering their ability to evaluate the importance of a situation.
– Recognizing the extent and limits of their responsibilities.
– Making a summary of their strong and weak points concerning their ability to manage time.
– Determining the methods that would allow them to manage their time more efficiently.
– Considering how the ideas encountered in this module may affect the practice of their occupation in the job market.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

– Use case studies and learning contexts representative of the workplace.
– Provide students with case studies and learning contexts of a complexity appropriate to their level of knowledge.
– Provide grids to use in analyzing learning contexts and case studies.
– Encourage the exchange of opinions, participation and group discussion.
– Ensure the availability of time-management tools used in business: different types of agendas, time-management software, electronic diaries, etc.

PARTICIPATION CRITERIA

PHASE 1:

– Consult the sources of information made available to them.
– Gather information.
– Understand the advantages of efficient time management.

PHASE 2:

– Make a list of their main personal activities.
– Draw up a realistic evaluation of their use of time.

PHASE 3:

– Make a list of their main professional activities.
– Gather information.
– Participate in discussions.

PHASE 4:

– Demonstrate a desire to learn by participating seriously in activities.
– Use the tools provided.

PHASE 5:

– Write up a summary of how they manage their time.
– Propose realistic methods of managing their time more efficiently.

MODULE 17: BUSINESS CORRESPONDENCE IN FRENCH

CODE: 960 176   **Duration: 90 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce business correspondence in French
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Using:
  • a microcomputer
  • word processing software
– Writing, formatting and filing a two-page letter in French:
  • according to instructions pertaining to the content of the correspondence to be written
    and a classification plan
  • using spell- and grammar-checking programs
  • using dictionaries and grammar guides

GENERAL PERFORMANCE CRITERIA

– Careful choice of French vocabulary
– Content of correspondence in accordance with instructions
– Absence of errors

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Organize the work to be done.	– Correct interpretation of instructions – Gathering of all required documents and information
B. Write an outline for a letter.	– Inclusion of main ideas – Logical order of ideas
C. Write the text of a letter.	– Proper linking of paragraphs – Relevant comments – Correct formulation of letter according to type of correspondence
D. Revise the text of a letter.	– Complete revision of texts, including: • re-reading • use of spell- and grammar-checking applications
E. Format the text.	– Choice of style appropriate to content – Correct setting of all parameters – Inclusion of all sections – Correct positioning and appearance of all sections – Appropriate spacing between sections

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
F. File the correspondence.	– Correct recognition of the purpose of each document – Correct determination of the code in accordance with the filing system
G. Address envelopes.	– Correct preparation of envelopes in terms of: • formatting • inclusion of all parts

FIELD OF APPLICATION: two-page business letters such as requests for information, answers to inquiries, acknowledgements of receipt, claims, responses to claims, form letters, letters with tables, letters with vertical lists, invitations, job application letters and envelopes

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 write an outline for a letter (B):

1. Use a bilingual dictionary.
2. Use a French grammar guide.
3. Use standard reference sources.
4. Understand commercial vocabulary.

Before learning how to write the text of a letter (C):

5. Compare the writing of letters in French and in English.
6. Use the different parts of speech in a simple sentence.

Before learning how to format the text (E):

7. Distinguish different styles of letters.

MODULE 18: LABOUR LAWS

CODE: 960 182   **Duration: 30 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
handle requests regarding labour laws
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– On the basis of case studies and learning situations
– Using:
  • current legal claim forms that can be completed by hand, on a typewriter or with a microcomputer
  • reference documents pertaining to the law
  • dictionaries and grammar guides

GENERAL PERFORMANCE CRITERIA

– Evidence of attitudes appropriate to the situation
– Observance of the limits of their responsibility
– Concern for effective communication with the person making the request
– Good command of English
– Proficiency in use of telecommunication tools

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Interpret requests.	– Correct identification of the important elements of a situation – Identification of laws applicable to a situation
B. Give information to persons making requests.	– Accurate information regarding: • possible types of recourse • procedures to be followed • deadlines to be met • resources to be consulted
C. Gather the information to be submitted with the claims.	– Collection of all relevant information and source documents – Collection of information within prescribed time limits – Recording of information in the appropriate files
D. Prepare the claim documents.	– Accuracy of information provided – Inclusion of relevant source documents – Compliance with instructions regarding the completion of the forms – Presence of the required signatures – Correct spelling and grammar

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

E. Follow up the claims.

SPECIFIC PERFORMANCE CRITERIA

– Preparation and addition of information required to process the claim
– Observance of deadlines pertaining to the various steps involved in processing the claim
– Appropriate classification of files

FIELD OF APPLICATION: labour standards, human rights and freedoms, employment insurance, occupational health and safety, access to documents held by public bodies and the protection of personal information, individual contracts, collective agreements and consumer-related contracts

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 interpret requests (A):

1. Interpret the vocabulary specific to labour laws.
2. Differentiate between the various areas to which labour laws apply.
3. Interpret the rights and types of recourse provided for in labour laws.
4. Describe the conditions promoting good communication.
5. Use a dictionary.

MODULE 19: TRANSLATION INTO FRENCH

CODE: 960 194   **Duration: 60 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
translate business correspondence into French
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Using:
  • a microcomputer
  • word processing software

Translating a one-page letter into French and formatting it:
  • given a letter written in English
  • using spell- and grammar-checking programs
  • using dictionaries and grammar guides

GENERAL PERFORMANCE CRITERIA

– Appropriate use of reference sources
– Use of appropriate vocabulary
– Observance of spelling and grammar rules
– Absence of keyboarding errors
– Proficiency in use of software applications

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Organize the work to be done.	– Correct interpretation of instructions – Gathering of all required documents and information
B. Clarify the content of source texts.	– Appropriate clarification of elements not understood – Correct interpretation of main ideas and secondary ideas
C. Formulate texts in French.	– Inclusion of main ideas and secondary ideas – Presentation of ideas in logical order
D. Ensure the quality of the translation.	– Observance of correct syntax – Proper linking of paragraphs – Appropriate use of idiomatic expressions – Appropriate use of spell- and grammar-checking applications – Translation faithful to original text
E. Format the text.	– Choice of style appropriate to content – Correct setting of all parameters – Inclusion of all sections – Correct positioning and appearance of all sections – Appropriate spacing between sections

FIELD OF APPLICATION: simple business letters and memos

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 formulate texts in French (C):

1. Recognize the difference between translating meaning and translating words.

MODULE 20: ADVANCED WORD PROCESSING

CODE: 960 204   **Duration: 60 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
use the advanced functions of word processing software
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– On the basis of texts which are representative of the workplace and require the use of the
  advanced functions of word processing software
– Using:
  • a microcomputer
  • word processing software
  • spell- and grammar-checking programs
  • a printer
  • database and spreadsheet software for some assignments
– Following the teacher's instructions
– Without using a reference manual

GENERAL PERFORMANCE CRITERIA

– Use of correct commands
– Observance of instructions and time limit
– Observance of rules for using computer equipment and software

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FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**

A. Produce personalized documents.	– Correct use of merge commands
	– Presence of all information in:
	  • data files
	  • personalized documents
	– Correct location of merged data
	– Correct insertion of data from a database
	– Absence of errors

B. Produce forms and input data.	– Creation of complete, properly formatted computerized forms
	– Presence of all information in:
	  • data files
	  • personalized documents
	– Correct preparation of files containing information used to fill in pre-printed forms
	– Correct location of merged data in the:
	  • computerized forms
	  • pre-printed forms
	– Absence of errors

C. Sort text and data.	– Appropriate selection of type of sort – Correct selection of sort criteria
D. Adapt the software to specific needs.	– Adjustment of default settings in accordance with the needs of the work station

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA

E. Input text in column form.	– Selection of appropriate type of columns
	– Correct determination of:
	  • number of columns
	  • space between columns
	  • column margins
	– Absence of keyboarding errors

F. Use automatic numbering and create text banks.	– Appropriate use of automatic numbering in terms of:
	  • type of numbering
	  • position of levels
	  • number of levels
	– Correct creation and use of text banks
	– Absence of keyboarding errors

G. Automate frequent tasks by means of macros and toolbars.	– Creation of operational macros and toolbars

H. Produce lists, indexes, tables of contents.	– Correct determination of:
	  • position of levels
	  • number of levels
	  • page numbering style
	– Correct determination of all sections of the lists, indexes and tables of contents
	– Correct marking of text to be included in the lists, indexes and tables of contents

I. Do calculations in tables.	– Use of math functions in accordance with needs – Correct insertion of worksheets from a spreadsheet

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
J. Export and import files.	– Selection of appropriate conversion mode – Import of files into appropriate location – Creation of export files in accordance with needs
K. Use document templates.	– Retrieval of appropriate template – Modification of parameters in accordance with new needs

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 use automatic numbering and create text banks (F):

1.   Select the elements to include in a text bank.

Before learning how to automate frequent tasks by means of macros and toolbars (G):

2.   Recognize the importance of automating functions used in common tasks.

MODULE 21: DESKTOP PUBLISHING

CODE: 960 214   **Duration: 60 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
design the visual format of a document
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– While creating the layout of a six-page document containing graphs, shaded areas and
  various fonts
– On the basis of a text (hard copy and diskette) containing notes on formatting
– Using a microcomputer with word processing software, graphics banks and a screen
  capture utility program
– Without using a reference manual

GENERAL PERFORMANCE CRITERIA

– Absence of errors
– Proper use of word processing software commands
– Observance of instructions and time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Plan the visual format of a document.	– Harmony of various components – Visual balance of the model – Consistent style of the visual format selected
B. Determine the appearance of titles, subtitles, key words and normal text.	– Appropriate choice of fonts – Correct proportion between different type sizes – Spacing between sections of text proportionate to type size
C. Determine the content and the appearance of headers and footers.	– Correct determination of: • text to include • character size • character font – Proper layout of graphic components – Proper positioning of header and footer components
D. Create templates.	– Appropriate setting of all parameters
E. Divide up a text on several pages.	– Format appropriate for: • size of page • content of text
F. Create shaded areas.	– Correct positioning of shaded areas – Correct choice of types of lines and shading – Accurate dimensions of internal and external printable areas – Inclusion of legends

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
G. Insert graphics.	– Proper creation of graphics using a screen capture program and a scanner – Observance of procedures for importing graphics from: • graphics banks software • drawing software – Correct positioning of graphics – Correct size of graphics
H. Design cover pages.	– Correct layout of elements in relation to one another – Appearance of characters appropriate for document
I. Format an entire document.	– Layout of components appropriate for type and content of document – Balanced layout – Appearance of various sections of text appropriate for type and content of document – Creative layout – Appropriate use of graphs and illustrations – Inclusion of all components of document

FIELD OF APPLICATION: desktop publishing applied to the production of newsletters, brochures, business cards, invitations, advertising material, reports, magazine articles, studies, etc.

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 the visual format of a document (A):

1. Interpret the terminology related to desktop publishing.
2. Explain how to plan a document.

Before learning how to determine the appearance of titles, subtitles, key words and normal text (B):

3. Explain how highlighting affects page layout.
4. Explain the rules governing the numbering of sections in a document.

Before learning how to create shaded areas (F):

5. Describe the purpose of shaded areas in a text.

MODULE 22: DOCUMENT PRODUCTION

CODE: 960 225   **Duration: 75 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
produce documents
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– On the basis of a classification plan and general ideas presented orally, in writing or on a
  dictating machine
– Using:
  • spell- and grammar-checking programs
  • dictionaries and grammar guides
  • a microcomputer with word processing software (and spreadsheet software for some
    assignments)

GENERAL PERFORMANCE CRITERIA

– Observance of rules for using computer equipment and software
– Proficiency in use of software applications
– Correct application of desktop publishing concepts
– Absence of errors

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Organize the work to be done.	– Collection of all documents and information needed for the work – Correct interpretation of general ideas provided – Determination of types of documents appropriate for general ideas provided – Appropriate use of telecommunication tools

B. Write documents.	– Observance of general ideas provided
	– Appropriate links among ideas
	– Correct application of rules governing:
	  • spelling
	  • grammar
	  • sentence structure
	  • punctuation
	– Use of appropriate terminology

C. Ensure the quality of texts.	– Use of spell- and grammar-checking programs
D. Format the text.	– Appropriate adjustment of all parameters – Absence of keyboarding errors – Correct conversion of files from spreadsheet software – Inclusion of all parts of the documents – Net input speed of 40 words per minute for four minutes for the running text

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

E. Classify documents.

SPECIFIC PERFORMANCE CRITERIA

– Correct determination of importance of documents
– Determination of code in accordance with classification plan

FIELDS OF APPLICATION:

Entering information: Forms, tables, reports, press releases, advertising material, calls for tenders, tenders, contracts

Writing: forms, tables, press releases, advertising material

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 organize the work to be done (A):

1. Differentiate between the content of various business documents.
2. Explain the purpose of business documents.
3. Explain the relationships linking various business documents.
4. Explain the legal procedures governing the distribution of business documents such as calls for tenders and tenders.
5. Use a dictating machine.
6. Differentiate between the various methods of presenting documents.

Before learning how to classify documents (E):

7. Explain why backup copies are made for documents of a legal nature.

MODULE 23: BUSINESS MEETINGS

CODE: 960 232   **Duration: 30 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
prepare business meetings
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– Using the computer equipment and software commonly used in business:
  • database software
  • word processing application
  • telecommunication tools
– Using excerpts from telephone directories and reference documents related to postal
  services, means of transportation and lodging
– Using dictionaries and grammar guides

GENERAL PERFORMANCE CRITERIA

– Appropriate use of telecommunication tools
– Efficient time management
– Observance of rules for using computer equipment and materials
– Demonstration of concern for quality in communication

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Become familiar with instructions.	– Correct interpretation of requests – Correct determination of needs
B. Verify the availability of resources.	– Verification of participants' agendas – Verification of availability and reservation of material resources – Determination of most appropriate time to hold meetings
C. Organize the work to be done.	– Correct determination of steps involved in planning meetings – Determination of realistic deadlines for: • the work to be done • calling the meeting
D. Produce notices of meetings and supporting documents.	– Correct production of all necessary documents – Absence of keyboarding errors – Correct spelling and grammar – Appropriate classification of documents – Proficiency in use of computer resources – Quality of visual format
E. Forward the documents needed for the meetings.	– Selection of appropriate forwarding methods – Appropriate documents forwarded – Documents forwarded at appropriate time

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

F. Arrange meeting rooms.

SPECIFIC PERFORMANCE CRITERIA

– Correct arrangement of all
   necessary material:
   • documents
   • technical equipment
– Proper organization:
   • greeting of participants
   • breaks
   • meals

FIELDS OF APPLICATION:

Writing: notices of meetings and reports

Entering information: notices of meetings, agendas, minutes, reports, and summaries

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 verify the availability of resources (B):

1. Differentiate between the various electronic time management tools.
2. Differentiate between the technical equipment that can be used in meetings.

Before learning how to organize the work to be done (C):

3. Classify activities according to productivity and deadline.

Before learning how to produce notices of meetings and supporting documents (D):

4. Differentiate between the various rules governing the formatting of business documents.
5. Differentiate a notice of meeting from an agenda.
6. Describe how deliberative assembly procedures affect the formatting of records of proceedings and minutes of meetings.
7. Explain the legal procedures related to the circulation of minutes of meetings.

Before learning how to forward the documents needed for the meetings (E):

8. Appreciate the importance of observing time limits when calling a meeting.

MODULE 24: FILE UPDATES

CODE: 960 241   **Duration: 15 hours**

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
update files
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

– While modifying a file containing several documents (Instructions concerning the
   modifications come from various sources or media such as a dictating machine,
   telecommunication tools, written material or handwritten notes.)
– Using the computer equipment and software commonly used in business:
   • database software
   • spreadsheet application
   • word processing application
   • electronic mail
– Using dictionaries and grammar guides
– Using spell- and grammar-check applications

GENERAL PERFORMANCE CRITERIA

– Correct use of computer equipment
– Conformity of updates with instructions
– Absence of keyboarding errors
– Concern for quality
– Mastery of spelling and grammar usage

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**
A. Organize the work to be done.	– Determination of a work plan appropriate for the size and duration of the tasks – Establishment of a schedule that respects priorities – Appropriate selection of tools
B. Add and delete data from documents.	– Correct retrieval of data from various sources such as: • printed documents • dictating machine • telecommunication tools – Appropriate modification of documents when: • adding or deleting text • adding or deleting chapters • adding glossaries or indexes – Adjustment of pagination and table of contents in accordance with additions and deletions – Correct insertion of illustrations, tables and graphs
C. Change formatting elements of the documents.	– Appropriate formatting changes concerning: • use of fonts for titles, subtitles, key words and normal text • style settings for the entire document – Correct application of desktop publishing concepts
D. Reorganize lists of data.	– Correct merge of fields in different databases – Inclusion of all data

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	**SPECIFIC PERFORMANCE CRITERIA**
E. Produce new versions of documents.	– Correct application of printing procedure – Correct determination of number of copies required

F. Check the work.	– Correct application of verification procedure for:
	  • comparing the schedule with the duration of the tasks carried out
	  • comparing the modifications in the plan with the final versions
	  • assessing the type of tool selected

G. Follow up on or forward the updated documents.	– Determination of appropriate codes for the new documents – Appropriate drafting of an accompanying letter or note – Determination of appropriate forwarding method

MODULE 25: JOB SEARCH TECHNIQUES

CODE: 960 252   **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
use job search techniques.

SPECIFICATIONS

During this module, the students will:

– Become familiar with the steps involved in a job search.
– Consult information sources.
– Prepare the documents for a job search.
– Plan their job search.
– Contact various companies.

LEARNING CONTEXT

PHASE 1: **Preparing for a Job Search**

– Learning about the steps involved in a job search.
– Becoming familiar with the information sources that may be consulted during a job search.
– Learning about the hiring criteria of different types of companies.
– Preparing a list of potential employers.
– Trying out different interview techniques.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2:   **Implementing a Job Search Plan**

– Planning the steps involved in carrying out a job search.
– Preparing a résumé and a cover letter.
– Carrying out the steps in their job search plan.
– Keeping a journal outlining the steps in their job search plan and the steps carried out.

PHASE 3:   **Evaluating the Steps Carried Out and the Means Used**

– On the basis of their log, commenting on the pertinence of the documents used and the effectiveness of the steps carried out.

INSTRUCTIONAL GUIDELINES

The teacher should:

– Provide students with reference material and examples to facilitate the completion of the assignments.
– Explain to students how to use reference sources.
– Direct the students to resource persons who may be of assistance.
– Give students the time and means to try out their job search plan.
– Follow up the students' work on a regular basis.
– Create a climate that encourages students to express their opinions and work with one another.
– Create a climate that encourages students to use an independent and personalized approach.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

– Consult the information sources available.
– Collect information.

PHASE 2:

– Prepare a cover letter and a résumé in accordance with rules of presentation and containing personal information as well as information on their work experience, education, qualifications and interests.
– Submit a journal containing information on each of the steps in their job search plan as well as a description of the steps carried out.

PHASE 3:

– Assess their experience in a realistic and coherent manner.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before beginning the activities in Phase 2:

1. Explain to what extent the characteristics of the labour market may affect their entry
   into the work force.

MODULE 26: ENTERING THE WORK FORCE

CODE: 960 265   **Duration: 75 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:

– Become familiar with their role in a company.
– Carry out activities related to the occupation.
– Become familiar with how their views may change at the end of their practicum.

LEARNING CONTEXT

PHASE 1:   **Collecting Information on the Practicum**

– Becoming familiar with available information as well as the terms and conditions of the practicum.
– Learning about the organizational structure of the company.
– Understanding their tasks and roles within the company.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Observing and Carrying Out Activities Related to the Occupation in the Workplace**

– Observing the work situation.
– Participating in and carrying out various tasks.
– Ensuring that the practicum supervisor is satisfied with the activities carried out.
– Keeping a personal log that lists observations about the workplace and the tasks carried out in the company.

PHASE 3: **Comparing Their Initial Views with the Actual Work Environment**

– Comparing their views of the occupation before and after the practicum.
– Evaluating how their experience will affect their career choice.

INSTRUCTIONAL GUIDELINES

The teacher should:

– Ensure close cooperation between the school and the business.
– Make it possible for the student-trainees to observe and carry out tasks.
– Ensure on-site supervision of the student-trainees within the company (practicum supervisor).
– Ensure periodic support and supervision of student-trainees.
– Intervene in the event of problems or difficulties.
– Create a climate that encourages students to engage in discussions and express their opinions, in particular when they compare their initial views with their experience in the workplace.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

– Collect information on the practicum and on the organizational structure of the company.
– Describe the tasks expected of a student-trainee.

PHASE 2:

– Observe the company's policies regarding the activities to be carried out by student-trainees, working hours and professional ethics.
– Keep a personal log containing their observations on at least five aspects of the workplace and tasks carried out during the practicum.

PHASE 3:

– Sum up their experience in the workplace by indicating how this experience affects 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. Appreciate the importance of exhibiting the appropriate attitudes when looking for a practicum.

Before undertaking the activities of Phase 2:

3. Describe the information to be recorded during a practicum.
4. Describe the behaviour to be adopted in the workplace.