

3

FOOD SERVICES AND TOURISM

TRAVEL SALES

PROGRAM OF STUDY

5736

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FOOD SERVICES AND TOURISM

TRAVEL SALES

PROGRAM OF STUDY 5736

The *Travel Sales* program leads to the Diploma of Vocational Studies (DVS) and prepares the student to practise the occupation of **travel counsellor**.

**Direction générale de la formation
professionnelle et technique**

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Representatives from Business and Industry

Denise Beauchesne
Optimum Voyages en liberté

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Club CAA Trois-Rivières

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D.M.C. Transat

Diane Depelteau
Club Voyages Outremont

François Fortier
Vacances Air Canada

De Sale Gauthier
Voyages Ottawa

Madeleine Godin
Voyages Sears

Nathalie Guilbert
Voyages à ciel ouvert

Odette Lavoie-Croteau
Kilomètres Voyages

Marc Leclerc
Club Voyages Josée

Josée Savard
Vacances Famille

Philippe Seebold
Voyages Loisirs

Serge Viau
Voyages D Tours

Representatives from Education

Claude Bergon
Commission scolaire Marguerite-Bourgeoys

Lise Beurnette
Western Québec School Board

Diane Choquette
Commission scolaire de Montréal

Silvana Crigna
English-Montréal School Board

Claudine Dufresne
Commission scolaire des Découvreurs

Alain Gamache
Commission scolaire des Découvreurs

Roger Gendron
Commission scolaire Marie-Victorin

Martha Kozub
English-Montréal School Board

Jimmy Lake
Commission scolaire des Découvreurs

Agathe Lefebvre
Commission scolaire Marie-Victorin

Gaétan Marcoux
Commission scolaire des Découvreurs

Ginette Pelletier
Commission scolaire Marie-Victorin

Denise Renaud
Commission scolaire de Laval

Suzanne Riberdy
Commission scolaire des Draveurs

Nicole Roy
Commission scolaire de Laval

PRODUCTION TEAM

Coordination

Pierre Hardy
Director, Food Services and Tourism
Direction générale de la formation professionnelle et
technique, MEQ

Design and development of objectives

Mona Friolet
Teacher
Commission scolaire de Laval

Lucie Marchessault
Program Development Consultant

Isabelle Nydegger
Teacher
Commission scolaire Marguerite-Bourgeoys

Design and development of goals and competencies

Sylvie Asselin
Teacher
Western Québec School Board

Line Desmarais
Program Development Consultant

Mona Friolet
Teacher
Commission scolaire de Laval

Isabelle Nydegger
Teacher
Commission scolaire Marguerite-Bourgeoys

English version

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

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INTRODUCTION

The *Travel Sales* program is based on 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. These objectives are 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 1245 hours, which includes 510 hours spent on the specific competencies required to practise the occupation and 735 hours on general competencies. The program of study is divided into 20 modules, which vary in length from 30 to 105 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

The document contains two parts. Part I, of general interest, provides an overview of the training plan and comprises five chapters. The first chapter includes a synoptic table of basic information about the modules; the second, a description of the program training goals; the third, the competencies to be developed; the fourth, the general objectives; and the fifth, 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.

GLOSSARY

Competency

A set of knowledge, skills, perceptions and attitudes that enable a person to correctly perform a work-related activity or task.

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.

General Objectives

Expression of the educational aims of a program in terms of competencies to be developed. The general objectives are broken down into operational objectives.

Module of a Program

A component part of a program of study comprising a first-level operational objective and, where applicable, the second-level operational objectives accompanying it.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation. In the competency-based approach, the educational aims are expressed as competencies to be developed, based on specific requirements.

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.

Part I

1. SYNOPTIC TABLE

Number of modules: 20
Duration in hours: 1245
Credits: 83

Travel Sales
Code: 5736

CODE	TITLE OF MODULE	HOURS	CREDITS*
950 212	1 The Occupation and the Training Process	30	2
950 226	2 Geographical Context Specific to a Destination	90	6
950 233	3 Tours and Cruises	45	3
950 243	4 Customer Needs	45	3
950 254	5 Travel Products for North American Destinations	60	4
950 266	6 Travel Products for Tropical Destinations	90	6
950 277	7 Business Travel Sales	105	7
950 286	8 Airline Reservation Systems	90	6
950 295	9 Electronic Data Processing	75	5
950 304	10 Introduction to the Occupation	60	4
950 313	11 Travel Products for Central and South American Destinations	45	3
950 326	12 Second Language	90	6
950 335	13 Travel Products for European Destinations	75	5
950 342	14 Job-Search Techniques	30	2
950 353	15 Leisure Travel Sales	45	3
950 364	16 Travel Products for Asian Destinations	60	4
950 373	17 Travel Products for African and Oceanian Destinations	45	3
950 383	18 Administrative Documents	45	3
950 392	19 Development of Customer Contacts	30	2
950 406	20 Entering the Workforce	90	6

* 15 hours = 1 credit

2. PROGRAM TRAINING GOALS

In accordance with the general goals of vocational education and the job situation, the training goals of the *Travel Sales* program are:

To develop effectiveness in the practice of an occupation

- To teach students to perform travel sales 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 and techniques needed to make wise choices and decisions;
 - compliance with a code of professional conduct and a sense of responsibility;
 - the ability to communicate effectively with customers, colleagues and their employer;
 - the ability to plan and carry out their work;
 - a constant concern for occupational health and safety.

To ensure integration into the job market

- To familiarize students with the job market in general and the occupation of travel counsellor in particular;
- To familiarize students with their rights and responsibilities as workers.

To foster personal and vocational development

- To help students develop their autonomy, sense of initiative and desire for success;
- To help students develop work methods and a sense of discipline;
- To help students develop a constant concern for quality in the performance of their work;
- To help students understand the constantly evolving concepts underpinning work techniques and tools.

To ensure job mobility

- To help students acquire sound basic training;
- To help students develop positive attitudes toward change and new situations;
- To help students increase their ability to learn, acquire information, do research, gather material and keep abreast of current events;
- To help students prepare for a creative job search.

3. COMPETENCIES

The competencies to be developed in *Travel Sales* are shown in the grid of learning focuses on the following page. The grid lists general competencies and specific competencies related to the trade or occupation, as well as the major steps in the work process.

General competencies are associated with work-related or vocational activities. 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 ● indicates a correlation between a specific competency and a step in the work process. The symbol O indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

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

GRID OF LEARNING FOCUSES

GRID OF LEARNING FOCUSES TRAVEL SALES SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)	GENERAL COMPETENCIES															TOTALS	
	MODULE	DURATION (IN HOURS)	Operational Objectives	Determine their suitability for the occupation and the training process	Communicate information on the geographical context specific to a destination	Present tours and cruises	Present travel products for North American destinations	Present travel products for tropical destinations	Process data electronically	Present travel products for Central and South American destinations	Carry out, in their second language, operations related to travel sales	Present travel products for European destinations	Apply job-search techniques	Present travel products for Asian destinations	Present travel products for African and Oceanian destinations	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODULE				1	2	3	5	6	9	11	12	13	14	16	17	12	
DURATION (IN HOURS)				30	90	45	60	90	75	45	90	75	30	60	45		735
Operational Objectives				S	B	B	B	B	B	B	B	B	S	B	B		
Identify customer needs	4	45	B	O	O	O	O	O	●	O	O	O		O	O		
Sell business trips	7	105	B	O	●		●		●	O	O	O		O	O		
Manage files using airline reservation systems	8	90	B	O	O		O		●	O	O	O		O	O		
Begin carrying out tasks related to the occupation	10	60	S	O	O	O	O	O	O	O	O	O	O	O	O		
Sell leisure trips	15	45	B	O	●	●	●	●	●	●	O	●		●	●		
Prepare administrative documents	18	45	B	O		O	O	O	●	O	●	O		O	O		
Develop customer contacts	19	30	B	O	O	O	O	O	●	O	●	O		O	O		
Enter the workforce	20	90	S	O	O	O	O	O	O	O	O	O	●	O	O		
NUMBER OF OBJECTIVES	8															20	
DURATION (IN HOURS)		510															1245

S: Situational objective
B: Behavioural objective

○ Correlation between a general and a specific competency
● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

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

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

- Determine their suitability for the occupation and the training process.
- Begin carrying out tasks related to the occupation.
- Apply job-search techniques.
- Enter the workforce.

To develop in the students the competencies required to use the computer software and equipment required in the field of travel sales.

- Manage files using airline reservation systems.
- Process data electronically.

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

- Present tours and cruises.
- Present travel products for North American destinations.
- Present travel products for tropical destinations.
- Present travel products for Central and South American destinations.
- Present travel products for European destinations.
- Present travel products for Asian destinations.
- Present travel products for African and Oceanian destinations.

To develop in the students the competencies required to use sales techniques.

- Identify customer needs.
- Sell leisure trips.
- Sell business trips.
- Develop customer contacts.

To develop in the students the competencies required to perform the tasks of a travel counsellor.

- Communicate information on the geographical context specific to a destination.
- Carry out, in their second language, operations related to travel sales.
- Prepare administrative documents.

5. OPERATIONAL OBJECTIVES

5.1 DEFINITION

An operational objective is defined for each competency to be developed, as presented in section 3. 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.

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.

Note: Programs for which an analysis and planning table has been developed do not include second-level operational objectives.

5.2 HOW TO READ AN OPERATIONAL OBJECTIVE

5.2.1 How to read a behavioural objective

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

- 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.
- The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not they have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
- The **general performance criteria** define the requirements that enable to verify overall whether the results obtained are satisfactory.

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

- The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
- 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.
- 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.

5.2.2 How to read a situational objective

Situational objectives consist of six components:

- The **expected outcome** states a competency as an aim to be pursued throughout the course.
- The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- The **learning context** provides an outline of the learning situation designed to help the students develop the required competency. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
- The **instructional guidelines** suggest ways and means of teaching the course to ensure that learning takes place and that it takes place under the same conditions everywhere. These guidelines may include general principles or specific procedures.
- The **participation criteria** describe the requirements the students must fulfil. 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.
- The **field of application** defines the limits of the objective, *where necessary*. It indicates cases where the objective applies to more than one task, occupation or field.

Part II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

Code: 950 212

Duration: 30 hours

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

During this module, the students will:

- Evaluate their career choice.
- Become familiar with the nature of the occupation.
- Understand the training process.

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the job market in travel sales: structure of the industry, where the occupation is practised, main tasks, working conditions, job prospects and remuneration.
- During visits to agencies or other travel-related enterprises, learning about the work context, especially as concerns workplace organization, personnel, tasks, and the equipment and material used.
- Discussing the information gathered as a group; discussing the differences between the various work environments and the skills and behaviours required to practise the occupation.

PHASE 2: Information on the Program of Study

- Learning about the program of study, especially its content, the training process, and methods of evaluation and certification.
- Learning about the equipment and material on site and the rules to abide by.
- Discussing the content of the program of study as a group.

SITUATIONAL OBJECTIVE

PHASE 3: Evaluation of Career Choice

- Analyzing their individual preferences and aptitudes with regard to the labour market and ascertaining their ability to meet the demands of the occupation of travel counsellor.
- Writing a brief text on their career choice and providing the reasons for this choice.
- Discussing the content of their text and the validity of their decision with the teacher.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Plan and organize workplace visits, being sure to vary them as much as possible so as to enrich the information the students are able to gather and discuss.
- Organize meetings with representatives of various tourism organizations.
- Provide students with the documentation and material they need to carry out the activities.
- Direct the students' research on the occupation and the program of study.
- Encourage students to keep their notes so they can use them during discussions.
- Moderate and supervise group discussions.
- Help students to arrive at an accurate and objective perception of the occupation.
- Provide students with objective support as concerns their career choice.

PARTICIPATION CRITERIA

- PHASE 1:**
- Gather information on most of the topics to be covered.
 - Express their views on the occupation during the group discussion.

- PHASE 2:**
- Carefully analyze the documents presented.
 - Point out how the content of the program relates to the demands of the occupation.

- PHASE 3:**
- Write the text requested.
 - Discuss their career choice with the teacher.

MODULE 2: GEOGRAPHICAL CONTEXT SPECIFIC TO A DESTINATION

Code: 950 226

Duration: 90 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **communicate information on the geographical context specific to a destination** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using maps and reference manuals
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Use of a structured research method
- Consultation of a variety of reference sources
- Demonstration of continued interest in international news
- Selection of the appropriate information to be communicated
- Use of clear, appropriate language

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Present the main elements relating to the physical geography of a destination.

SPECIFIC PERFORMANCE CRITERIA

- Selection of appropriate information sources
- Accurate explanation of the:
 - climate
 - landscape
 - hydrography
- Communication of accurate information

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Present the main elements relating to the human geography of a destination.	<ul style="list-style-type: none"> — Selection of appropriate information sources — Clear and accurate explanation of elements relating to: <ul style="list-style-type: none"> – politics – demography – the economy – religions – local customs — Communication of accurate information
C. Interpret geopolitical and geophysical maps.	<ul style="list-style-type: none"> — Correct interpretation of legends, scales and geographical coordinates — Exact location of destinations — Accurate evaluation of time difference
D. Present major events in the international news.	<ul style="list-style-type: none"> — Accurate situation of the event in its historical and geographical context — Accurate evaluation of the effect of certain events on tourism — Selection of relevant information to be communicated — Communication of accurate information — Reliability of information sources

MODULE 3: TOURS AND CRUISES

Code: 950 233

Duration: 45 hours

BEHAVIOURAL OBJECTIVE	
EXPECTED BEHAVIOUR <p>To demonstrate the required competency, the students must present tours and cruises in accordance with the following conditions, criteria and specifications.</p>	
CONDITIONS FOR PERFORMANCE EVALUATION <ul style="list-style-type: none">■ Given simulation exercises■ Using brochures and reference manuals■ Without course notes	
GENERAL PERFORMANCE CRITERIA <ul style="list-style-type: none">■ Regular updating of technical data■ Adherence to a pre-determined order of presentation■ Demonstration of a concern for accuracy■ Selection of the appropriate information to be communicated■ Use of clear, appropriate language■ Use of appropriate terminology■ Use of appropriate communication techniques	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR <p>A. Gather information on tour and cruise products.</p>	SPECIFIC PERFORMANCE CRITERIA <ul style="list-style-type: none">— Use of a structured research method— Consultation of a variety of reference sources— Selection of accurate, pertinent information— Classification of information in an organized fashion

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Create a presentation scenario.	<ul style="list-style-type: none"> — Consideration of the customer profile — Selection of original and varied methods that encourage participation and arouse interest — Selection of strategies adapted to the customer profile — Elaboration of a simple, adaptable scenario
C. Provide customers with information on cruise features.	<ul style="list-style-type: none"> — Clear presentation of steamship companies, cruise ships, itineraries, types of cruises and customized products — Correct association of types of cruises with customer profiles — Accurate explanation of on-board lifestyle — Presentation of advantages and drawbacks of a cruise
D. Provide customers with information on tour features.	<ul style="list-style-type: none"> — Exhaustive comparison of various itineraries — Detailed explanation of how a tour operates — Realistic presentation of advantages and drawbacks of a tour — Clear presentation of customized products
E. Specify costs and the terms and conditions for making reservations.	<ul style="list-style-type: none"> — Clear explanation of price tables — Realistic estimate of tips and optional expenses — Specification of conditions for reservation and cancellation — Accurate interpretation of price tables and the corresponding conditions

MODULE 4: CUSTOMER NEEDS

Code: 950 243

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **identify customer needs** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises and role playing
- With the help of a resource person playing the role of a customer
- In the presence of an examiner
- Using brochures and administrative documents
- In the context of a telephone conversation

GENERAL PERFORMANCE CRITERIA

- Compliance with the code of professional conduct
- Observance of telephone etiquette
- Compliance with deadlines
- Discerning use of documentation
- Use of appropriate communication techniques
- Use of a structured research method

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Greet the customer.

SPECIFIC PERFORMANCE CRITERIA

- Observance of etiquette
- Use of appropriate language
- Display of courtesy

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Determine the type of request.	<ul style="list-style-type: none"> — Active listening — Selection of relevant questions — Appropriate structuring of interview — Accurate rewording of the needs expressed — Use of clear, appropriate language — Scrupulous recording of the information gathered
C. Pinpoint the customer profile.	<ul style="list-style-type: none"> — Accurate identification of the customer's travel habits and preferences — Discerning interpretation of the information provided by the customer — Accurate interpretation of the customer's non-verbal language
D. Gather information on the products corresponding to the customer profile.	<ul style="list-style-type: none"> — Use of an orderly research method — Consideration of the customers' needs and constraints — Correct association of products with profile type — Identification of alternate solutions

MODULE 5: TRAVEL PRODUCTS FOR NORTH AMERICAN DESTINATIONS

Code: 950 254

Duration: 60 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **present travel products for North American destinations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using brochures and reference manuals
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Consultation of a variety of reference sources
- Regular updating of technical data
- Adherence to a logical order of presentation
- Demonstration of a concern for accuracy
- Selection of the appropriate information to be communicated
- Use of clear, appropriate language
- Use of appropriate terminology
- Use of appropriate communication techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Gather information on major tourist destinations, attractions and special events.

SPECIFIC PERFORMANCE CRITERIA

- Accurate identification of main attractions, tourist destinations and events
- Careful study of the features of each of the elements
- Appropriate recording of the information gathered

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Gather information on specialty products and their respective suppliers.	<ul style="list-style-type: none"> — Structured collection of information on various products: <ul style="list-style-type: none"> – tours – cruises – theme trips – sports-oriented trips — Comprehensive identification of main suppliers — Accurate interpretation of suppliers' brochures and reference manuals — Collection of timely, accurate information
C. Select products.	<ul style="list-style-type: none"> — Comparative analysis of products and their respective suppliers — Rigorous fulfilment of customer needs — Discerning choice of products
D. Provide customers with information on the characteristics and features of leisure travel products for North American destinations.	<ul style="list-style-type: none"> — Clear explanation of products: <ul style="list-style-type: none"> – types of transportation – types of accommodations – suppliers' conditions
E. Specify costs and the terms and conditions for making reservations.	<ul style="list-style-type: none"> — Accurate assessment of actual costs and expenses to be expected — Clear presentation of suppliers' conditions — Clear explanation of price tables
FIELD OF APPLICATION	
Leisure travel products for destinations in Québec, the rest of Canada and the United States.	

MODULE 6: TRAVEL PRODUCTS FOR TROPICAL DESTINATIONS

Code: 950 266

Duration: 90 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **present travel products for tropical destinations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - suppliers' brochures
 - reference manuals
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Use of a structured research method
- Consultation of a variety of reference sources
- Regular updating of technical data
- Adherence to a pre-determined order of presentation
- Demonstration of a concern for accuracy
- Selection of the appropriate information to be communicated
- Use of clear, appropriate language
- Use of appropriate terminology
- Use of appropriate communication techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Gather information on tropical destinations and related products.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate use of documents, fact sheets and reference tools
- Collection of relevant, accurate information
- Efficient classification of information

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Select tropical destinations and products likely to suit a variety of customers.	<ul style="list-style-type: none"> — Correct interpretation of suppliers' brochures — Detailed comparison of products and suppliers — Rigorous fulfilment of customer needs — Use of discernment in the elements selected
C. Provide customers with information on the tourist areas of tropical destinations.	<ul style="list-style-type: none"> — Appropriate planning of presentation — Discerning use of fact sheets — Communication of accurate, up-to-date information — Taking into account of major events in the international news
D. Provide customers with information on travel products for tropical destinations.	<ul style="list-style-type: none"> — Communication of accurate, exhaustive information on various products: <ul style="list-style-type: none"> – package tours – cruises – customized products – theme trips – sports-oriented trips
E. Specify costs and the terms and conditions for making reservations.	<ul style="list-style-type: none"> — Clear explanation of price tables — Clear presentation of suppliers' conditions — Accurate assessment of actual costs and expenses to be expected
FIELD OF APPLICATION	
Travel products for destinations in Mexico and the West Indies.	

MODULE 7: BUSINESS TRAVEL SALES

Code: 950 277

Duration: 105 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **sell business trips** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - reference manuals
 - documents from the International Air Transport Association (IATA) and administrative documents
 - the Bank Settlement Plan (BSP)
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Consultation of a variety of reference sources
- Use of clear, appropriate language
- Compliance with the code of professional conduct
- Compliance with the legal framework governing travel sales
- Observance of telephone etiquette
- Demonstration of concern for customer satisfaction
- Appropriate use of reference manuals
- Regular updating of technical data
- Use of appropriate communication techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Process customer requests.

SPECIFIC PERFORMANCE CRITERIA

- Collection of accurate information
- Scrupulous recording of information
- Consultation of company profile and of customer profile

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Select products corresponding to the requests of the customer.	<ul style="list-style-type: none"> — Discerning choice of itinerary and products — Fulfilment of customer requests — Taking into account of all the terms and conditions — Performance of accurate calculations — Stringent application of fare rules — Determination of costs based on net fares — Exhaustive comparison of the flight plans and costs offered by the agency with those of consolidators
C. Present the flight plan and the ground portion of the trip.	<ul style="list-style-type: none"> — Detailed explanation of product characteristics — Detailed explanation of fares and conditions — Use of appropriate terminology
D. Close the sale.	<ul style="list-style-type: none"> — Compliance with IATA and BSP rules concerning the issuing of documents — Correct identification of the carrier — Accurate recording of data
E. Modify the files.	<ul style="list-style-type: none"> — Selection of appropriate document — Accurate recording of data — Compliance with IATA and BSP rules — Correct identification of carrier — Compliance with suppliers' conditions — Accurate updating of all reservations
FIELD OF APPLICATION	
Domestic and international business trips.	

MODULE 8: AIRLINE RESERVATION SYSTEMS

Code: 950 286

Duration: 90 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **manage files using airline reservation systems** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using:
 - a computer and at least two automated systems
 - software user manuals
- Given simulation exercises
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Compliance with deadlines
- Compliance with the sequence of operations
- Demonstration of a concern for accuracy

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Create a passenger name record.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate selection of the spaces to be filled in
- Correct execution of commands pertaining to:
 - availability
 - reservations
- Accuracy of data entry
- Scrupulous recording of data pertaining to special requests
- Validation of reservations in accordance with established procedure

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Reserve additional products.	<ul style="list-style-type: none"> — Correct execution of commands pertaining to: <ul style="list-style-type: none"> - availability - reservations - costs - suppliers' conditions — Confirmation of the reservation
C. Determine costs.	<ul style="list-style-type: none"> — Correct execution of commands pertaining to fares and rules — Application of appropriate fare basis — Accurate recording of applicable restrictions
D. Issue documents.	<ul style="list-style-type: none"> — Correct issuing of: <ul style="list-style-type: none"> - ticket - vouchers - itinerary — Careful verification of the accuracy of the data
E. Modify a file.	<ul style="list-style-type: none"> — Accurate selection of the fields to be modified — Appropriate removal of unnecessary data — Accurate entry of new data — Confirmation of the modification

MODULE 9: ELECTRONIC DATA PROCESSING

Code: 950 295

Duration: 75 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **process data electronically** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - a computer and appropriate software
 - their course notes

GENERAL PERFORMANCE CRITERIA

- Correct use of basic software functions
- Compliance with specified turnaround time
- Accurate recording of information

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Write letters.

SPECIFIC PERFORMANCE CRITERIA

- Correct use of word processing software
- Correct formatting of text
- Compliance with standards for the layout of a letter
- Effective use of text editing tools
- Entry of appropriate corrections
- Appropriate saving and recovery of files
- Appropriate setting of printing parameters

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Gather information on products and fares.	<ul style="list-style-type: none"> — Correct use of tour organizer reservation software — Specification of basic information — Location of products and fares corresponding to the request
C. Reserve a product.	<ul style="list-style-type: none"> — Correct use of tour organizer reservation software — Specification of information — Selection of appropriate products — Attribution of a file number
D. Prepare an invoice.	<ul style="list-style-type: none"> — Correct use of specialized accounting software — Specification of information — Accurate calculation of amounts corresponding to the sale — Correct printout of invoice
E. Use the information highway.	<ul style="list-style-type: none"> — Use of appropriate terminology — Accurate assessment of the possibilities of the network — Appropriate navigation on the network — Efficient use of network communication tools — Collection of useful, pertinent information

MODULE 10: INTRODUCTION TO THE OCCUPATION

Code: 950 304

Duration: 60 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **begin carrying out tasks related to the occupation.**

Specifications

During this module, the students will:

- Prepare for their practicum.
- Observe different aspects of the occupation in the workplace.
- Participate in certain simple occupational activities.
- Reinforce the cognitive and perceptual abilities acquired during the training process.
- Learn how a practicum in the workplace can change their perception of the occupation: work context, occupational practices, aptitudes, preferences, areas of interest, and training received.
- Become familiar with the workplace.

PHASE 1: Preparation for the Practicum in the Workplace

- Learning about the terms and conditions of the practicum.
- Establishing criteria for selecting companies.
- Identifying organizations likely to take on trainees.
- Learning which attitudes to adopt during an interview with an employer.

PHASE 2: Observation of and Participation in Activities in the Workplace

- Observing the work context: socio-economic environment (products and market), professional associations, organizational structure, equipment, technological development, working conditions, interpersonal relationships, health and safety, etc.
- Observing different aspects of the occupation and participating in simple occupational tasks.
- Participating in various interpersonal discussions.
- Producing a brief report of their observations about the work context and the main tasks carried out in the organization.

SITUATIONAL OBJECTIVE

PHASE 3: Comparison of Their Initial Views of the Workplace with Their Practicum Experience

- Identifying aspects of the occupation that differ from the training they have received.
- Discussing the professional attitudes and behaviour required in the workplace.
- Discussing the accuracy of their perception of different aspects of the occupation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide the students with methods of choosing an appropriate organization in which to carry out their practicum.
- Ensure that the students clearly understand the objectives and terms and conditions of the practicum.
- Advise the students as to the selection of the workplace in which to perform their practicum.
- Foster close cooperation between the school and the workplace.
- Ensure that the persons in charge in the organization clearly understand the objectives and terms and conditions of the practicum, and establish the necessary agreements.
- Make it possible for students to observe and perform simple occupational tasks.
- Ensure that the students receive regular supervision during the practicum.
- Make sure that there is a person to supervise the students in the workplace at all times.
- Intervene diligently and effectively in case of difficulties or problems.
- Provide the students and the persons in charge in the organization with the documents pertaining to the practicum.
- Encourage students to engage in discussions and express their opinions.

PARTICIPATION CRITERIA

- PHASE 1:**
- List, in order of priority, three possible organizations where practicums could be carried out that meet the selection criteria.
 - Meet with a person in charge in the organization in order to make initial contact.

- PHASE 2:**
- Follow company policy with respect to activities they are allowed to engage in as trainees, work schedules, etc.
 - Participate in the evaluation of the practicum along with the person in charge in the organization.
 - Produce a report of their observations and the tasks carried out.

- PHASE 3:**
- Discuss their experience in the workplace with the other students, based on their reports.
 - Discuss how their practicum experience changed their perception of the occupation.

MODULE 11: TRAVEL PRODUCTS FOR CENTRAL AND SOUTH AMERICAN DESTINATIONS

Code: 950 313

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **present travel products for Central and South American destinations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - brochures and reference manuals
 - a computer and appropriate software
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Use of a structured research method
- Consultation of a variety of reference sources
- Discerning use of the information highway
- Regular updating of technical data
- Adherence to a pre-determined order of presentation
- Demonstration of a concern for accuracy
- Selection of the appropriate information to be communicated
- Use of clear, appropriate language
- Use of appropriate terminology
- Use of appropriate communication techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Gather information specific to a destination in Central or South America.

SPECIFIC PERFORMANCE CRITERIA

- Relevance of information
- Discerning use of fact sheets
- Communication of accurate, comprehensive information
- Efficient classification of information

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Select suppliers specific to a destination in Central or South America.	<ul style="list-style-type: none"> — Accurate identification of suppliers — Correct interpretation of suppliers' brochures — Detailed comparison of suppliers' products — Appropriate processing of the information gathered
C. Provide customers with information on the specific characteristics of a destination in Central or South America.	<ul style="list-style-type: none"> — Appropriate planning of the presentation — Discerning use of fact sheets — Taking into account of major events in the international news — Communication of accurate, up-to-date information
D. Provide customers with information on the products specific to a destination in Central or South America.	<ul style="list-style-type: none"> — Communication of clear, accurate information on: <ul style="list-style-type: none"> – suppliers – local transportation and accommodations – customized products – theme trips – sports-oriented trips — High-standard presentation
E. Specify costs and the terms and conditions for making reservations.	<ul style="list-style-type: none"> — Clear explanation of price tables — Clear presentation of suppliers' conditions — Accurate assessment of actual costs and expenses to be expected
FIELD OF APPLICATION	
Products specific to tourist destinations in Central or South America, based on market trends.	

MODULE 12: SECOND LANGUAGE

Code: 950 326

Duration: 90 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out, in their second language, operations related to travel sales** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises and role playing
- Using:
 - various documents
 - a bilingual dictionary
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Use of relevant statements
- Use of appropriate vocabulary and terminology
- Use of a courteous tone of voice and good manners
- Clear enunciation
- Demonstration of a constant concern for language quality

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Greet customers.

B. Answer commonly asked questions concerning travel sales.

SPECIFIC PERFORMANCE CRITERIA

- Correct use of forms of address
- Effective contact with customers
- Accurate identification of the purpose of the call or visit
- Accurate rewording of unclear elements
- Delivery of relevant answers

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
C. Contact suppliers.	<ul style="list-style-type: none"> — Correct use of the rules of etiquette appropriate to suppliers — Clear transmission of information — Communication of accurate, relevant information — Correct rewording of the information gathered — Accurate recording of information
D. Draw up information and reservation requests.	<ul style="list-style-type: none"> — Transmission of accurate information — Drafting of a clear, legible text — Neat layout of documents — Use of correct spelling — Appropriate use of forms of address
FIELD OF APPLICATION	
Communication in the students' second language (English or French).	

MODULE 13: TRAVEL PRODUCTS FOR EUROPEAN DESTINATIONS

Code: 950 335

Duration: 75 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **present travel products for European destinations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - a computer and appropriate software
 - brochures and reference manuals.
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Use of a structured research method
- Consultation of a variety of reference sources
- Discerning use of the information highway
- Regular updating of technical data
- Adherence to a pre-determined order of presentation
- Demonstration of a concern for accuracy
- Selection of the appropriate information to be communicated
- Use of clear, appropriate language
- Use of appropriate terminology
- Use of appropriate communication techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Gather information on the characteristics of travel products for European destinations.

SPECIFIC PERFORMANCE CRITERIA

- Relevance of information
- Discerning use of fact sheets
- Communication of accurate, comprehensive information
- Efficient classification of information

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Gather information on suppliers of travel products for European destinations.	<ul style="list-style-type: none"> — Accurate identification of suppliers — Correct interpretation of suppliers' brochures — Detailed comparison of suppliers' products — Appropriate processing of the information gathered
C. Provide customers with information on the various means of transportation in Europe.	<ul style="list-style-type: none"> — Clear presentation of the various types of air transport — Detailed explanation of the various means of ground transport — Accurate description of the various means of seaborne transport
D. Provide customers with information on the various types of accommodations in Europe.	<ul style="list-style-type: none"> — Relevant classification of the types of accommodations — Clear, accurate presentation of the types of accommodations: <ul style="list-style-type: none"> – inns and castles – hotels, guesthouses, and B&Bs — Correct interpretation of suppliers' brochures
E. Provide customers with information on tourist attractions in the various regions of Europe.	<ul style="list-style-type: none"> — Communication of accurate information — Detailed explanation of regional characteristics and attractions — Taking into account of major events in the international news — Clear presentation of the elements required for a well-planned trip
F. Specify costs and the terms and conditions for making reservations.	<ul style="list-style-type: none"> — Clear explanation of price tables — Clear explanation of suppliers' conditions — Accurate assessment of actual costs and expenses to be expected
FIELD OF APPLICATION	
Products specific to tourist destinations in Europe, based on market trends.	

MODULE 14: JOB-SEARCH TECHNIQUES

Code: 950 342

Duration: 30 hours

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 **apply job-search techniques.**

Specifications

During this module, the students will:

- Consult information sources.
- Plan a job search.
- Prepare documents pertaining to a job search.
- Experiment with job-search techniques.

LEARNING CONTEXT

PHASE 1: Preparation for a Job Search

- Gathering information on the steps to be followed in seeking employment.
- Learning about the information sources available during a job search.
- Learning about the information to be included in their curriculum vitae and cover letter.
- Identifying the types of organizations that correspond to their areas of interest.

PHASE 2: Implementation of a Job-Search Plan

- Planning the steps of the job search.
- Drawing up their curriculum vitae and cover letter.
- Carrying out the steps in their job-search plan.
- Participating in exercises that simulate job interviews with employers.
- Keeping a written record of the steps of the job search and the progress made.

SITUATIONAL OBJECTIVE

PHASE 3: Evaluation of Their Approach and the Techniques Used

- Analyzing the effectiveness of their job-search plan.
- Presenting, during a meeting with the other students or with the teacher, the results of their evaluation and a summary of the work they have done and the steps they have taken.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make the documentation required to carry out the activities available to the students.
- Provide the students with guidance and support.
- Moderate and supervise group discussions.
- Direct the students toward organizations likely to help them in their efforts.
- Organize interview simulation exercises and ensure that each student benefits from this experience.
- Help students to carry out an objective self-evaluation and find ways of improving themselves.

PARTICIPATION CRITERIA

- PHASE 1:**
- Consult the information sources made available to them.
 - Participate in group discussions.

- PHASE 2:**
- Produce a curriculum vitae and a cover letter.
 - Participate in the activities.
 - Keep a written record of the steps of their job search and a description of the progress made.

- PHASE 3:**
- Present a summary of their experience.

MODULE 15: LEISURE TRAVEL SALES

Code: 950 353

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **sell leisure trips** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises and role playing
- With the help of a resource person playing the role of a customer
- In the presence of an examiner
- Using:
 - brochures and administrative documents
 - fact sheets and reference manuals
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Consultation of a variety of reference sources
- Use of clear, appropriate language
- Compliance with the code of professional conduct
- Compliance with the legal framework governing travel sales
- Observance of telephone etiquette
- Demonstration of concern for customer satisfaction
- Appropriate use of communication and professional sales techniques
- Regular updating of technical data
- Discerning use of the information highway

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Create a presentation scenario.	<ul style="list-style-type: none"> — Consideration of the customer profile — Selection of original and varied methods that encourage participation and arouse interest — Selection of strategies appropriate to the various products: <ul style="list-style-type: none"> - tours and cruises - package tours - customized products
B. Present products to the customer.	<ul style="list-style-type: none"> — Compliance with the plan established — Clear explanation of the terminology used — Appropriate use of alternate solutions — Communication of accurate, up-to-date information — Highlighting of the characteristics of the products in relation to the needs expressed — Clear explanation of costs — Dynamic presentation
C. Confirm the choice of products.	<ul style="list-style-type: none"> — Active listening and manifestation of empathy with regard to the customer — Clarification of objections — Use of relevant, appropriate sales arguments
D. Close the sale.	<ul style="list-style-type: none"> — Selection of the appropriate time — Clear explanation of suppliers' conditions — Communication of relevant information as to the specific features of the destination — Collection of the appropriate amounts — Scrupulous recording of the data gathered
E. Make the reservations.	<ul style="list-style-type: none"> — Correct transmission of the request — Scrupulous recording of data — Clear, effective communication with suppliers — Transmission of the payment guarantee to suppliers — Confirmation of the reservations

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
F. Offer complementary products.	<ul style="list-style-type: none"> — Appropriate product selection — Appropriate use of cross-selling techniques
G. Ensure follow-up of the sale.	<ul style="list-style-type: none"> — Careful verification of travel documents — Clear explanation of travel documents to the customer — Appropriate planning of subsequent meetings — Appropriate use of customer loyalty techniques
H. Process complaints.	<ul style="list-style-type: none"> — Accurate rewording of the complaint — Manifestation of tact and diplomacy — Selection of an appropriate solution — Evaluation of customer satisfaction
FIELD OF APPLICATION	
Leisure trips to destinations anywhere in the world.	

MODULE 16: TRAVEL PRODUCTS FOR ASIAN DESTINATIONS

Code: 950 364

Duration: 60 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **present travel products for Asian destinations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - brochures and reference manuals
 - a computer and appropriate software
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Use of a structured research method
- Consultation of a variety of reference sources
- Discerning use of the information highway
- Regular updating of technical data
- Adherence to a pre-determined order of presentation
- Demonstration of a concern for accuracy
- Selection of the appropriate information to be communicated
- Use of clear, appropriate language
- Use of appropriate terminology
- Use of appropriate communication techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Gather information specific to a destination in Asia.

SPECIFIC PERFORMANCE CRITERIA

- Relevance of information
- Discerning use of fact sheets
- Communication of accurate, comprehensive information
- Efficient classification of information

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Select suppliers based on a destination in Asia.	<ul style="list-style-type: none"> — Accurate identification of suppliers — Correct interpretation of suppliers' brochures — Detailed comparison of suppliers' products — Appropriate processing of the information gathered
C. Provide customers with information on the specific characteristics of a destination in Asia.	<ul style="list-style-type: none"> — Appropriate planning of the presentation — Discerning use of fact sheets — Taking into account of major events in the international news — Communication of accurate, up-to-date information
D. Provide customers with information on products specific to a destination in Asia.	<ul style="list-style-type: none"> — Communication of clear, accurate information on: <ul style="list-style-type: none"> – suppliers – local transportation and accommodations – customized products – theme trips – sports-oriented trips — High-standard presentation — Correct interpretation of suppliers' brochures
E. Specify costs and the terms and conditions for making reservations.	<ul style="list-style-type: none"> — Clear explanation of price tables — Clear explanation of suppliers' conditions — Accurate assessment of actual costs and expenses to be expected
FIELD OF APPLICATION	
Products specific to tourist destinations in Asia, based on market trends.	

MODULE 17: TRAVEL PRODUCTS FOR AFRICAN AND OCEANIAN DESTINATIONS

Code: 950 373

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **present travel products for African and Oceanian destinations** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - brochures and reference manuals
 - a computer and appropriate software
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Use of a structured research method
- Consultation of a variety of reference sources
- Discerning use of the information highway
- Regular updating of technical data
- Adherence to a pre-determined order of presentation
- Demonstration of a concern for accuracy
- Selection of the appropriate information to be communicated
- Use of clear, appropriate language
- Use of appropriate terminology
- Use of appropriate communication techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Gather information specific to a destination in Africa or Oceania.

SPECIFIC PERFORMANCE CRITERIA

- Relevance of information
- Discerning use of fact sheets
- Communication of accurate, comprehensive information
- Efficient classification of information

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Select suppliers based on a destination in Africa or Oceania.	<ul style="list-style-type: none"> — Accurate identification of suppliers — Correct interpretation of suppliers' brochures — Detailed comparison of suppliers' products — Appropriate processing of the information gathered
C. Provide customers with information on the specific characteristics of a destination in Africa or Oceania.	<ul style="list-style-type: none"> — Discerning use of fact sheets — Communication of accurate, up-to-date information — Appropriate planning of the presentation — Accurate description of major events in the news
D. Provide customers with information on products specific to a destination in Africa or Oceania.	<ul style="list-style-type: none"> — Communication of clear, accurate information on: <ul style="list-style-type: none"> – suppliers – local transportation and accommodations – customized products – theme trips – sports-oriented trips — High-standard presentation
E. Specify costs and the terms and conditions for making reservations.	<ul style="list-style-type: none"> — Clear explanation of price tables — Clear explanation of suppliers' conditions — Accurate assessment of actual costs and expenses to be expected
FIELD OF APPLICATION	
Products specific to tourist destinations in Africa and Oceania, based on market trends.	

MODULE 18: ADMINISTRATIVE DOCUMENTS

Code: 950 383

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Given simulation exercises
- Using:
 - various forms
 - a computer and appropriate software
- Without course notes

GENERAL PERFORMANCE CRITERIA

- Production of clear, legible information
- Use of clear, appropriate language
- Carrying out of operations in the proper sequence
- Compliance with IATA rules
- Compliance with the legal framework governing travel sales
- Demonstration of a concern for accuracy
- Discerning use of documentation, reference tools and the information highway

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Open a client file and maintain client history.

SPECIFIC PERFORMANCE CRITERIA

- Accurate recording of information provided by customers and suppliers
- Regular updating of the client history
- Selection of a filing method that allows efficient follow-up of the history

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Fill out application forms for passports or visas and tourist cards in conjunction with the customer.	<ul style="list-style-type: none"> — Accurate explanation of the procedure for obtaining documents — Preparation of the forms appropriate to the destination.
C. Prepare vouchers.	<ul style="list-style-type: none"> — Selection of appropriate forms — Clear identification of suppliers — Scrupulous recording of data — Specification of the terms of payment and the suppliers' conditions
D. Prepare an invoice.	<ul style="list-style-type: none"> — Recording of accurate data — Accurate calculation of the amount of purchase — Specification of the method of payment and the suppliers' conditions — Collection of the appropriate amounts
E. Prepare payment for the suppliers.	<ul style="list-style-type: none"> — Careful verification of the suppliers' invoices — Accurate calculation of the applicable commission and taxes — Payment of appropriate amounts to suppliers — Strict compliance with suppliers' conditions
F. Produce a Bank Settlement Plan (BSP).	<ul style="list-style-type: none"> — Correct preparation of relevant documents — Accurate calculation of sales — Careful preparation of the authorization of settlement pertaining to a sales slip

MODULE 19: DEVELOPMENT OF CUSTOMER CONTACTS

Code: 950 392

Duration: 30 hours

BEHAVIOURAL OBJECTIVE	
EXPECTED BEHAVIOUR To demonstrate the required competency, the students must develop customer contacts in accordance with the following conditions, criteria and specifications.	
CONDITIONS FOR PERFORMANCE EVALUATION <ul style="list-style-type: none">■ Using:<ul style="list-style-type: none">- a business or leisure travel product- a databank on a potential clientele- simulation exercises- suppliers' brochures- course notes	
GENERAL PERFORMANCE CRITERIA <ul style="list-style-type: none">■ Compliance with the legal framework governing travel sales■ Compliance with the code of professional conduct■ Observance of telephone etiquette■ Use of clear, appropriate language■ Use of appropriate communication techniques	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR A. Determine the sales objectives for a travel product.	SPECIFIC PERFORMANCE CRITERIA <ul style="list-style-type: none">— Careful study of the market— Precise identification of the needs and opportunities— Consideration of the agency's overall objectives— Consideration of the activities of competitors

BEHAVIOURAL OBJECTIVE	
SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
B. Target potential clients.	<ul style="list-style-type: none"> — Appropriate selection of target clientele based on product characteristics — Precise identification of the clientele's characteristics — Selection of an appropriate communication network — Scrupulous recording of information
C. Draw up an action plan.	<ul style="list-style-type: none"> — Selection of appropriate strategies — Precise identification of the steps involved — Production of a realistic action plan — Neat material presentation
D. Prepare the documents required to develop customer contacts.	<ul style="list-style-type: none"> — Selection of documents appropriate to the target clientele — Compliance with layout standards and the mechanics of writing — Demonstration of creativity — Neat, attractive and professional presentation — Production of documents containing clear, exhaustive information
E. Establish contacts with potential clients.	<ul style="list-style-type: none"> — Selection of the appropriate time — Observance of telephone etiquette and the rules of written and verbal communication — Communication of a motivating, convincing message — Appealing presentation of the product
F. Ensure follow-up of customer contacts.	<ul style="list-style-type: none"> — Accurate assessment of the results obtained — Appropriate planning for recall of potential clients — Compliance with reasonable time frames — Scrupulous recording of data pertaining to customer contacts
FIELD OF APPLICATION	
Clients travelling for business or leisure.	

MODULE 20: ENTERING THE WORKFORCE

Code: 950 406

Duration: 90 hours

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 workforce.**

Specifications

During this module, the students will:

- Become familiar with the realities of the occupation.
- Integrate the knowledge, skills, attitudes and habits acquired during the training process.
- Learn how a practicum in the workplace can change their perception of the occupation.

LEARNING CONTEXT

PHASE 1: Preparation for the Practicum in the Workplace

- Learning about the terms and conditions of the practicum.
- Learning about how the workplace where the practicum will take place is organized.

PHASE 2: Participation in Activities in the Workplace

- Observing the work context: socio-economic environment (products and market), professional associations, organizational structure, equipment, technological development, working conditions, interpersonal relationships, health and safety, etc.
- Participating in the work team.
- Performing or participating in a variety of occupational tasks.
- Producing a brief report of their observations about the work context and the main tasks carried out in the organization.
- Keeping a written record of the tasks carried out during the practicum.

SITUATIONAL OBJECTIVE

PHASE 3: Comparison of Their Initial Views of the Workplace with Their Practicum Experience

- Pointing out how their experience in the workplace relates to the knowledge acquired during the training they have received.
- Discussing the accuracy of their perception of the occupation before and after the practicum: work environment, occupational practices, etc.
- Discussing the impact of their experience on their future career choice (aptitudes, preferences, areas of interest).

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide the students with methods of choosing an appropriate organization in which to carry out their practicum.
- Foster close cooperation between the school and the workplace.
- Make it possible for students to observe and perform various occupational tasks.
- Ensure that the students receive regular supervision during the practicum.
- Make sure that there is a person to supervise the students in the workplace.
- Intervene diligently and effectively in case of difficulties or problems.
- Encourage students to engage in discussions and express their opinions.

PARTICIPATION CRITERIA

PHASE 1: ■ Gather information on the practicum and the responsibilities assigned to them.

PHASE 2: ■ Follow company policy with respect to activities they are allowed to engage in as trainees, work schedules, etc.
■ Participate in a variety of occupational tasks.
■ Keep a written record of their observations on the tasks carried out.

PHASE 3: ■ Engage in discussions with the other students on their experiences in the workplace.

