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## **MOTORIZED EQUIPMENT MAINTENANCE**

### **SALE OF MECHANICAL PARTS AND ACCESSORIES**

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**PROGRAM OF STUDY  
5694**



**SALE OF  
MECHANICAL  
PARTS AND  
ACCESSORIES**

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**PROGRAM OF STUDY  
5694**

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# **MOTORIZED EQUIPMENT MAINTENANCE**

## **SALE OF MECHANICAL PARTS AND ACCESSORIES**

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### **PROGRAM OF STUDY 5694**

The *Sale of Mechanical Parts and Accessories* program  
leads to the Diploma of Vocational Studies (DVS)  
and prepares the student to practise the occupation of

**SALESCLERK,  
MECHANICAL PARTS AND ACCESSORIES**

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

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## INTRODUCTION

The *Sale of Mechanical Parts and Accessories* program is based on the orientations for secondary school vocational education 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 1095 hours, which includes 315 hours spent on the specific competencies required to practise the occupation and 780 hours on general competencies.

The program of study is divided into 18 modules, which vary in length from 15 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.

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 socioaffective behaviours, cognitive skills or psychosensorimotor 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:** 18  
**Duration in hours:** 1095  
**Credits:** 73

**Sale of Mechanical Parts and Accessories**  
**Code: 5694**

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
842 311	1. The Occupation and the Training Process	15	1
842 325	2. Consulting Catalogues and Microfiches	75	5
842 337	3. Engine Parts and Basic Tools	105	7
842 345	4. Ignition and Fuel System Parts	75	5
842 354	5. Charging, Starting and Lighting System Parts	60	4
842 364	6. Merchandise Receiving, Storage and Shipping	60	4
842 371	7. Job Search Techniques	15	1
842 386	8. Power Train Parts	90	6
842 396	9. Suspension, Steering and Brake Parts	90	6
842 406	10. Body and Chassis Parts	90	6
842 412	11. Garage Equipment Parts	30	2
842 422	12. Vehicle Accessories	30	2
842 435	13. Interpreting Technical Information in French	75	5
842 443	14. Communicating with Customers and Colleagues	45	3
842 454	15. Counter and Telephone Sales	60	4
842 462	16. Invoicing and Payment Collection	30	2
842 474	17. Managing a Sales Counter	60	4
842 486	18. Entering the Work Force	90	6

\* 15 hours = 1 credit



## 2. PROGRAM TRAINING GOALS

The training goals of the *Sale of Mechanical Parts and Accessories* 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 correctly perform the tasks and activities associated with the sale of mechanical parts and accessories, at an acceptable level of competence for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
  - the development of knowledge of the products, mechanical parts and accessories of various categories of motor vehicles
  - the acquisition of English and French technical terminology
- the ability to quickly locate information in various catalogues and other information sources
  - the ability to effectively advise customers and to sell merchandise
- communication-related behaviours and skills that promote teamwork and a customer-based approach
- a constant concern for health and safety in the workplace and with regard to information given to customers about the merchandise sold
- a concern for professional ethics and conscientiousness
- a sense of organization and order in all of their tasks and activities

### **To ensure integration into the job market.**

- To familiarize students with the job market in general.
- To familiarize students with the specific context of the occupation.
- To familiarize students with their rights and responsibilities as workers.

### **To foster personal development and the acquisition of occupational knowledge.**

- To foster independence, the ability to learn on their own, to keep up with new developments, to become informed and to develop effective work methods.
- To help students understand the mechanical, electrical, electronic and computing principles underlying the practice of the occupation.
- To help students develop a sense of initiative that will allow them to continue to improve within the company.
- To foster attitudes associated with prompt and courteous customer service, a sense of responsibility, professionalism and concern for excellence.

### **To ensure job mobility.**

- To help students develop the flexibility required to work in various job sectors and to perform all the tasks assigned to a salesclerk.
- To help students develop a positive attitude toward technological and organizational change and toward continuing education.
- To prepare students for a creative job search.



### 3. COMPETENCIES

The competencies to be developed in the *Sale of Mechanical Parts and Accessories* 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 on 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 (∈) 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.

The symbols (>) and (●) indicate that these relationships have been taken into account in formulating 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 others are taught concurrently.

GRID OF LEARNING FOCUSES				WORK PROCESS (major steps)									GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)														TOTAL	
		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	Greet customers	Determine customers' needs	Look for information	Relay the information	Handle parts	Keep the inventory up to date	Prepare invoices and collect payments	Plan delivery and installation	See to after-sales service	Find information in catalogues and microfiches	Provide information on engine parts and basic tools	Provide information on ignition and fuel system parts	Provide information on charging, starting and lighting system parts	Apply job search techniques	Provide information on power train parts	Provide information on suspension, steering and brake parts	Provide information on body and chassis parts	Provide information on garage equipment parts	Provide information on vehicle accessories	Interpret technical information in French	Communicate with customers and colleagues	NUMBER OF OBJECTIVES	DURATION (IN HOURS)		
MODULES	MODULES												2	3	4	5	7	8	9	10	11	12	13	14				
	FIRST-LEVEL OPERATIONAL OBJECTIVES												B	B	B	B	S	B	B	B	B	B	B	B	12			
	DURATION (IN HOURS)												75	105	75	60	15	90	90	90	30	30	75	45		780		
1	Determine their suitability for the occupation and the training process	S	15	△	△	△	△	△	△	△	△	△	○	○	○	○	○	○	○	○	○	○	○	○				
6	Receive, store and ship merchandise	B	60			▲	▲	▲	△		▲	△	●	●	●	●		○	○	○	○	○	○	○				
15	Close a sale at the counter and over the telephone	B	60	▲	▲	▲	▲				▲		○	●	●	●		●	●	●	●	●	○	●				
16	Do invoicing and collect payments	B	30				▲		▲	▲			●	●	●	●		●	●	●	●	●	○	○				
17	Manage a sales counter	B	60	▲	▲	▲	▲	▲	▲	▲	▲	▲	●	●	●	●		●	●	●	●	●	●	●				
18	Enter the work force	S	90	△	△	△	△	△	△	△	△	△	○	○	○	○	○	○	○	○	○	○	○	○				
NUMBER OF OBJECTIVES		6																							18			
DURATION (IN HOURS)			315																							1095		

S: Situational objectives  
B: Behavioural objectives

△ 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 *Sale of Mechanical Parts and Accessories* 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.
- Apply job search techniques.
- Enter the work force.

**To develop in the students the competencies required to inform and advise customers.**

- Provide information on engine parts and basic tools.
- Provide information on ignition and fuel system parts.
- Provide information on charging, starting and lighting system parts.
- Provide information on power train parts.
- Provide information on suspension, steering and brake parts.

- Provide information on body and chassis parts.
- Provide information on garage equipment parts.
- Provide information on vehicle accessories.

**To develop in the students the competencies required for classifying and handling parts in the stockroom.**

- Find information in catalogues and microfiches.
- Receive, store and ship merchandise.

**To develop in the students the competencies required for sales.**

- Interpret technical information in French.
- Communicate with customers and colleagues.
- Close a sale at the counter and over the telephone.
- Do invoicing and collect payments.
- Manage a sales counter.





## 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 by stages or step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective (see 5.2) 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 behaviour.
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 applicable. It indicates cases where the objective applies to one or more tasks, occupations or fields.

## 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 module.
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 fulfill, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.



## **PART II**



## MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

Code: 842 311

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:

- Have an overview of the motor vehicle industry.
- Be familiar with the nature of the occupation.
- Understand the training program.
- Confirm their career choice.

#### LEARNING CONTEXT

##### PHASE 1: Information on the Industry and Occupation

- Learning about the motor vehicle industry: the major vehicle manufacturers and their market share, partners, parts suppliers, customers, and so forth.
- Learning about the various categories of motor vehicles covered in the program.
- Learning about the job market in the sale of mechanical parts and accessories (e.g. potential working environments, job prospects, wages, advancement and transfer opportunities, hiring criteria and women in the occupation).
- Learning about the nature and requirements of the occupation (e.g. tasks, working conditions, rights and responsibilities, rules of ethics).
- Presenting the information gathered and discussing personal impressions of the industry and occupation.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

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

- Discussing the skills, attitudes and knowledge required to practise the occupation.
- Becoming familiar with the training program: program of study, training process, evaluation methods and certification of studies.
- Discussing how the training program prepares them to find employment in the sale of mechanical parts and accessories.

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

- Assessing their career choice by comparing the aspects and requirements of the occupation with their own preferences, aptitudes and interest in the program content.
- Writing a report in which they present the results of their assessment.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Create a climate that favours the students' personal growth and integration into the job market.
- Encourage all students to engage in discussions and express their opinions.
- Motivate students to participate in the proposed activities.
- Help students arrive at an accurate perception of the occupation.
- Provide students with the means to acquire a clear, objective understanding of their career choice.
- Organize field trips to establishments associated with the sale of mechanical parts.
- Make relevant reference material available to the students (e.g. information on the occupation, training programs, handbooks).
- Arrange for students to meet with specialists in the field.



<p style="text-align: center;"><b>FIRST-LEVEL OPERATIONAL OBJECTIVE</b> <b>SITUATIONAL OBJECTIVE</b></p>
<p><b>PARTICIPATION CRITERIA</b></p> <p>PHASE 1:</p> <ul style="list-style-type: none"><li>- Gather information on most of the topics to be covered.</li><li>- Express their views on the industry and occupation at a group meeting, interrelating the information they have gathered.</li></ul> <p>PHASE 2:</p> <ul style="list-style-type: none"><li>- Give their opinions on some requirements for practising the occupation.</li><li>- Express their views on the training program at a group meeting.</li></ul> <p>PHASE 3:</p> <ul style="list-style-type: none"><li>- Write a report that:<ul style="list-style-type: none"><li>• sums up their preferences, aptitudes and interests</li><li>• explains clearly how they arrived at their career choice</li></ul></li></ul>

## 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 any of the activities:**

1. Be receptive to information provided on the occupation and the training process.
2. Express an interest in sharing their impressions of the occupation with the other members of the group.
3. Understand the impact of technological changes on the occupation.

### **Before undertaking the activities of Phase 1:**

4. Gather information.
5. Determine a way of recording and presenting information.
6. Define the expression *acceptable level of competence for entry into the job market*.
7. Explain the principal rules of group discussion.

### **Before undertaking the activities of Phase 2:**

8. Distinguish the skills from the aptitudes and knowledge required to practise an occupation.
9. Describe the nature, purpose and content of a program of study.

### **Before undertaking the activities of Phase 3:**

10. Distinguish preferences from aptitudes and interests.

## **MODULE 2: CONSULTING CATALOGUES AND MICROFICHES**

**Code: 842 325**

**Duration: 75 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must  
**find information in catalogues and microfiches**  
in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Working individually
- Given part order forms
- Using research tools used in the industry such as conventional and computerized catalogues and microfiche readers

#### **GENERAL PERFORMANCE CRITERIA**

- Careful filing of forms and documents
- Proper use of English and French terminology

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Use conventional and computerized research tools.

### SPECIFIC PERFORMANCE CRITERIA

- Accurate identification of the research tools and their function
- Appropriate use of the basic functions of the most commonly used information research software programs
- Correct use of microfiche reader
- Appropriate use of catalogues
- Proper cleaning and maintenance of each tool

B. Identify the information relevant to the research.

- Accurate location of the vehicle's identification number
- Proper choice of research tool
- Appropriate selection of the group corresponding to the part
- Accurate recording of the part numbers according to the type of vehicle and its serial number
- Relevant information with respect to inventory, price and location in the store

C. Fill out estimate forms.

- Accurate recording of the part numbers, descriptions and corresponding prices
- Accurate calculation of estimate
- Appropriate filing of documents

D. Update catalogues and microfiches.

- Accuracy of additions and corrections made

### FIELD OF APPLICATION

- Part orders placed by customers or the company's repair shop
- Estimates requested by individuals, garages, companies, or insurance or export brokers

## 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 conventional and computerized research tools (A):**

1. Identify the components and peripherals of a computer.
2. Identify the components of the operating system of a microcomputer or local area network.

**Before learning how to identify the information relevant to the research (B):**

3. Identify how the information is classified for each research tool.
4. Explain the most common problems.

**Before learning how to fill out estimate forms (C):**

5. Use a calculator.
6. Compare various company policies on estimates.
7. Differentiate among the forms used for estimates.



## MODULE 3: ENGINE PARTS AND BASIC TOOLS

Code: 842 337

Duration: 105 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide information on engine parts and basic tools** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given:
  - gas and diesel engine parts (different models)
  - parts for cooling, lubrication, heating and air conditioning systems
  - different basic tools for mechanical and body work
- Using:
  - illustrations, diagrams or photographs
  - merchandise spec sheets and instructions

#### GENERAL PERFORMANCE CRITERIA

- Proper use of English and French terminology
- Concise, clear and accurate explanations
- Correct interpretation of abbreviations

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

A. Identify the different parts and systems of a vehicle.

- Correct identification of the different categories of vehicles
- Correct identification of the different parts and systems of a vehicle
- Accurate explanation of the links between the systems

B. Identify the parts of different types of engines.

- Accurate association of the parts with the type of engine and with the corresponding type of vehicle
- Accurate association of an old model of a part with the most recent one on the market
- Accurate location of the part in its system

C. Identify the parts of different cooling, lubrication, heating and air conditioning systems.

- Accurate association of systems with the corresponding engine
- Accurate association of parts with the corresponding system
- Accurate association of an old model of a part with the most recent one on the market
- Accurate location of the part in its system

D. Explain the specific characteristics of the parts in different systems.

- Relevant information on:
  - their function
  - how they work
  - the most common operating problems
  - the links between the parts
- Explanations appropriate to the model of vehicle

E. Present related items.

- Relevant information on the products and accessories associated with the parts such as lubricants, additives, sealants and cleaning products
- Relevant information on basic and specialized tools



**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

F. Explain the instructions for using the merchandise.

**SPECIFIC PERFORMANCE  
CRITERIA**

- Accurate interpretation of manufacturers' instructions
- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of parts, tools, accessories and products

**FIELD OF APPLICATION**

- Passenger cars, heavy-duty and light-duty trucks as well as industrial equipment
- Different models of engines and old, recent and ultramodern systems

## 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 identify the different parts and systems of a vehicle (A):**

1. Recognize the different categories of vehicles, makes and models.
2. Identify each group of parts.
3. Identify different manufacturers and retailers in the industry.

**Before learning how to identify the parts of different types of engines (B):**

4. Explain the operating principles of two- and four-stroke gasoline and diesel engines.
5. Express an interest in keeping up with technological developments.
6. Identify the types of engines and their main characteristics.
7. Use research tools.

**Before learning how to identify the parts of different cooling, lubrication, heating and air conditioning systems (C):**

8. Identify the different systems.
9. Explain the function of each system.
10. Describe the systems' operating principles.

**Before learning how to explain the instructions for using the merchandise (F):**

11. Locate the manufacturers' instructions.
12. Describe health and safety rules associated with the merchandise.

## MODULE 4: IGNITION AND FUEL SYSTEM PARTS

Code: 842 345

Duration: 75 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide information on ignition and fuel system parts** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given:
  - illustrations, diagrams or photographs
  - parts of these systems
- Using merchandise spec sheets and instructions

#### GENERAL PERFORMANCE CRITERIA

- Accurate use of English and French terminology
- Clear, concise and accurate explanations
- Correct interpretation of abbreviations

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Identify the parts of different ignition, carburation, injection, exhaust and antipollution systems.
  
- B. Explain the specific characteristics of parts in different systems.
  
- C. Present related items.
  
- D. Explain the instructions for using the merchandise.

### SPECIFIC PERFORMANCE CRITERIA

- Correct association of the parts with the system and with the corresponding type of vehicle
- Correct association of an old model of a part with the most recent one on the market
- Correct location of the part in its system
- Correct interpretation of electrical symbols
  
- Relevant information on:
  - their function
  - how they work
  - the most common operating problems
  - the links between the parts
- Explanations appropriate to the model of vehicle
  
- Relevant information on the products and accessories associated with the parts such as lubricants, additives, sealants and cleaning products
- Relevant information on specialized tools
  
- Correct interpretation of the manufacturers' instructions
- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of parts, tools, accessories and products

### FIELD OF APPLICATION

- Passenger cars, heavy-duty and light-duty trucks as well as industrial equipment
- Different models of engines and old, recent and ultramodern systems

## 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 identify the parts of different ignition, carburation, injection, exhaust and antipollution systems (A):**

1. Recognize the different categories of vehicles, makes and models.
2. Identify the different types of systems.
3. Use research tools.
4. Express an interest in keeping up with technological developments.

**Before learning how to explain the specific characteristics of parts in different systems (B):**

5. Describe the systems' function and operating principles.
6. Explain antipollution legislation.

**Before learning how to explain the instructions for using the merchandise (D):**

7. Locate the manufacturers' instructions.
8. Describe health and safety rules associated with the merchandise.



## **MODULE 5: CHARGING, STARTING AND LIGHTING SYSTEM PARTS**

**Code: 842 354**

**Duration: 60 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **provide information on charging, starting and lighting system parts** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Working individually
- Given:
  - illustrations, diagrams or photographs
  - parts of these systems
- Using merchandise spec sheets and instructions

#### **GENERAL PERFORMANCE CRITERIA**

- Accurate use of English and French terminology
- Clear, concise and accurate explanations
- Correct interpretation of abbreviations

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Identify the parts of different charging, starting and lighting systems.
  
- B. Explain the specific characteristics of parts in different systems.
  
- C. Present related items.
  
- D. Explain the instructions for using the merchandise.

### SPECIFIC PERFORMANCE CRITERIA

- Correct association of the parts with the system and with the corresponding type of vehicle
- Correct association of an old model of a part with the most recent one on the market
- Correct location of the part in its system
- Correct interpretation of electrical symbols
  
- Relevant information on:
  - their function
  - how they work
  - the most common operating problems
  - the links between the parts
- Explanations appropriate to the model of vehicle
  
- Relevant information on the products and accessories associated with the parts
- Relevant information on specialized tools
  
- Correct interpretation of the manufacturers' instructions
- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of parts, tools, accessories and products

### FIELD OF APPLICATION

- Passenger cars, heavy-duty and light-duty trucks as well as industrial equipment
- Different models of engines and old, recent and ultramodern systems



## 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 identify the parts of different charging, starting and lighting systems (A):**

1. Recognize the different categories of vehicles, makes and models.
2. Explain the basic principles of electricity and electronics.
3. Identify the different types of systems.
4. Use research tools.
5. Express an interest in keeping up with technological developments.

**Before learning how to explain the specific characteristics of parts in the different systems (B):**

6. Describe the systems' function, operating principles and types of construction.

**Before learning how to explain the instructions for using the merchandise (D):**

7. Locate the manufacturers' instructions.
8. Describe the health and safety rules associated with the merchandise.



## MODULE 6: MERCHANDISE RECEIVING, STORAGE AND SHIPPING

Code: 842 364

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **receive, store and ship merchandise** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given a stockroom classification system
- Using:
  - various parts and merchandise
  - material-handling equipment
  - delivery sequence forms
  - order slips, packing slips and delivery slips
  - merchandise spec sheets and instructions in English and French

#### GENERAL PERFORMANCE CRITERIA

- Careful filing of forms and documents
- Observance of individual safety measures and health and safety rules
- Observance of the handling and storage instructions pertaining to merchandise in general and to hazardous material in particular
- Appropriate relaying of information to the persons concerned
- Accurate use of English and French terminology

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Receive merchandise.

- Observance of the process for checking orders
- Correct identification of parts
- Appropriate observance of instructions concerning:
  - damaged merchandise
  - special orders
  - back orders
- Efficient and rapid performance of task
- Indication of any breakage or discrepancy among the items listed on the order slip, the contents and the packing slip

B. Store merchandise.

- Safe storage of parts
- Observance of stock rotation rules
- Safe use of material-handling equipment
- Observance of fire prevention standards
- Proper planning to ensure optimal use of storage area
- Preparation of attractive displays and showcases

C. Ship merchandise.

- Packaging appropriate to the type of merchandise
- Correspondence of items listed on the packing slip with the order and the contents
- Proper choice of delivery method and carrier
- Accuracy of the delivery slip
- Appropriate planning of the positioning of the load, according to safety standards and to the order in which the merchandise is delivered
- Observance of administrative procedures concerning delivery

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

D. Return defective parts and parts to be rebuilt.

- Correct identification of parts
- Appropriate classification of parts for shipping
- Properly completed return form

E. Help take inventory.

- Accurate counting of parts
- Accuracy of information collected

F. Maintain the work area, tools and equipment.

- Appropriate planning of a maintenance routine
- Order and cleanliness

## SECOND-LEVEL OPERATIONAL OBJECTIVES

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

**Before learning how to receive merchandise (A):**

1. Fill out the different company forms and documents.
2. Describe the procedure for part number changes.
3. Explain how the stockroom equipment works.

**Before learning how to store merchandise (B):**

4. Describe the methods currently used for storage.
5. Identify different stockroom classification systems.
6. Describe the dangers associated with handling hazardous products and the related emergency procedures.
7. Memorize part names and numbers.
8. Describe means of preventing shoplifting.
9. Describe labeling rules.
10. Identify the most commonly used labels.

**Before learning how to ship merchandise (C):**

11. Fill out the appropriate forms.
12. List different carriers and means of transportation as well as their characteristics (speed, cost, etc.).

**Before learning how to return defective parts and parts to be rebuilt (D):**

13. Provide reasons for returning a part and the related terms and conditions.

**Before learning how to help take inventory (E):**

14. Find information in an inventory software program.
15. Identify the different types of inventories and describe their function.

## MODULE 7: JOB SEARCH TECHNIQUES

Code: 842 371

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  
**apply job search techniques.**

#### SPECIFICATIONS

During this module, the students will:

- Define the steps involved in planning a job search.
- Become familiar with different styles of résumés and cover letters and recognize their main objectives.
- Become familiar with the attitudes and behaviour they should adopt or avoid during a job interview.

#### LEARNING CONTEXT

##### PHASE 1: Planning the Job Search

- Learning about sources of information available for the job search.
- Determining the steps involved in the job search.

##### PHASE 2: Carrying Out the Job Search

- Defining the parts and objectives of a cover letter and résumé.
- Learning about various styles of cover letters and résumés; recognizing their strengths and weaknesses, given their objectives with respect to the job sought.
- Recognizing the attitudes and behaviour they should adopt or avoid during a job interview.
- Finding various means of ensuring a job follow-up.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3: Evaluating Their Potential**

- Recognizing personal strengths and weaknesses with respect to each step involved in the job search; finding ways of improving.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Provide the students with reference material and samples to help them in their job search.
- Explain how to use the reference material.
- Refer the students to resource people who can help them in their job search.
- Ensure that the students understand the importance of being equipped for a job search.
- Encourage the students to share ideas and work together.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Consult the sources of information made available to them.
- Discuss in class the information gathered and its relevance, as well as the logical sequence of steps to follow in a job search.

#### **PHASE 2:**

- Study the different styles of cover letters and résumés provided.
- Discuss in class the attitudes and behaviour they should adopt or avoid during a job interview.

#### **PHASE 3:**

- Discuss in class the personal strengths and weaknesses they detected during their job search.



## 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. Find effective tools for gathering information (e.g. index cards, schedules, agendas).

**Before undertaking the activities of Phase 2:**

2. Explain the objectives of a job interview.
3. Describe various types of job interviews.



## MODULE 8: POWER TRAIN PARTS

Code: 842 386

Duration: 90 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide information on power train parts** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given:
  - illustrations, diagrams or photographs
  - parts of these systems
- Using:
  - merchandise instruction sheets
  - precision measuring instruments

#### GENERAL PERFORMANCE CRITERIA

- Accurate use of English and French terminology
- Clear, concise and accurate explanations
- Correct interpretation of abbreviations

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Identify the parts of different types of power trains and different drive systems.

### SPECIFIC PERFORMANCE CRITERIA

- Accurate association of a system's parts with the corresponding type of vehicle
- Accurate association of an old model of a part with the most recent one on the market
- Exact location of the part in its system
- Accurate measurement of a part's dimensions

B. Explain the specific characteristics of parts in different systems.

- Relevant information on:
  - their function
  - how they work
  - the most common operating problems
  - the links between the parts
- Explanations appropriate to the model of vehicle

C. Present related items.

- Relevant information on the products and accessories associated with the parts such as lubricants, additives, sealants and cleaning products
- Relevant information on specialized tools

D. Explain the instructions for using the merchandise.

- Correct interpretation of the manufacturers' instructions
- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of parts, tools, accessories and products

### FIELD OF APPLICATION

- Passenger cars, heavy-duty and light-duty trucks as well as industrial equipment
- Different models of engines and old, recent and ultramodern systems

## 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 identify the parts of different types of power trains and different drive systems (A):**

1. Identify the different categories of vehicles, makes and models.
2. Identify the different types of systems.
3. Use research tools.
4. Express an interest in keeping up with technological developments.

**Before learning how to explain the specific characteristics of parts in different systems (B):**

5. Describe the systems' function and operating principles.

**Before learning how to explain the instructions for using the merchandise (D):**

6. Locate the manufacturers' instructions.
7. Describe the health and safety rules associated with the merchandise.



## MODULE 9: SUSPENSION, STEERING AND BRAKE PARTS

Code: 842 396

Duration: 90 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide information on suspension, steering and brake parts** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given:
  - illustrations, diagrams or photographs
  - parts of these systems
- Using merchandise spec sheets and instructions

#### GENERAL PERFORMANCE CRITERIA

- Accurate use of English and French terminology
- Clear, concise and accurate explanations
- Correct interpretation of abbreviations

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

- |  |  |
|--|--|
| A. Identify the parts of different suspension and steering systems.      | <ul style="list-style-type: none"> <li>- Accurate association of the parts with the system and with the corresponding type of vehicle</li> <li>- Accurate association of an old model of a part with the most recent one on the market</li> <li>- Exact location of the part in its system</li> </ul>                                    |
| B. Identify the parts in the air-operated and hydraulic braking systems. | <ul style="list-style-type: none"> <li>- Accurate association of the parts with the system and with the corresponding type of vehicle</li> <li>- Accurate association of an old model of a part with the most recent one on the market</li> <li>- Exact location of the part in its system</li> </ul>                                    |
| C. Explain the specific characteristics of parts in different systems.   | <ul style="list-style-type: none"> <li>- Relevant information on:               <ul style="list-style-type: none"> <li>• their function</li> <li>• how they work</li> <li>• the most common operating problems</li> <li>• the links between the parts</li> </ul> </li> <li>- Explanations appropriate to the model of vehicle</li> </ul> |
| D. Explain the characteristics of tires.                                 | <ul style="list-style-type: none"> <li>- Appropriate description of the different types of tire structure</li> <li>- Correct identification of the type of tire based on its use and requirements</li> </ul>   |
| E. Present related items.  | <ul style="list-style-type: none"> <li>- Relevant information on the products and accessories associated with the parts such as lubricants, additives, sealants and cleaning products</li> <li>- Relevant information on specialized tools</li> </ul>  |
| F. Explain the instructions for using the merchandise.                   | <ul style="list-style-type: none"> <li>- Accurate interpretation of the manufacturers' instructions</li> <li>- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of parts, tools, accessories and products</li> </ul>   |

**FIRST-LEVEL OPERATIONAL OBJECTIVE**



## **BEHAVIOURAL OBJECTIVE**

### **FIELD OF APPLICATION**

- Passenger cars, heavy-duty and light-duty cars as well as industrial equipment
- Different models of suspension, steering and brake systems, whether old, recent or ultramodern, including tires

## 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 identify the parts of different suspension and steering systems (A):**

1. Identify the different categories of vehicles, makes and models.
2. Identify the different types of systems.
3. Use research tools.
4. Express an interest in keeping up with technological developments.

**Before learning how to identify the parts in air-operated and hydraulic braking systems (B):**

5. Explain the basic concepts of pneumatics and hydraulics.

**Before learning how to explain the specific characteristics of parts in different systems (C):**

6. Describe the systems' function and operating principles.

**Before learning how to explain the characteristics of tires (D):**

7. Identify the different parts of a tire.
8. List the major tire suppliers.

**Before learning how to explain the instructions for using the merchandise (F):**

9. Locate the manufacturers' instructions.
10. Describe the health and safety rules associated with the merchandise.

## MODULE 10: BODY AND CHASSIS PARTS

Code: 842 406

Duration: 90 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide information on body and chassis parts** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given:
  - illustrations, diagrams or photographs
  - body and chassis parts
- Using merchandise instruction sheets

#### GENERAL PERFORMANCE CRITERIA

- Accurate use of English and French terminology
- Concise, accurate and clear explanations
- Correct interpretation of abbreviations

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Identify the different body and chassis parts.

### SPECIFIC PERFORMANCE CRITERIA

- Accurate association of the parts with the type of body and with the corresponding type of vehicle
- Accurate association of an old model of a part with the most recent one on the market
- Exact location of the part in its system

B. Explain the specific characteristics of the parts.

- Relevant information on:
  - their function
  - how they work
  - the most common operating problems
  - the links between the parts
- Explanations appropriate to the model of vehicle

C. Present related items.

- Relevant information on:
  - fasteners
  - adhesive products
  - preservative and finishing products for the chassis and body
  - paint
- Relevant information on the tools according to the type of body and repair

D. Explain the instructions for using the merchandise.

- Accurate interpretation of the manufacturers' instructions
- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of parts, tools, accessories and products
- Relevant recommendations regarding the WHMIS system and individual safety measures

### FIELD OF APPLICATION

- Passenger cars, heavy-duty and light-duty trucks as well as industrial equipment
- Different types of body and chassis, whether old, recent or ultramodern

## 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 identify the different body and chassis parts (A):**

1. Identify the different categories of vehicles, makes and models.
2. Identify the different types of body and chassis makeup.
3. Use research tools.
4. Express an interest in keeping up with technological developments.

**Before learning how to present related items (C):**

5. Identify the different fastening and adhesion methods.
6. Distinguish among the different coating, maintenance, repair and finishing techniques.

**Before learning how to explain the instructions for using the merchandise (D):**

7. Locate the manufacturers' instructions.
8. Interpret the WHMIS symbols.
9. Describe how to use the material safety data sheets.



## MODULE 11: GARAGE EQUIPMENT PARTS

Code: 842 412

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide information on garage equipment parts** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given:
  - garage equipment parts such as jacks, compressors and air hoses
  - illustrations, diagrams, photographs or parts
- Using merchandise spec sheets and instructions

#### GENERAL PERFORMANCE CRITERIA

- Accurate use of English and French terminology
- Clear, concise and accurate explanations
- Correct interpretation of abbreviations

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Identify the different garage equipment parts.

### SPECIFIC PERFORMANCE CRITERIA

- Accurate association of parts with the type of task to be carried out
- Accurate association of old equipment parts with the most recent ones on the market
- Exact location of the part in the corresponding piece of equipment

B. Explain the specific characteristics of garage equipment parts.

- Relevant information on:
  - their function
  - the most common operating problems
- Appropriate explanations of the specific characteristics of different models on the market

C. Present related items.

- Relevant information on the products and accessories associated with lubricants, additives, sealants and cleaning products
- Relevant information on the specialized tools used with garage equipment

D. Explain the instructions for using the merchandise.

- Correct interpretation of the manufacturers' instructions
- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of equipment parts, their accessories and related products

### FIELD OF APPLICATION

- Garage equipment generally associated with maintaining or repairing motorized equipment



## 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 identify the different garage equipment parts (A):**

1. Identify the different categories of garage equipment.
2. Identify the different pieces of equipment.
3. Use research tools.
4. Express an interest in keeping up with technological developments.

**Before learning how to explain the specific characteristics of garage equipment parts (B):**

5. Explain how the equipment works.

**Before learning how to explain the instructions for using the merchandise (D):**

6. Describe the health and safety rules associated with the merchandise.
7. Locate the manufacturers' instructions.



## MODULE 12: VEHICLE ACCESSORIES

Code: 842 422

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide information on vehicle accessories** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given:
  - accessories and systems such as radios, sunroofs, remote starters, trim
  - illustrations, diagrams, photographs or parts
- Using merchandise spec sheets and instructions

#### GENERAL PERFORMANCE CRITERIA

- Accurate use of English and French terminology
- Clear, concise and accurate explanations
- Correct interpretation of abbreviations

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Identify the different automobile and truck accessories.

- Accurate association of accessories with the corresponding type of vehicle
- Accurate association of an old accessory with the most recent model on the market
- Exact location of the accessory in the corresponding vehicle

B. Explain the specific characteristics of the accessories.

- Relevant information on:
  - their function
  - how they work
  - the most common problems encountered with them
- Explanations appropriate to the models on the market

C. Explain the instructions pertaining to the merchandise.

- Correct interpretation of the manufacturers' instructions
- Accuracy and relevance of instructions concerning the safe use, maintenance, installation and handling of merchandise
- Accuracy of information regarding warranties

## 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 identify the different automobile and truck accessories (A):**

1. Identify the different categories, makes and models of vehicles.
2. Use research tools.
3. Express an interest in keeping up with technological developments.

**Before learning how to explain the instructions pertaining to the merchandise (C):**

4. Locate the manufacturers' instructions.



## **MODULE 13: INTERPRETING TECHNICAL INFORMATION IN FRENCH**

**Code: 842 435**

**Duration: 75 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **interpret technical information in French** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Working individually
- Using:
  - simulations to respond to customers at the counter or on the telephone
  - forms, instruction manuals, catalogues and brochures
- Without any other reference material

#### **GENERAL PERFORMANCE CRITERIA**

- Appropriate use of technical terms

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Read catalogues, forms and instructions in French.

- Accurate translation of abbreviations
- Correct interpretation of standard sentences

B. Order parts from a supplier in French.

- Order slips correctly filled out
- Accuracy of technical terms

C. Explain the instructions pertaining to the merchandise.

- Location of relevant information
- Interpretation appropriate to the general meaning of the instructions
- Accurate relaying of information in English

D. Answer a simple request for parts, in French, made at the counter or over the telephone.

- Correct interpretation of the request
- Relevant questions
- Appropriate use of simple sentences to answer a request
- Observance of telephone protocol



## 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 read catalogues, forms and instructions in French (A):**

1. Translate the technical terms into French.

**Before learning how to explain the instructions pertaining to the merchandise (C):**

2. Understand how an instruction manual is organized.



## **MODULE 14: COMMUNICATING WITH CUSTOMERS AND COLLEAGUES**

**Code: 842 443**

**Duration: 45 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **communicate with customers and colleagues** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Working individually and in teams
- Given hypothetical situations typical of this working environment

#### **GENERAL PERFORMANCE CRITERIA**

- Courteous behaviour
- Appropriate level of language

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Approach customers, superiors and colleagues.

- Appropriate and courteous behaviour
- Accurate distinction between different communication styles
- Appropriate choice of approach according to the person addressed

B. Determine the customer's needs.

- Attentiveness to verbal and nonverbal cues
- Relevant choice of questions
- Correct interpretation of message
- Accurate identification of needs
- Appropriate use of techniques to end a conversation

C. Communicate technical information verbally.

- Appropriate choice of information to be relayed according to the need and the situation
- Accurate information relayed
- Clear and coherent message
- Appropriate use of technical terms

D. Defuse difficult situations.

- Accurate identification of defensive behaviour
- Appropriate use of techniques to defuse difficult situations, such as:
  - demonstration of aggressiveness
  - complaints
  - conflicts at work
- Respectful attitude

E. Use communication techniques for teamwork.

- Accurate identification of the factors involved in the formation and cohesion of a work team
- Effective communication with colleagues
- Clear rules and methods for working in a team

**FIELD OF APPLICATION**

- Communication with customers and colleagues, including the company's repair shop staff

## 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 approach customers, superiors and colleagues (A):**

1. Describe the process of interpersonal communication and the importance of feedback.

**Before learning how to determine the customer's needs (B):**

2. Distinguish among verbal, nonverbal and paraverbal communication.

**Before learning how to communicate technical information verbally (C):**

3. Identify the characteristics of effective communication.

**Before learning how to defuse difficult situations (D):**

4. Describe the factors that help or hinder with communication.

**Before learning how to use communication techniques for teamwork (E):**

5. Understand the importance of assisting colleagues and sharing information.
6. State the principles of cooperation and organizational efficiency.
7. Explain the different levels at which a team operates with regard to the task to be performed, relationships between team members and work methods.



## MODULE 15: COUNTER AND TELEPHONE SALES

Code: 842 454

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **close a sale at the counter and over the telephone** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Simulations at the counter and over the telephone
- Using:
  - the main communication systems currently in use
  - advertising brochures

#### GENERAL PERFORMANCE CRITERIA

- Observance of sales principles and techniques
- Observance of professional ethics
- Quality of listening skills

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |   |   |
|---|---|
| A. Greet customers.   | <ul style="list-style-type: none"> <li>- Suitable physical appearance</li> <li>- Appropriate manner and time chosen to draw the customer's attention</li> <li>- Use of appropriate greeting techniques</li> <li>- Courteous behaviour</li> </ul>  |
| B. Establish a sales rapport with a customer.   | <ul style="list-style-type: none"> <li>- Attentive listening</li> <li>- Accurate perception of the customer's needs</li> <li>- Selection of the appropriate customer-based approach</li> <li>- Appropriate choice of product or service to offer</li> <li>- Clear, precise and persuasive communication</li> </ul>                                |
| C. Present sales arguments and respond to objections.   | <ul style="list-style-type: none"> <li>- Relevant choice of sales arguments in view of the customer's needs and characteristics and the corresponding advantages of the product or service</li> <li>- Appropriate use of sales techniques</li> <li>- Accurate identification of objections</li> <li>- Relevant responses to objections</li> </ul> |
| D. Close the sale.  | <ul style="list-style-type: none"> <li>- Appropriate use of sales and nonsales techniques</li> <li>- Attentiveness to the customer's reactions</li> </ul>   |
| E. Propose products or services that are complementary or on special, as well as substitutes. | <ul style="list-style-type: none"> <li>- Appropriate presentation of potential products or services</li> <li>- Relevant proposal</li> </ul>   |
| F. Establish an after-sales relationship.   | <ul style="list-style-type: none"> <li>- Appropriate choice of customer prospecting and loyalty techniques</li> <li>- Collection of relevant information for the customer's file</li> </ul>   |



**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

G. Establish a sales rapport over the telephone.

**SPECIFIC PERFORMANCE  
CRITERIA**

- Appropriate use of communication systems
- Quick response
- Observance of telephone protocol
- Recording of accurate and concise information
- Provision of accurate and concise information
- Appropriate use of sales techniques

**FIELD OF APPLICATION**

- Customers with varied needs, ranging from ordinary consumers to experienced garage owners

## 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 customers (A):**

1. Define what is meant by “sales” and “selling an idea.”
2. Understand the important role played by a company’s sales staff.
3. Indicate what the salesclerk must know about the company.
4. List the essential qualities of a salesclerk.
5. Recognize the different types of consumer behaviour.
6. Learn to listen to and observe customers.
7. Prepare themselves mentally to welcome customers.

### **Before learning how to establish a sales rapport with a customer (B):**

8. Describe the main types of goods and services offered by the company.
9. List the different sources of information available to learn about a company’s products or services.
10. Describe the elements of the AIDA formula (attention, interest, desire, action).

### **Before learning how to present sales arguments and respond to objections (C):**

11. Describe the main reasons for a customer’s objections to making a purchase.
12. Describe the main arguments to counter the customer’s objections.

### **Before learning how to close the sale (D):**

13. Recognize both verbal and nonverbal cues of the customer’s intent to purchase.

### **Before learning how to propose products or services that are complementary or on special as well as substitutes (E):**

14. Become aware of the significance of the reasons for making a purchase, other than the actual features of the product or service sold.

### **Before learning how to establish an after-sales relationship (F):**

15. Become aware of the importance of establishing after-sales service and inquiring about customer satisfaction.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

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

**Before learning how to establish a sales rapport over the telephone (G):**

16. Become aware of the fact that each call represents a potential sale.
17. Understand the importance of prompt service and follow-up.
18. Describe the established telephone protocol.



## MODULE 16: INVOICING AND PAYMENT COLLECTION

Code: 842 462

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do invoicing and collect payments** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- For all methods of payment including debit card, credit card, cheque, invoicing and cash payment
- Given:
  - part order forms in English and French
  - a company's credit policies
- Using:
  - research tools
  - tools and equipment for invoicing and collection such as a cash register, card readers, work sheets and invoices

#### GENERAL PERFORMANCE CRITERIA

- Accurate filing of supporting vouchers and documents
- Attention to detail
- Observance of work methods and sequences

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Open the till.

B. Prepare an invoice.

C. Collect payment.

D. Balance the till.

### SPECIFIC PERFORMANCE CRITERIA

- Observance of the procedure for opening the till
- Precise count of the cash float
- Rapid location of information in the catalogues
- Appropriate use of an invoicing software program
- Entry of accurate information
- Inclusion of all information, including the customer's signature
- Appropriate use of English and French technical terms
- Accurate calculation of costs and taxes
- Thorough verification of all information entered
- Observance of credit policies
- Observance of the procedure for collecting payment, according to the various methods of payment
- Appropriate indication of the method of payment
- Accurate calculation of foreign currency
- Appropriate use of payment collection tools
- Courteous behaviour and observance of rules of ethics
- Observance of rules to prevent theft and fraud
- Accurate identification of errors

### FIELD OF APPLICATION

- Invoicing at the counter and at the adjoining repair shop

## 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 open the till (A):**

1. Recognize the material and tools needed for invoicing and payment collection.

**Before learning how to prepare an invoice (B):**

2. Identify the invoicing methods.
3. Explain the implications of their actions on the company's accounting process.
4. Check that the documents have been properly signed.

**Before learning how to collect payment (C):**

5. Identify the methods of payment.
6. Recognize foreign currency.

**Before learning how to balance the till (D):**

7. Describe the requisite information.





## MODULE 17: MANAGING A SALES COUNTER

Code: 842 474

Duration: 60 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **manage a sales counter** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- For counter and telephone sales simultaneously
- Using:
  - simulations
  - research, invoicing and payment collection tools
  - telephones and a fax machine
  - measuring and precision instruments
  - merchandise instruction sheets in English and French

#### GENERAL PERFORMANCE CRITERIA

- Positive attitude, pleasant demeanour
- Conscientiousness with respect to customer service
- Accurate use of English and French technical terms
- Appropriate use of work tools

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

A. Serve customers.

- Courteous greeting of customers
- Personalized approach
- Observance of customer service methods during busy periods
- Calm demeanor and self-control
- Accurate collection of information to determine the customer's needs
- Accurate recording of a part's dimensions
- Recommendation of parts to meet the needs
- Appropriate arguments for selling related items

B. Supply parts at the counter and at the company's repair shop.

- Appropriate selection of research tools
- Accurate application of the research process both in-house and with suppliers
- Rapid location of the part on shelves
- Accurate interpretation of the manufacturers' instructions in French
- Proper advice on:
  - warranties
  - returns
  - installation instructions
  - safe handling and installation
- Order of appropriate parts from a supplier by fax

C. Do invoicing and collect payment.

- Accurate, complete entry of information on the invoice
- Observance of the procedure for each method of payment
- Remittance of correct change

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

D. Plan delivery and installation.

- Proper establishment of priorities for urgent situations
- Observance of guidelines
- Appropriate timing for delivery and installation

E. File information and printed material.

- Observance of filing methods for all printed material
- Appropriate sorting of printed material for inventory update
- Appropriate entry of information, including lost sales, in the record book provided for this purpose

**FIELD OF APPLICATION**

- Sales at the counter and at the adjoining repair shop

## 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 serve customers (A):**

1. Understand the advantages of prompt, courteous and professional customer service.
2. Become aware of the importance for the company of the quality of the work as a whole and of efforts to make continued improvements.
3. Describe stress management techniques.

**Before learning how to supply parts at the counter and at the company's repair shop (B):**

4. Describe the different forms of procurement.
5. List the main suppliers.
6. Describe the different ways of transmitting special orders.

**Before learning how to file information and printed material (E):**

7. Associate the information with the corresponding record book.

## MODULE 18: ENTERING THE WORK FORCE

Code: 842 486

Duration: 90 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 the nature of the occupation.
- Integrate knowledge, skills, attitudes and habits acquired during the training.
- Acquire, in a real-life setting, practical knowledge useful in the occupation.
- Become aware of various ways in which their view of the occupation has changed as a result of doing a practicum in the workplace: work context, occupational practices, aptitudes, preferences and interests.

#### LEARNING CONTEXT

##### PHASE 1: Familiarization with the Practicum

- Observing the context: the company's vocation, internal structure and working conditions.
- Becoming aware, through a visit, of the physical layout of the premises where the practicum is conducted.
- Learning about the general organization of the work with respect to the sale of parts at the counter and at the repair shop.
- Becoming aware of the practical aspects involved in organizing a practicum.

##### PHASE 2: Participation in Work-Related Activities in the Workplace

*Taking part in receiving merchandise*

1. Participating in the verification of the merchandise received.
2. Notifying the persons concerned of any errors or broken material.
3. Helping package and ship merchandise.

## FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

4. Notifying colleagues and customers of the arrival of special orders.
5. Participating in organizing merchandise in the stockroom.
6. Participating in the display of merchandise on special.
7. Participating in cleaning and maintaining the equipment.
8. Participating in taking inventory.
9. Helping return defective parts or parts to be rebuilt.

### *Serving Customers*

1. Responding to requests from customers or the repair shop staff.
2. Giving customers information on merchandise installation, warranty and returns.
3. Determining needs and advising customers in simple situations.
4. Looking for part numbers.
5. Preparing invoices and collecting payment.
6. Filing printed material.
7. Reporting any expressed dissatisfaction.
8. Participating in the company's day-to-day operations.
9. Making the occasional delivery.

### **PHASE 3: Comparison of Initial Impressions With the Realities of the Workplace**

- Establishing links between activities carried out in the workplace and the knowledge acquired during the training.
- During discussions, giving an account of their practicum experiences from which the members of the group may benefit.
- Discussing the accuracy of their impressions of the occupation before and after the practicum: workplace, occupational practices.
- Discussing how their practicum experience may influence their career choice.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Maintain close collaboration between the school and the company.
- Ensure that the tasks carried out are varied.
- Ensure that trainees are supervised by a person of authority within the company.
- See to supervising the students periodically.
- Create conditions conducive to the exchange of views between the students and the company staff.
- Encourage the exchange of opinions among the students.
- Intervene when problems or difficulties arise.

<p style="text-align: center;"><b>FIRST-LEVEL OPERATIONAL OBJECTIVE</b> <b>SITUATIONAL OBJECTIVE</b></p>
<p><b>PARTICIPATION CRITERIA</b></p> <p>PHASE 1:</p> <ul style="list-style-type: none"><li>- Observe the context and the organization of the work.</li></ul> <p>PHASE 2:</p> <ul style="list-style-type: none"><li>- Ask questions about the work methods, techniques and tools used.</li><li>- Take an interest in the latest developments in the field.</li><li>- Participate in various work-related tasks.</li><li>- Prepare daily reports containing observations about the way the tasks of the occupation are performed within the company.</li></ul> <p>PHASE 3:</p> <ul style="list-style-type: none"><li>- Take part in group discussions by showing an interest in the experiences related by their peers.</li></ul>

## 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 any of the activities of Phase 1:**

1. Become familiar with information on and the conditions of the practicums.

**Before undertaking the activities of Phase 2:**

2. Describe the conduct expected of them in the workplace.
3. Describe the elements that deserve special attention and that are to be taken into consideration during the practicum.

**Before undertaking the activities of Phase 3:**

4. Describe the opportunities and constraints of the job market.
5. List their personal aptitudes, preferences and interests.



