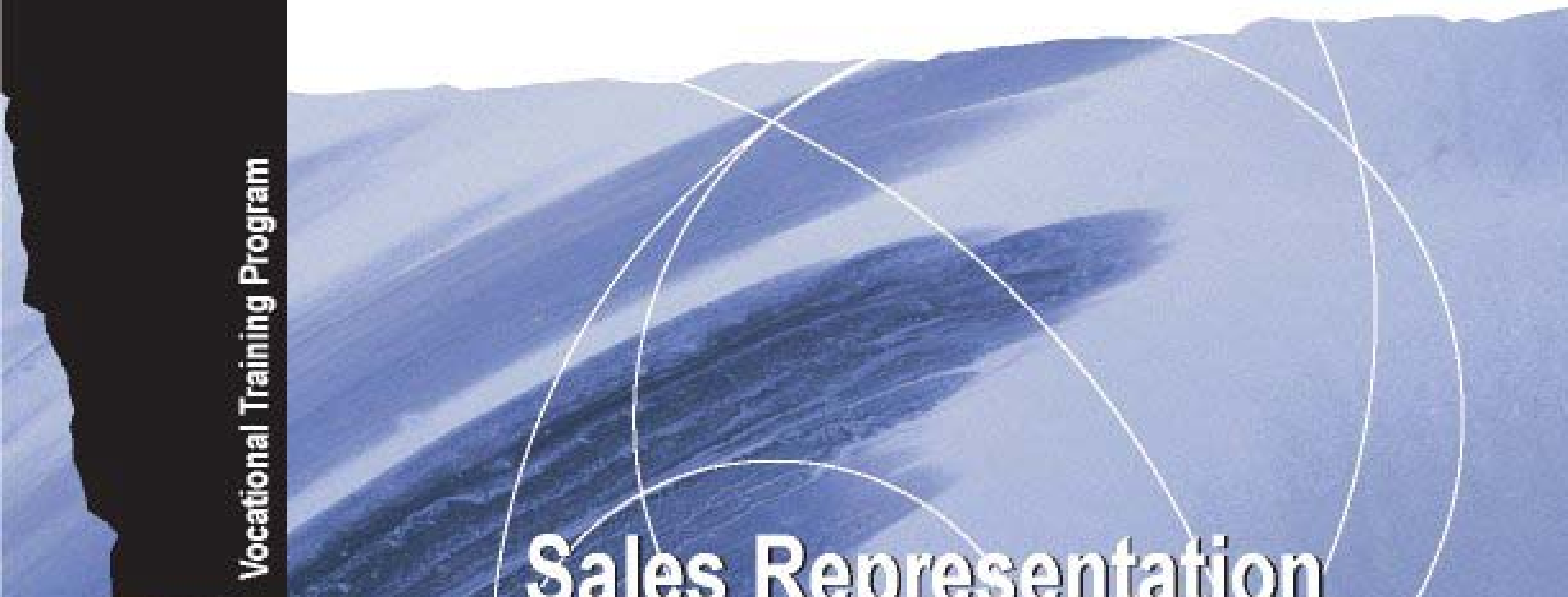


Vocational Training Program

5823

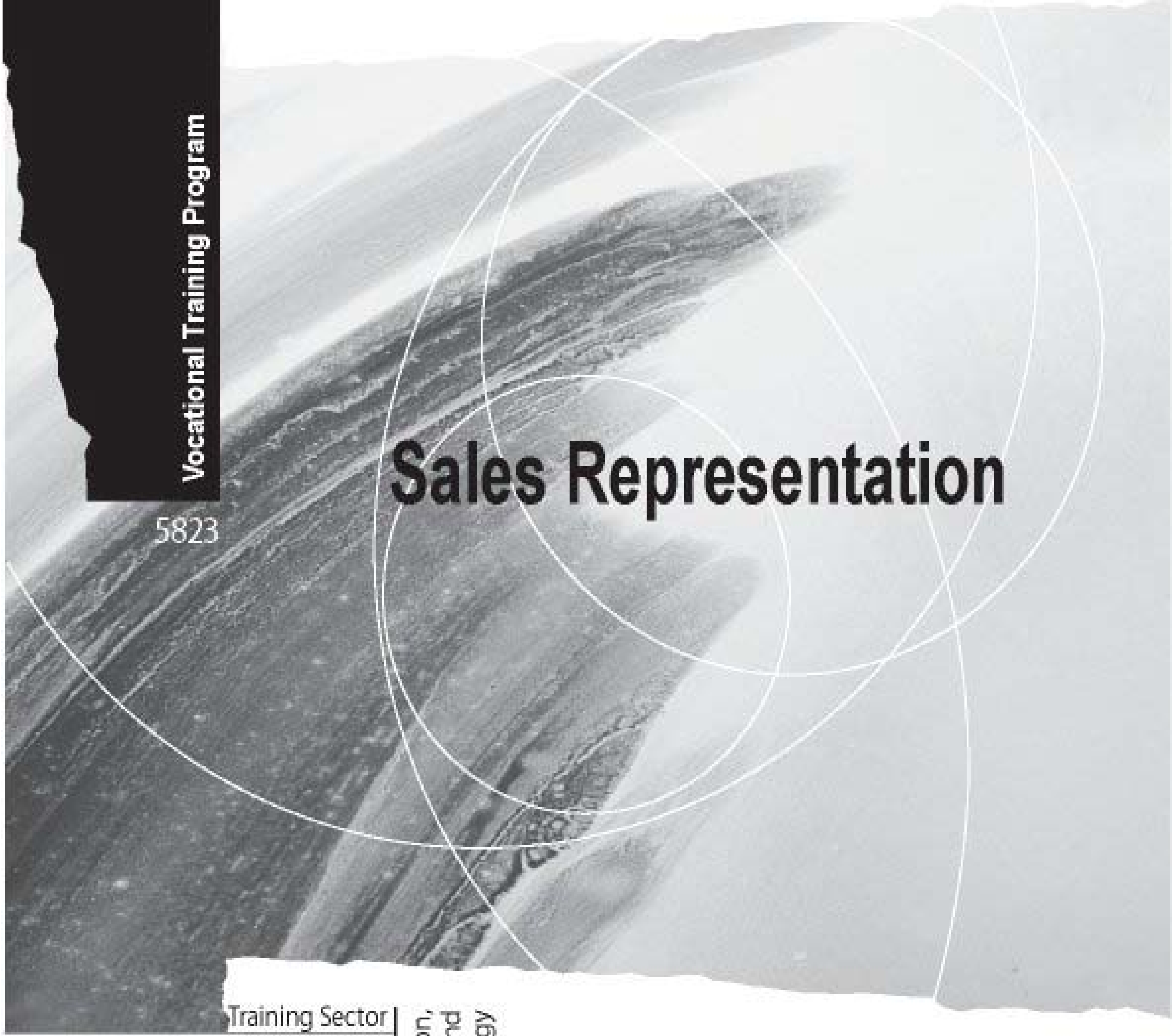
Sales Representation

Training Sector

1

Administration, Commerce and Computer Technology

Québec



Vocational Training Program

5823

Sales Representation

Training Sector

1

Administration,
Commerce and
Computer Technology

Formation professionnelle et technique
et formation continue

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Sales Representation

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Program Competencies

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Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their professional career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the *Education Act*,[1] "every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services." For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

Program Components

Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal vocational development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to vocational working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

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[1] *Education Act* (R.S.Q., c. I-13.3, s. 461).

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.

- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.

- The *achievement context* corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.

- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.

- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.

- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.

- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.

- The *participation criteria* describe requirements that the students must meet when participating in learning activities. 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 situation.

Competency-Related Knowledge and Know-How

Competency-related knowledge and know-how, together with related guidelines, are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

Duration

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

Credit

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

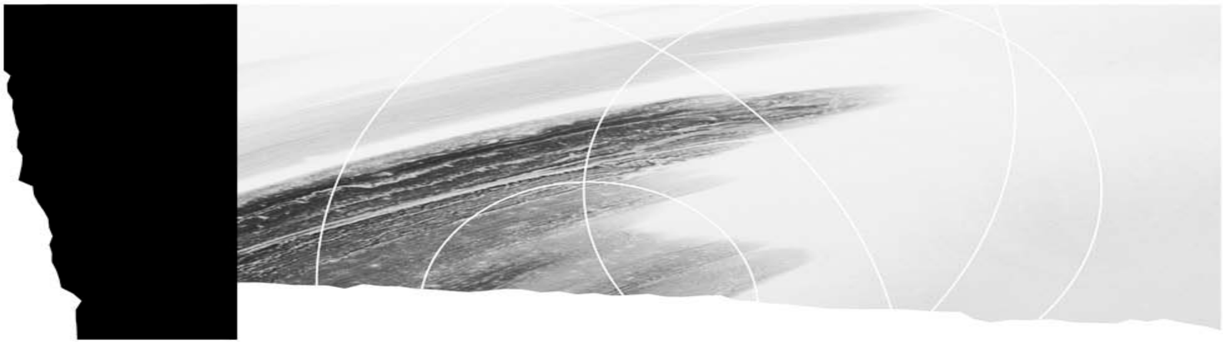
Aspects of Program Implementation

Program-Based Approach

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful as it presents learning as a coherent whole.

Competency-Based Approach

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions). The competency-based approach is carried out in situations that are relevant to the students' working life and personal life.



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Sales Representation

Year of approval: 2008

Certification:	Attestation of Vocational Specialization
Number of credits:	30 credits
Number of competencies:	7 competencies
Total duration:	450 hours

To be eligible for admission to the *Sales Representation* program, candidates must meet one of the following requirements:

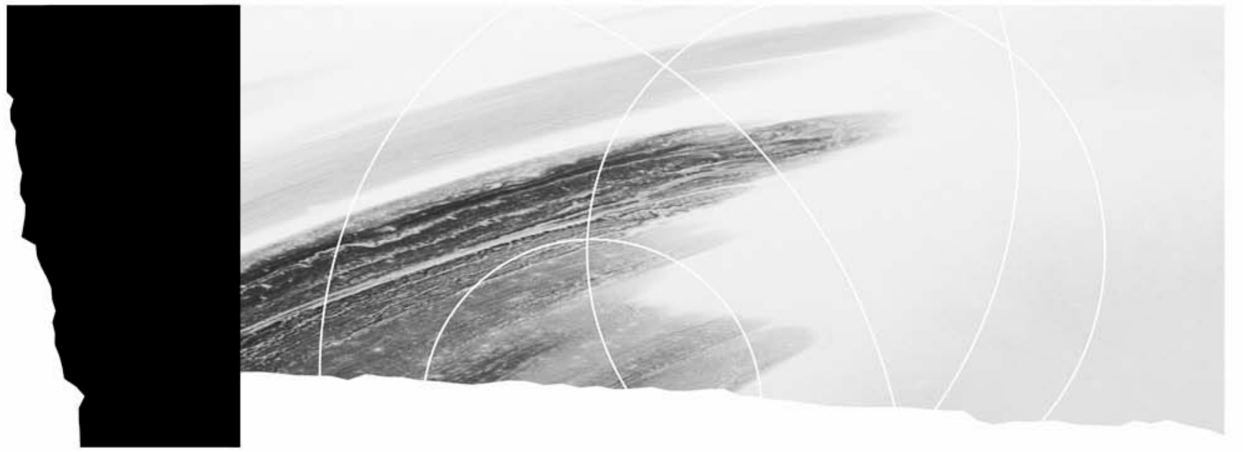
- Persons who hold a DVS in the occupation corresponding to the program of study selected or have been granted recognition of equivalent learning.

OR

- Persons practising an occupation related to the program of study.

The duration of the program is 450 hours, which includes 270 hours spent on the specific competencies required to practise the trade or occupation and 180 hours on general, work-related competencies. The program of study is divided into 7 competencies which vary in length from 30 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
The Occupation and the Training Process	945422	1	30	2
Professional Relationships	945435	2	75	5
Time Management	945443	3	45	3
Business Mathematics	945454	4	60	4
Sales Representation	945468	5	120	8
Sales Prospecting	945474	6	60	4
Entering the Work Force	945484	7	60	4



Part I

Program Goals
Educational Aims
Statements of the Competencies
Grid of Competencies
Harmonization

Program Goals

The *Sales Representation* program prepares students to practise the occupation of sales representative in wholesale trade.

Sales representatives sell goods and services to retail, wholesale, commercial, industrial, professional and other customers, often within a specified territory (or for a specific clientele). They are employed by establishments (e.g. wholesalers, distributors and manufacturers) that produce or provide goods and services for various industries (e.g. farm products, food products, sports equipment, construction materials, automobile parts, business services).

Sales representatives sell non-technical goods and services, meaning that they are not required to have specific product knowledge upon entry into the job market, unlike sales representatives for technical goods and services, who have prior training as agriculturists, biologists, engineers and so on.

The work of sales representatives is not devoted solely to selling goods or services, but also to providing advice to their customers in order to increase sales. Sales representatives must adapt easily to different situations and be able to establish and maintain a long-term relationship of trust with their customers. In addition to sales, sales representatives can perform tasks related to after-sales customer service and prospecting; they may also have to manage a sales territory. Most must produce reports or accounts, either oral or written, for their superiors, customers or colleagues.

Sales representatives have a very variable work schedule. Some may have relatively stable schedules (30 to 40 hours per week), while others may be asked to work longer hours, both during the week and on the weekend. Most must travel frequently, for varying lengths of time; they must therefore be readily available.

The wholesale trade offers good opportunities for advancement. In some companies, sales representatives set goals in terms of career planning. Beginners can hope to climb the company ladder to positions of district manager, sales manager, or even to jobs in marketing or account management.

The program goals of the *Sales Representation* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
  - to familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and ability to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

The aim of the *Sales Representation* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- to develop a concern for the observance of professional ethics
- to develop a concern for the observance of occupational health and safety rules
- to develop the ability to manage one's stress
- to develop a positive and professional attitude

Statements of the Competencies

List of Competencies

- Determine their suitability for the occupation and the training process.
- Establish professional relationships as a sales representative.
- Manage their time and their sales territory.
- Perform operations in business mathematics.
- Represent a company for the sale of goods and services.
- Develop prospects within a given sales territory.
- Enter the work force.

Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. The symbol (△) indicates a correlation between a specific competency and a step in the work process. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. 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 presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

GRID OF COMPETENCIES

SALES REPRESENTATION

				GENERAL COMPETENCIES			WORK PROCESS				
SPECIFIC COMPETENCIES	**Competency number**	**Type of competency**	**Duration (in hours)**	Establish professional relationships as a sales representative	Manage their time and their sales territory	Perform operations in business mathematics	Find information	Organize information	Present inforamtion	Ensure follow-up	Perform administrative tasks
Competency number				2	3	4					
Type of competency				B	B	B					
Duration (in hours)				75	45	60					
Determine their suitability for the occupation and the training process	1	S	30	○	○	○	△	△	△	△	△
Represent a company for the sale of goods and services	5	B	120	●	●	●	▲	▲	▲	▲	▲
Develop prospects within a given sales territory	6	B	60	●	●	●	▲	▲	▲	▲	▲
Enter the work force	7	S	60	○	○	○	△	△	△	△	△

Harmonization

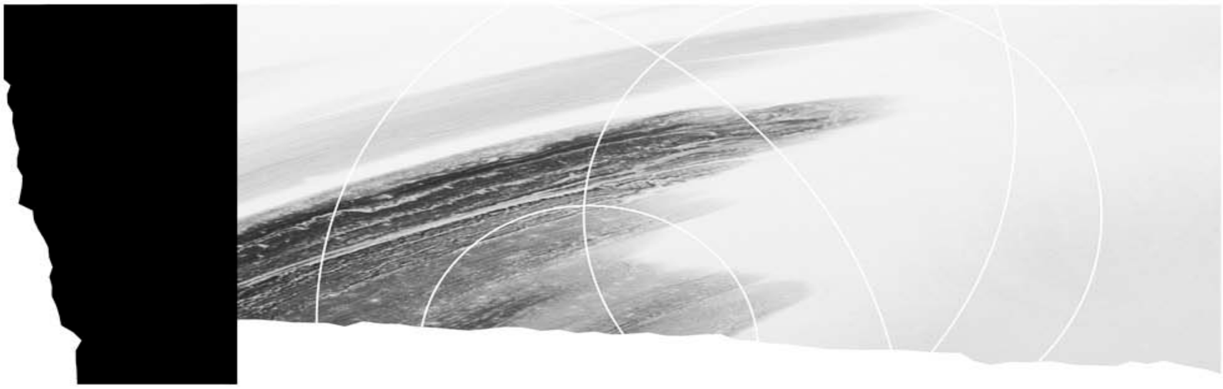
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior learning and to optimize the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intra-level" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Sales Representation* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Représentation*.



Part II

Program Competencies

The Occupation and the Training Process Code: 945422

Competency 1 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Determine their suitability for the occupation and the training process.

Elements of the Competency

- Be familiar with the nature of the occupation.
- Understand the training program.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the job market in sales representation: types of representation, work environments, types of companies and products, job prospects, compensation, opportunities for advancement and job transfers, hiring requirements, etc.
- Learning about the nature and the requirements of the job: tasks, working conditions, personal and professional ethics, evaluation criteria, rights and responsibilities of workers, etc.
- Learning about the *Sales Representation* program.

Participation Phase

- Discussing the information gathered and their perceptions of the occupation.
- Identifying the skills, aptitudes, attitudes and knowledge required to practise the occupation.
- Meeting an experienced sales representative.
- Comparing the training program with the work situation of a sales representative.
- Presenting the information gathered and their perceptions of the occupation and the training program.
- Searching for ways to promote their academic success.

Synthesis Phase

- Establishing a profile of their aptitudes, preferences, interpersonal skills, attitudes and limitations.
- Comparing their profile with the requirements of the program and the occupation.
- Giving the reasons for their choice to continue with or withdraw from the program.

Instructional Guidelines

- Make available pertinent documentation.
- Encourage discussion in a climate of openness and respect.
- Show how the attitudes and behaviours required during training relate to those required to practise the occupation.
- Provide students with the means to assess their career choice honestly and objectively.
- Provide the support and assistance needed for the students’ self-assessment.
- Organize a meeting with specialists in the field.

Participation Criteria

Information Phase

- Gather information on most of the topics to be covered.

Participation Phase

- Listen to and respect the views of their fellow students.
- Express their views on the occupation.
- Discuss the requirements, attitudes, aptitudes and knowledge required to practise the occupation.
- Make an effort to meet with an experienced sales representative.

Synthesis Phase

- Write a report that compares the requirements of the occupation and training program with their personal aptitudes, preferences, interpersonal skills, attitudes and limitations.
- Justify their decision to continue with or withdraw from the program.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

• Be receptive to information about the occupation and training program.	Conditions promoting receptiveness: favourable climate, interest, concentration, physical and mental well-being
• Identify the various types of sales representatives.	Commercial agent, manufacturer's agent, business consultant, broker, commercial attaché, key account manager, account manager, account representative, sales representative, merchandising representative or specialist
• Identify the various types of employment status possible for a sales representative.	Manufacturer's agent, self-employed worker, salaried employee Specific characteristics of each status with regard to income and expenses
• Use a Web browser to navigate the Internet.	Most popular browsers Basic browser functions Job search and recruiting firm sites for job descriptions
• Use a search engine.	Most popular search engines Simple searches Methods to facilitate the search

• Locate the relevant information.	Information from reference works, meetings or the Internet Importance of information source Definition of search topic Determination of information sources available Preparation to determine what is important to retain
• Choose a note-taking method.	Selection of points to record, common abbreviations, organization of information: summaries, tables, outlines
Participation Phase	
• Organize and present the information gathered.	Importance of summarizing and appropriate terminology
• Make an effort to share their perception of the occupation with other members of the group.	Advantages of sharing their point of view and listening to that of others
• Apply the rules governing group discussion.	Active participation, active listening, waiting for one’ turn, staying on topic, paying attention to others and accepting diverging points of view
• Learn about the possibility of starting their own business.	Connection between the current economic climate and the field of sales Characteristics of entrepreneurs Reasons for starting a business Main steps involved in starting a business Available information sources
Synthesis Phase	
• Justify their career choice.	Explanation of their views of the occupation and the means available to them for exercising it Position taken with regard to their career path
• Accept constructive criticism.	Development of an open attitude
• Identify the main components in the report confirming their career choice.	Summary of their preferences, aptitudes and interests Summary of the requirements for practising the occupation Connections between the two preceding summaries Short conclusion explaining their career choice

Professional Relationships Code: 945435

Competency 2 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency	Achievement Context
Establish professional relationships as a sales representative.	• Using word processing software • Using e-mail software • Using a Web browser • Using reference works such as dictionaries and grammar books • In different situations involving communication with customers, colleagues, superiors, etc.

Elements of the Competency	Performance Criteria
1. Communicate orally with customers, colleagues and superiors.	• Consideration of the communication process and the factors affecting this process • Proper adaptation of the form of the message to the recipient • Accurate interpretation of verbal and nonverbal information • Use of appropriate terminology • Application of effective communication strategies • Effective handling of barriers to communication • Respect for others
2. Compose correspondence.	• Appropriate use of computer tools • Proper use of spell checker • Application of basic spelling and grammar rules • Use of appropriate terminology • Proper adaptation of the form of the message to the recipient
3. Work in a team.	• Consideration of the responsibilities of each team member • Observance of the rules governing teamwork • Full acceptance of the team’s objectives, decisions and work methods • Effective resolution of problems encountered by the team • Appropriate meeting preparation and facilitation • Demonstration of attitudes and behaviours that foster cooperation • Accurate assessment of their participation in the team

4. Consult information sources in their second language.	• Application of primary basic rules of the second language • Accurate interpretation of the terminology used in sales representation • Effective use of reference works
5. Make contacts as a sales representative.	• Demonstration of tact and professionalism • Proper planning of their approach • Careful production and updating of job search tools
6. Assess their ability to establish professional relationships.	• Consideration of their strengths and limitations with regard to their communication skills • Demonstration of openness to criticism • Determination of realistic means of improving their ability to establish relationships
	For the competency as a whole:
	• Use of language appropriate to the situation • Clear, organized expression of their ideas • Demonstration of attitudes appropriate to the situation

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Communicate orally with customers, colleagues and superiors.

• Apply the communication process.	Sender, receiver, message, feedback, etc.
• Recognize barriers to communication.	Environmental, cultural and personal factors Means for overcoming barriers
• Distinguish among the various communication styles.	Characteristics of various styles Styles to adopt
• Use communication techniques.	Paraphrasing, active listening, observation, etc.
• Adapt their message to the recipient.	Adaptation of tone, delivery, level of language, etc. Factors to consider such as recipient’s position, age, communication style Policies specific to certain companies Terms, expressions and levels of language to avoid
• Interpret nonverbal language.	Meaning of nonverbal behaviours Cues for anticipating the recipient’s reactions Influence on communication

• Demonstrate an attitude that fosters communication.	Importance of respect for others and individual differences Importance of having an open mind Verbal and nonverbal attitude Distance to observe between sender and recipient
• Recognize confidential information.	Information about the company, customers and colleagues Purpose of privacy form Policies specific to different companies Obligations arising from the *Privacy Act*
2. Compose correspondence.	
• Identify the types of written communication used in sales representation.	E-mail, invitations, tenders, reports, etc.
• Use the basic functions of a word processing program.	Functions used to produce a document containing a table, import elements from another program, and save and print a document Use of a spell checker
• Produce an informative text for customers.	Application of basic spelling and grammar rules Consultation of reference works such as dictionaries and grammar books Adaptation of text content to the type of customer Importance of careful presentation Consequences of spelling and grammar mistakes on the image of the company and the sales representative
• Use the basic functions of e-mail software.	Sending and receiving messages Managing received messages Managing the address book Creating an electronic address Sending an attachment Forwarding messages Printing messages
• Apply the rules of business correspondence.	Elements of a business letter such as salutation, subject line, etc. Layout of text
3. Work in a team.	
• Analyze the fundamentals of group dynamics.	Relations between members Role of each member Goals shared by members Rules of procedure

• Analyze the factors influencing group dynamics.	Commitment Leadership style Decision-making Cooperation, competition, etc.
• Identify the factors that foster cooperation.	Clarification of each team member’s role Interpersonal skills (listening, empathy) Positive attitude of each member
• Identify the attitudes and behaviours likely to create a poor atmosphere.	Hostility among members, stressful emotional climate, etc. Methods for improving the atmosphere
• Facilitate a team meeting.	Establishment of an agenda Rules for facilitating a meeting related to: time management, speaking in turn, moderation, etc.

4. Consult information sources in their second language.

• Use reference works written in their second language.	Dictionaries, glossaries, online tools, etc.
• Interpret, in their second language, a product data sheet.	Technical data, operation, warranties, etc.
• Interpret, in their second language, information about a company.	History, goods and services sold, financial information, resource people, etc.

5. Make contacts as a sales representative.

• Write a résumé.	Purpose and types of résumés (e.g. organized by skills, chronologically) Rules of composition
• Write a cover letter.	Purpose of cover letter Qualities of a well-written cover letter Elements of a cover letter Basic principles of presentation: lively style, short sentences and paragraphs, etc. Elements likely to interest a potential employer: type of job sought, years of work experience, educational background, availability, etc.
• Establish a network of contacts.	Personal and professional contacts Importance of maintaining contact information up to date List of potential jobs and employers

6. Assess their ability to establish professional relationships.

• Analyze situations that enable them to reveal their strengths and weaknesses.	Situations from personal or professional life Use of an analysis grid
• Find ways to improve their professional relationships.	Short and medium-term actions

Time Management Code: 945443

Competency 3 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency	Achievement Context
Manage their time and their sales territory.	• Using appropriate computer tools: – time management software – email program – Web browser, etc. • Using digital or paper road maps • Using digital or paper geographical maps • Using an electronic or paper agenda, directories, etc.

Elements of the Competency	Performance Criteria
1. Find ways to overcome major time wasters.	• Identification of major time wasters and their effect on time management • Determination of relevant means of overcoming them
2. Set objectives.	• Accurate formulation of objectives • Realistic objectives
3. Establish priorities.	• Realistic assessment of the duration of activities • Classification of activities by deadline and by return on investment • Accurate determination of activities to be delegated • Delegation of activities to competent persons
4. Keep an agenda.	• Observance of order of priority • Accurate recording of deadlines • Setting aside of free time for contingencies • Correct use of the agenda’s format • Rescheduling of postponed activities at the earliest date possible • Accurate recording of appointments
5. Organize travel.	• Accurate determination of location of appointments • Systematic confirmation of appointments • Choice of appropriate itineraries • Realistic assessment of travel time • Correct preparation of necessary materials

For the competency as a whole:

- Appropriate use of computer tools
- Effective application of time management principles

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Find ways to overcome major time wasters.	
• Recognize the importance of time management.	Impact on the sales representative (e.g. stress level, sales performance) Credibility of the sales representative and the company
• Identify the most common time wasters.	Unexpected visits (e.g. boss, colleagues, customers), phone calls, mail and e-mail, meetings, travel, personal attitude (e.g. lack of organization), lack of discipline, poorly defined objectives, lack of planning, resources, etc.
2. Set objectives.	
• Identify the attributes of an objective.	SMART objectives: specific, measurable, attainable, realistic, time-bound Elements included in an objective: when? what? how much? where? to whom? etc. Determination of the wording of an objective, the capacity for action to achieve it and methods for assessing its realization
• Identify the factors involved in setting objectives.	Types of objectives: short, medium or long term, annual, quarterly, monthly, etc. Characteristics of the industry, the season, etc. Directives from the company management
3. Establish priorities.	
• Identify the factors that influence the setting of priorities.	Determination of the expected rate of return of the activities Pareto Principle (80-20 rule) Establishment of the schedule according to the duration of activities, deadlines, etc. Importance of classifying activities: essential, important, desirable, mandatory, unimportant, 1- 2- 3, etc.

• Identify the tasks that can be delegated.	Impact on sales if the representative performs the tasks Determination of activities to be delegated according to people’s strengths and weaknesses, aptitudes, preferences, etc.
4. Keep an agenda.	
• Use an agenda (paper, electronic, computerized).	Definition of main formats such as sheets for the daily schedule, monthly schedule and daily planning Annual or other type of calendar Assessment of the duration of activities (e.g. appointments, meetings) Importance of accurate information
• Identify the elements to record in an agenda.	Determination of the various types of information recorded, such as activities, appointments, meetings, deadlines. Importance of recording items/tasks under a specific date and time Sources to consider: planning and organizing tools, computerized or not, such as internal scheduling, agenda, monthly calendar.
5. Organize travel.	
• Recognize the need to plan travel.	Importance of confirming and showing up for scheduled appointments Impact on the relationship of trust and the credibility of the company and the sales representative Establishment of the frequency and organization of visits
• Complete forms related to travel.	Distinction between various forms such as travel expenses, mileage log. Importance of accurate information Specific characteristics of forms, depending on the company and industry
• Gather supporting documents related to travel.	Importance of conserving documents (e.g. invoices, parking receipts) Documents to gather depending on the sales representative’s legal status (e.g. employee, self-employed worker) Importance of observing regulations related to income tax (e.g. expenses for travel, office, representation), insurance, etc.

• Plan a travel itinerary.	Planning according to the sales territory (region, type of customer), the expected duration and the customers to be visited Establishment of the order of the visits depending on the appointments scheduled, most opportune meeting times (season, busy period), etc. Assessment of travel times and distances
• Prepare the materials needed for visits.	Impact of preparation on visits General documents (e.g. road or geographical maps, plans, lists of hotels, travel guides) Customer-related documents (e.g. business cards, customer files, order forms, client visit report) Presentation materials (e.g. documentation, samples, audiovisual materials)

For the competency as a whole:

• Schedule periodic visits.	Determination of the frequency, duration and content of all visits Factors to consider when scheduling (e.g. volume of business of client company, region)
• Recognize the impact of efficient time management on the sales representative’s stress level.	Effects of stress on performance, health, etc. Means used to reduce stress

Business Mathematics Code: 945454

Competency 4 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency	Achievement Context
Perform operations in business mathematics.	• Using a calculator • Using appropriate computer tools

Elements of the Competency	Performance Criteria
1. Calculate discounts.	• Correct use of methods for calculating: – simple discounts – successive discounts
2. Calculate a profit margin.	• Accurate determination of profit margin on a: – selling price – cost price
3. Calculate a selling price.	• Determination of the correct selling price on the basis of the cost price and the profit margin on the cost price
4. Calculate the cost price of a product for a retailer or distributor.	• Determination of the correct cost price on the basis of the profit margin and the selling price
5. Calculate the total cost of an order.	• Correct preparation of order form • Use of appropriate calculation methods • Consideration of: – quantities – cost prices – discounts – terms of sale – pretax prices – taxes
6. Use a spreadsheet to: • create a worksheet • enter data • modify data • perform operations • save a file • print all or part of a file	• Accurate data entry • Accurate modifications • Correct use of basic spreadsheet functions • Proper printing of document • Proper saving of file

7. Forecast sales.	• Accurate analysis of sales history on the basis of: – market trends – the season – the time of year – the competition, etc. • Accurate determination of sales fluctuations in units and percentages
8. Establish a budget forecast for a sales representative.	• Observance of company’s rules on preparing a budget • Relevance of items included in the budget • Realistic budget estimates

For the competency as a whole:

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

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Calculate discounts.

• Perform basic arithmetic operations.	Basic operations: addition, division, subtraction, multiplication; conversion of whole numbers and decimal numbers into percentages, and vice versa; the rule of three or cross multiplication; rounding of decimal numbers
• Use the basic functions of a calculator.	Addition, subtraction, division, multiplication and percentage
• Identify various types of discounts.	Volume, quantity, cash, simple, successive, etc.
• Identify the most common discount policies.	Depending on the type of customer and the agreements reached Importance, for the sales representative, of being informed

2. Calculate a profit margin.

• Distinguish between the purchase price and the selling price.	Definition and comparison of concepts Identification of synonyms (e.g. purchase price and cost price, selling price and retail price)
• Select a formula for calculating a profit margin.	Distinction between formulas based on cost price or selling price

• Identify different profit margin levels used in different industries.	Special features of industries like food, fashion, etc. Factors that determine profit margin levels
3. Calculate a selling price.	
• Gather the information needed to calculate the selling price.	Formula for calculating the selling price Profit margin, cost price
• Identify the factors that influence the cost price.	Market conditions (e.g. exchange rate, cost of raw materials) Productivity, etc.
• Identify the factors that determine the profit margin.	Profit expectations of suppliers and customers, the industry, market conditions, etc.
• Interpret a price list.	Selling price, cost price, suggested retail price Price levels
4. Calculate the cost price of a product for a retailer or distributor.	
• Gather the information needed to calculate a cost price for retail sale or distribution.	Formula of cost price, profit margin and selling price
5. Calculate the total cost of an order.	
• Identify the various sections of an order form.	Function of each section (e.g. header, freight charges, taxes) Usual layout of various sections
• Recognize the importance of order forms.	Importance for purchaser and seller Purpose of order forms in the administrative process
• Calculate any applicable taxes.	Distinction between taxable and nontaxable goods Differences based on the industry, delivery location, etc. Importance of updating information on tax rates, special taxes, etc.
• Calculate finance charges.	Specific characteristics of an installment sale Distinction between interest, principal, installment, etc.
• Calculate the interest rate paid in a commercial transaction.	Application of formula Based on the principal, the number of installments, and finance charges
• Show concern for completing an order form carefully and accurately.	Neatness, legibility, overall presentation Impact on the company's image and the relationship of trust with the customer

6. Use a spreadsheet.	
• Identify the various uses of a spreadsheet.	Features of a spreadsheet Applications such as a budget, sales statistics, sales forecasts, client tracking, etc.
• Distinguish among the various terms associated with a spreadsheet.	Worksheet, row, column, cell, etc.
• Identify the functions of the various menus.	Menus: file, edit, view, etc.
7. Forecast sales.	
• Recognize the purpose of sales forecasts.	Production planning, business spending, etc. Impact of forecasts on the sales representative's performance evaluation
• Gather and analyze the information needed to forecast sales.	Company sales history, market trends, the competition Season, period of the year, etc.
• Calculate and interpret sales fluctuations, in units and percentages.	Comparison between the current period and a prior period (e.g. month, quarter, year), in units, percentages or dollars Factors behind the fluctuations
• Interpret budget statistics.	Using the results obtained
8. Establish a budget forecast for a sales representative.	
• Understand how the sales representative's employment status affects the budget forecast.	Status (e.g. self-employed worker, employee)
• Distinguish among the various types of budgets.	For advertising, promotion, sponsorship, etc.
• Identify the types of income and expenses to be considered.	Commissions, salaries, bonuses Gas, meals, accommodations, promotion, etc.
• Gather the information to be used to establish the budget forecast.	Estimate of income and expenses
• Distribute the amounts to each budget item.	Depending on the season, company policies, prevailing economic conditions

Sales Representation **Code: 945468**

Competency 5 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency	Achievement Context
Represent a company for the sale of goods and services.	• In a wholesale environment • Using appropriate tools, such as: – presentation software – documents (e.g. brochures, price lists, catalogues) – promotional materials, etc.

Elements of the Competency	Performance Criteria
1. Prepare visits.	• Accurate determination of the goal of the visit • Proper analysis of customer’s file • Proper preparation of: – product file – required materials – sales presentation
2. Contact a customer.	• Appointment made at appropriate time • Courteous manner • Relevant attention-getting technique • Respect for the customer’s pace • Development of a relationship of trust
3. Determine a customer’s needs.	• Appropriate choice of questions to ask • Accurate perception of the customer’s needs • Accurate paraphrasing of needs • Appropriate choice of product for the customer’s needs
4. Present a product or service to a single buyer and to a group of buyers.	• Effective use of presentation software • Relevant choice of sales presentation taking into account the customer’s needs, the characteristics and advantages of the product or service as well as the benefits it provides • Appropriate selection of references • Means suitable for the product
5. Listen and respond to objections.	• Accurate reformulation of objections • Choice of appropriate selling point • Relevant responses to objections
6. Negotiate sales terms.	• Appropriate choice of sales terms to offer

7. Close the sale.	• Accurate interpretation of verbal and nonverbal signals that the customer is prepared to make a purchase • Appropriate choice of closing technique • Order taken correctly or contract signed • Accurate calculations • Choice of appropriate time to leave
8. Follow up on the sale.	• Observance of terms agreed upon • Correct transmission of order • Appropriate preparation of sales report • Correct use of software
9. Carry out merchandising and promotional activities.	• Observance of terms agreed upon • Appropriate choice of strategies to use • Attractive presentation • Relevant, cohesive promotional activities proposed • Suitable frequency of merchandising calls
10. Provide after-sales service.	• Verification of customer satisfaction • Appropriate responses to customer requests • Application of a mechanism for ensuring customer satisfaction
	For the competency as a whole:
	• Courteous manner • Observance of professional ethics • Use of appropriate language • Proper application of verbal and nonverbal communication techniques • Good listening skills • Effective time management • Observance of legal framework governing the profession

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Prepare calls.

• Identify the various types of sales calls.	Prospecting, presentation of new products, merchandising, order follow-up, etc.
• Recognize the importance of being very familiar with the customer's file.	Credibility of the sales representative and the company Development of a relationship of trust

• Interpret the elements included in a customer file.	Category of customer, name of decision maker, past, present and future sales volume, order frequency, terms of sale, etc.
• Interpret the elements that make up a product or service file or technical specifications.	Name of product or service, dimensions, technical specifications, selling features and psychological characteristics
• Gather the materials needed for a customer visit.	Samples, technical specifications, calculator, price lists, business cards, etc.
• Develop a personalized approach.	Study of specific forms of speech/arguments to adopt with customers, depending on the industry, environment, the rapport between the sales representative and the buyer, prior experiences with the customer, etc.
2. Contact a customer.	
• Identify the appropriate times to meet with customers.	Importance of respecting the specific characteristics of various industries: daily peak period, off season, traffic, business hours, etc.
• Identify the various types of customers.	Importance of knowing what type of customer they are dealing with Development of a relationship of trust, etc.
• Adapt their approach to the type of customer.	Businesslike, logical, friendly, etc.
• Create an atmosphere conducive to selling.	Active listening, respect for others, empathy, true desire to help the customer Physical environment, etc.
• Identify the elements that can be used to draw the customer's attention.	Definition of AIDA concept: attention, interest, desire, action
3. Determine a customer's needs.	
• Identify what motivates a customer to buy.	Importance of active listening Desired features, price and quantity; required waiting period, etc. Buying incentives such as exclusive rights, profit, etc. Concept of Maslow's hierarchy of needs
• Ask a customer questions.	Importance of letting people express themselves Distinction between the various types of questions: open-ended, closed, leading, multiple choice
• Restate what a customer has said.	Importance of mirror technique Use of terms understood by the customer

4. Present a product or service to a single buyer and to a group of buyers.

• Use presentation software.	Form of presentation: computer-based, commented (in person or recorded) Use of software menus and functions Understanding of the software’s various options
• Identify the various types of presentation.	Sales, training, information presentations Characteristics of each type
• Gather and analyze information needed to present a product or service.	Sales argument, product features that meet the customer’s needs Information from the manufacturer’s data sheets and customer files Information on similar products offered by competitors
• Select the elements to be presented.	Use of product features and advantages Organization of sales arguments
• Organize a sales presentation for a group of buyers.	Determination of location, resources (e.g. documents, computer, projector) and time needed Preparation of an agenda
• Demonstrate a product or service.	Basic principles of an effective demonstration Duration, preparation, sales pitch, specific product or service features Customer participation, appeal to the senses, use of analogies, etc.

5. Listen and respond to objections.

• Recognize the importance of responding to objections.	Impact on the credibility of the sales representative and the employer, as well on the relationship of trust developed with the customer Definition of concepts
• Identify the various types of objections.	Importance of active listening and paraphrasing Possible objections: price, product, delivery, terms, etc. True meaning of objections
• Select techniques for responding to objections.	Specific techniques depending on the industry (e.g. food, manufacturing, sports equipment) Definition of various techniques (probe, isolate, understand, talk up the benefits, turn a liability into an asset) Sales terms and when to use them Description of various sales arguments

6. Negotiate sales terms.

• Identify the elements than can be negotiated.	Terms of payment, delivery, in-store placement, promotions, exclusive rights, etc.

• Recognize which terms of sale apply.	Specific characteristics of various industries (e.g. food, fashion) Importance, for the sales representative, of knowing how much flexibility he or she has Factors determining terms: history, business ties with the customer, quantity of products involved Recognition of the customer's true limitations
7. Close the sale.	
• Recognize the signals indicating the customer is ready to buy.	Importance, for the sales representative, of closing the sale at the appropriate time Interpretation of the customer's verbal and nonverbal language (gestures, attitudes)
• Select a closing technique.	Specific techniques depending on the industry (e.g. food, manufacturing, sports equipment) Definition of the various techniques (e.g. repetition, alternative, invitation, trial) Sales terms and when to use them
• Complete a sales contract.	Importance, for the representative, of respecting the terms agreed upon (relationship of trust, credibility of the representative and the employer) Definition of the sales contract and the terms needed to ensure its validity Obligations of the buyer and seller Specific characteristics of various industries
• Choose an appropriate time to leave.	Determination of the way to leave Criteria to consider such as signals from the customer, peak period of business, etc.
8. Follow up on the sale.	
• Recognize the purpose of following up on a sale.	Impact on the image of the representative and the company, customer satisfaction and relationship of trust developed with customer, etc. Organizing next steps Verification of customer satisfaction
• Transmit the order.	Distinction between and use of various software programs and documents Delivery, terms and conditions, etc.
• Write a sales report.	Assessment of the call's effectiveness and profit potential Types of reports, depending on the company

9. Carry out merchandising and promotional activities.

• Recognize the purpose of promotion in sales representation.	Definition of basic marketing concepts: the four Ps, consumer behaviour, etc. Impact on sales Company promotional campaigns Knowledge of the competition
• Recognize the purpose of merchandising in sales representation.	Importance of the agreements negotiated Importance of the layout of products depending on the industry, types of retailers, agreements negotiated, etc. Knowledge of current conditions and market trends
• Interpret and use planograms.	Interpretation of legends Reasons for adapting the planogram Importance of complying with the planogram, as part of the agreement negotiated

10. Ensure after-sales service.

• Recognize the importance of customer satisfaction.	Impact on the image of the sales representative and the company Effects on future sales
• Identify the most common causes of complaints.	Causes related to the product (use, installation), delivery (delays, conditions), warranty, debt collection, exchanges and returns, maintenance contracts
• Identify customer service standards.	Company standards Legal requirements Specific characteristics depending on the industry

For the competency as a whole:

• Describe the origins of selling.	History of selling through the years Objectives of selling (e.g. humanitarian, economic)
• Identify the various types of customers and factors that influence their decision to buy.	Industrial customers, wholesalers, retailers, public sector, consumers Reliability, terms of payment, delivery time, profit margin, observance of procedure, price, etc.
• Identify the main categories of goods and services likely to be sold by a sales representative.	Consumer goods Industrial goods Services (IT, financial, etc.)

• Maintain their knowledge up to date with regard to the range of goods and services offered by the company.	New product or service, competitors’ activities, market trends, etc. Catalogues, specialized publications, advertising brochures, the Internet Trade shows and conventions Exchanges with colleagues Quality assurance standards (ISO, HACCP, CSA, etc.)
• Recognize the stages involved in a sale.	Opening, needs analysis, presentation (demonstration), responding to objections, closing
• Consider the legal aspects of the sales representative’s work.	Importance of observing the legal framework with regard to public signs and posters and commercial advertising, the language used in documents given to customers, contracts, etc. Aspects with a direct impact on the sales representative’s work

Sales Prospecting Code: 945474

Competency 6 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency	Achievement Context
Develop prospects within a given sales territory.	• Using preformatted computer files • Using appropriate computer tools: – word processing software – time management software – customer database management software – e-mail software, etc. • Using digital or paper road and geographical maps • Using an electronic or paper agenda, directories, etc. • Using a landline or cell phone

Elements of the Competency	Performance Criteria
1. Determine the limits of the sales territory.	• Realistic size of territory selected • Appropriate subdivision of the territory • Accurate calculation of the number of prospects, distances to cover, sales potential, etc.
2. Determine the target clientele.	• Relevance of information sources consulted • Relevant analysis of prospects’ characteristics • Appropriate choice of prospects for the product or service
3. Create a database of prospects.	• Recording of relevant information • Correct classification of files by: – type of company – geographic location – alphabetical, numerical or chronological order, etc.
4. Select a prospecting approach: – letter – telephone call – cold call visit	• Accurate determination of the approach to adopt • Choice of prospecting techniques • Appropriate choice of means of contacting a prospect
5. Prepare to contact prospects.	• Observance of basic rules of composition • Careful composition of letters • Development of an appropriate call script • Proper preparation of a cold call script • Correct listing of information in prospects file

6. Call prospects on the telephone.	• Placing calls at the right time • Proper use of call script • Observance of telephone etiquette • Development of a relationship of trust • Accurate perception of prospects’ expectations • Proper recognition of the importance of a first impression • Effective application of prospecting techniques • Use of appropriate forms of greeting • Accurate recognition of the customer’s intentions • Correct recording of contact information for appointments
7. Call prospects on the telephone, in French.	• Placing calls at the right time • Proper use of call script • Observance of telephone etiquette • Correct recording of contact information for appointments
8. Call on prospects, with and without an appointment.	• Development of a relationship of trust • Appropriate observation of the prospect • Proper recognition of the importance of a first impression • Accurate interpretation of verbal and nonverbal information • Accurate perception of prospects’ expectations • Persuasive promotion of the benefits of their products and services • Appropriate responses to questions • Correct use of leave-taking techniques
9. Update the database of prospects.	• Correct recording of the information gathered during prospecting • Partial or complete deletion of information on prospects who show no interest
10. Follow up on prospects.	• Proper planning of follow-up technique in terms of: – the choice of time – the means to use • Correct use of chosen technique
11. Write a report on prospecting activities.	• Preparation of full report containing information on: – prospecting techniques used – the results obtained – the means used to follow up on prospects • Neatness of report

For the competency as a whole:

- Appropriate use of computer tools
- Effective management of time available
- Observance of professional ethics
- Correct application of communication principles

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Determine the limits of the sales territory.

• Recognize the purpose of prospecting.	Importance for the success of the company and the sales representative Definition of concepts Distinction between its usefulness and the goals targeted: to ensure steady sales, maximize promotional efforts, etc.
• Interpret road and geographical maps, both digital and paper.	Assessment of distances Identification of legends Identification of cities, regions, etc.
• Analyze a sales territory.	In terms of current and potential sales (number of customers, sales per customer, possibility of new customers) Presence of the competition, etc.

2. Determine the target clientele.

• Identify the various types of markets.	Consumer, distribution, manufacturing Local, regional, provincial, national and international markets Recognition of the company's market positioning and its short-, medium- and long-term vision
• Consult various sources of market information.	Data on the environment: current economic index, sales forecasts Public databanks: Statistics Canada, CRIQ, etc. Private databanks: Dun & Bradstreet, Compusearch, Nielsen
• Look at market trends over time.	Characteristics of demand: volume and changes over time, type of clientele, potential market, political and legal environment, economic outlook Characteristics of supply: biggest competitors, number of competitors, etc.

• Determine the selection criteria for prospects.	Interpretation according to the prospects' immediate needs, ability to pay, the distance to travel, opportunities to meet, etc. Assessment of customers based on their purchasing profile and buying potential
3. Create a database of prospects.	
• Identify the data to record in a database of prospects.	Identification of data to record: complete contact information, names of decision makers, prospects' activities, possible use of sales representative's products, competitors, history of prospecting techniques
• Show concern for the accuracy of information.	Impact on the credibility of the sales representative and the company Effectiveness of techniques, time saved Importance of data entry
• Use software to manage a customer database.	Use of software menus and functions Recognition of various software options (e.g. reports, mass mailings) Data entry
4. Select a prospecting approach.	
• Distinguish among the types of prospecting.	Distinction between direct and indirect prospecting, by interests or influence, by group
• Recognize the specific characteristics of various prospecting techniques.	Main techniques: personal contact, telephone call, prospecting letter, direct mail, etc. Importance of respecting the *Charter of human rights and freedoms*
• Examine the effectiveness of various prospecting techniques.	Interpretation of the results of previous company strategies, statistics on each technique, etc. Specific characteristics of the territory, the industry and period of the year
5. Prepare to contact prospects.	
• Identify the characteristics of effective prospecting.	Determination of the goal of the communication (invitation to a convention, solicitation of an appointment, etc.) Importance of the rules of business communication
• Gather the information needed to write a prospecting letter or call script.	Information on the prospect (address, name of contact) Specific characteristics of prospects (e.g. industry, any prior contact)

• Adapt a sample call script and prospecting letter.	Use of the AIDA method, an introduction that draws the customer's attention (review Competency 5) Choice and number of sales arguments used Use of a conclusion that invites action Importance of clarity and concision
• Show concern for the presentation of the letter.	Presentation and layout of text Impact on the image of the company and the trust developed with the clientele
• Prepare a cold call script.	Analysis of their strengths and weaknesses, as well as those of the competition Personal preparation: physical appearance, attitude and behaviour Impact of the preparation of documents (e.g. business cards, customer file, documentation) Anticipation of sales aids required (e.g. demonstration materials, samples, audiovisual materials)
6. Call prospects on the telephone.	
• Recognize the impact of a good telephone call.	Importance of the sales representative's preparation Impact on the image (customer respect, professionalism, etc.) of the company and the sales representative Time saved (avoid unnecessary travel)
• Describe the steps of a telephone call.	Information on the prospect, greetings, introduction, purpose of the call, leave-taking Importance of the quality of the call (courtesy, clarity, concision, quality of language)
7. Call prospects on the telephone, in French.	
• Use set expressions for making contact in French.	Main terms used in business communication General expressions and terminology related to the industry (e.g. food, fashion, sports equipment) and the type of customer (e.g. consumer, distributor, manufacturer) Rules of communication (e.g. forms of address, dates, times of day)
• Apply basic rules of conversation in French.	Importance of speed of delivery Use of expressions to ask the other person to speak more slowly Special attention paid to errors in pronunciation that can hinder understanding

8. Call on prospects, with and without an appointment.	
• Recognize the importance of contacting the prospect.	Impact on the relationship of trust, the credibility of the company and the sales representative Greetings, creating an atmosphere of trust, identifying the person being spoken to, explaining the purpose of the visit
• Open a customer account.	Opening formalities, needs analysis, presentation of the company, response to objections, conclusion of first meeting Credit check, bank references
9. Update the database of prospects.	
• Recognize the importance of having an up-to-date database of prospects.	Familiarity with their customers and territory Reclassification of files
• Gather the information needed to update the database of prospects.	Specific information obtained, objections given, commitments obtained, date of next meeting Importance of listening and note-taking during the visit
• Show concern for the accuracy and presentation of the customer file.	Impact on the sales representative’s professional image vis-à-vis their colleagues and superiors
10. Follow up on prospects.	
• Identify and analyze the potential of each prospect.	Competitors’ sales, time of year when agreements are renewed or expire Potential for sales, growth and diversification, depending on the customers, the season, region, etc.
• Organize a follow-up strategy.	Use of the company’s usual follow-up tools (post-visit follow-up letter, information newsletter, business breakfast, golf game, etc.) Results of each strategy Specific characteristics of the industry Impact on the business relationship with the prospect Determination of an objective and a deadline Choice of means of follow-up
11. Write a report on prospecting activities.	
• Recognize the importance of the activity report.	Importance of reports within the company Planning of upcoming activities, budgets for hospitality, sales, etc. Survey and assessment of approaches used and the results obtained

• Gather the information needed to write the report.	Activities carried out Number of prospects met Information gathered and any other information deemed relevant
• Show concern for the presentation and accuracy of the report.	Impact on the sales representative’s professional image vis-à-vis their colleagues and superiors

Entering the Work Force **Code: 945484**

Competency 7 Duration 60 hours Credits 4

Situational Competency

Statement of the Competency

Enter the work force.

Elements of the Competency

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

Learning Context

Information Phase

- Becoming familiar with information on the practicum and relevant terms and conditions.
- Setting criteria for selecting companies.
- Listing companies that might offer practicum positions.

Participation Phase

- Taking steps to obtain a practicum position.
- Observing the work environment: socio-economic environment (industries), the organizational structure of the company, products and services marketed, working conditions, interpersonal relations, etc.
- Carrying out or participating in various tasks.
- Producing a brief report describing their observations on the work environment and the tasks carried out in the company.

Synthesis Phase

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

Instructional Guidelines

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

Participation Criteria

Information Phase

- Gather the most important information about the practicum.

Participation Phase

- Undergo a selection interview with a representative of the company.
- Observe the company’s work schedule, professional ethics and policies concerning the activities they are authorized to carry out as trainees.

Synthesis Phase

- Produce a report summarizing their observations about the work environment and the tasks carried out during the practicum.
- Give their opinion on the quality of the work carried out at the company.
- Compare their perception of the occupation before and after the practicum.
- Explain how this experience will affect their career choice.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

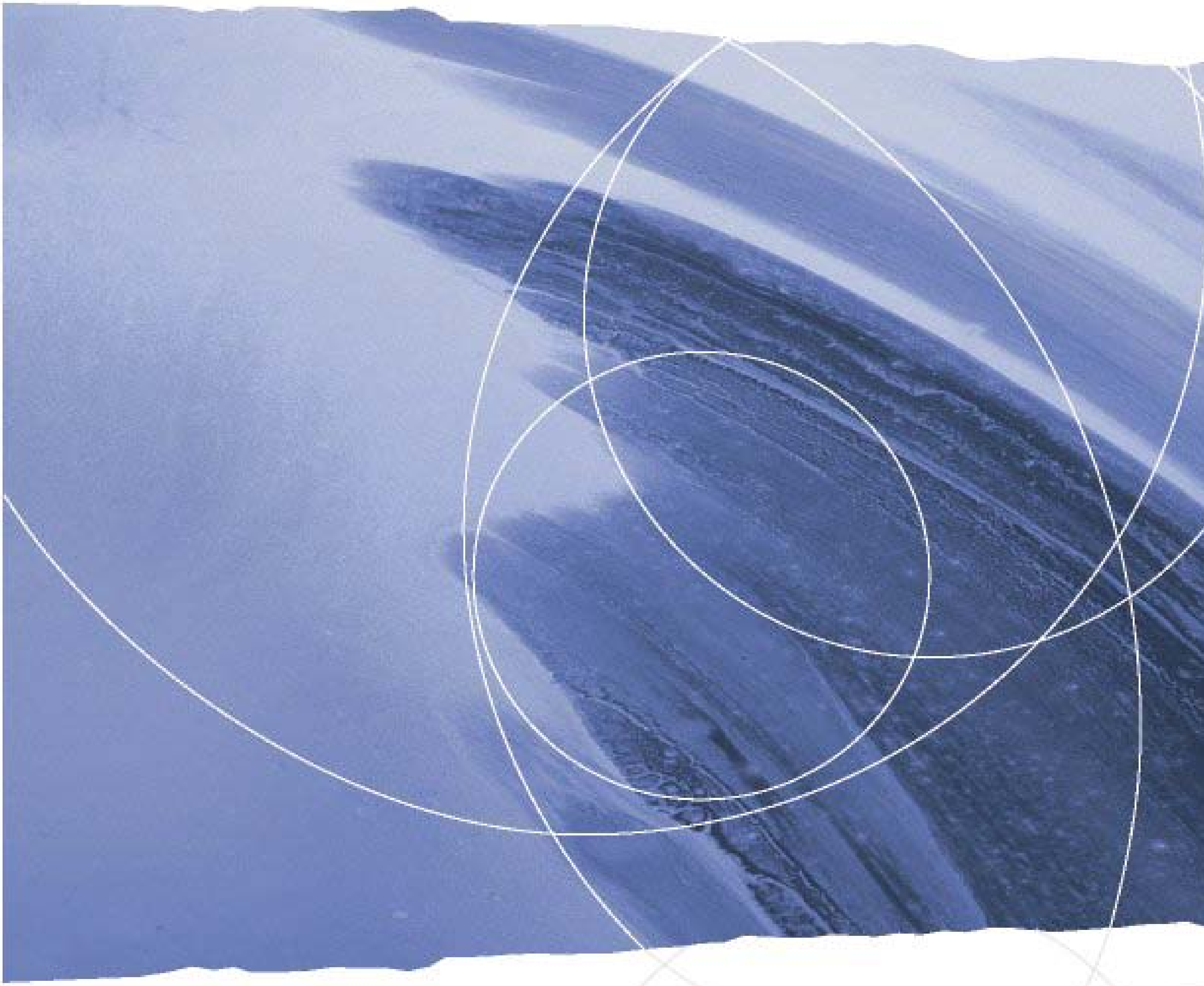
Information Phase

• Become familiar with information on the practicum and relevant terms and conditions.	Objectives of the practicum, duration, supervisory conditions, requirements, participation criteria and regulations in effect at the company
• Identify companies that could meet their needs and expectations.	Consultation of various sources Identification of companies that have hosted trainees in the past and examination of how things went

Participation Phase

• Take steps to obtain a practicum position.	Contact with employer and agreement on practicum terms and conditions Presentation to employer of a list of tasks to perform for a successful practicum Confirmation of practicum Documents needed for the practicum
• Become part of the work team.	Observation and adoption of ways of doing Business meetings or informal meetings, teamwork Reception and transmission of information Acceptance of advice and comments Feedback Verification of the practicum supervisor’s satisfaction

- Adopt attitudes and behaviours conducive to a successful practicum.	Qualities appreciated by the employer Attitudes that help trainees get the most out of their work experience Application of professional ethics
- Record information during the practicum.	Keeping a logbook Elements useful and important for a practicum report
- Observe tasks being performed.	Observation of work environment, tasks performed, the application of regulations in effect and professional ethics, etc. Introduction to new work techniques or new processes Recording of observations in logbook
- Try to perform tasks.	Active participation in practicum Performance of a task or participation in a task Occupational health and safety rules Company instructions and regulations Recording of work done in logbook
- Produce a brief report summarizing their observations about the work environment and the tasks carried out in the company.	Typical content of a practicum report Account of daily activities performed and observed Procedures tried and new technologies used, new concepts learned, problems encountered and solutions found, etc. Comments received on tasks performed Use of a logbook
Synthesis Phase	
- Ask themselves if they have attained their objectives.	Criteria to consider Self-assessment
- Discuss viewpoints with other trainees after the practicum.	Review of their experience Discussion of positive aspects of practicum and level of satisfaction Discussion of problems encountered and the solutions found Perception of the occupation before and after the practicum Use of practicum report
- Compare what they learned in school with the activities observed or carried out in the workplace.	List of the aspects of the occupation that correspond to the training and those that differ in terms of the workplace, occupational practices, job requirements, etc.



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