

# ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

## PROFESSIONAL SALES

5696

INFORMATION ON THE EVALUATION  
EVALUATIONS FORMS

**V**OCATIONAL and  
TECHNICAL  
EDUCATION

Québec 

# **ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY**

## **PROFESSIONAL SALES**

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*5696*

INFORMATION ON THE EVALUATION  
EVALUATIONS FORMS

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## **DEVELOPMENT TEAM**

### **Project Coordination**

Huguette Doré  
Coordinator of the *Administration, Commerce and  
Computer Technology* Sector

Laila Valin  
Evaluation Consultant

### **Pedagogical Supervision**

Claude Paré  
Program Development Consultant

Laila Valin  
Evaluation Consultant

### **Text**

Lucette Lévesque  
Teacher in Professional Sales

Michel Savard  
Teacher in Professional Sales

### **Collaboration in Defining the Project**

Jean Dussault  
Coordinator of Program Development and  
Support

### **Development of the Interactive Internet Model**

Lucien Legault  
Inforoute FPT Animator

### **English Version**

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

## **INTRODUCTION**

The Ministère de l'Éducation has prepared Analysis and Planning Tables for the *Professional Sales* program. The section entitled "Evaluation of the Analysis and Planning Tables" presents the indicators and criteria prescribed by the Ministère for the evaluation of competencies.

This document contains a brief description of the examination and evaluation form (where applicable) for each module of the *Professional Sales* program in order to help school boards develop their examinations. Teachers may therefore use the evaluation form and description provided in preparing their examinations.

### **Evaluation Forms**

The evaluation forms provide additional information on the participation and performance indicators and criterion components by indicating more specifically what the examiner needs to observe.

In vocational education, marking is dichotomous: a student may obtain 0 or all of the marks for each item (criterion component) being evaluated. For example, if criterion component 3.2 is worth 10 marks, then the student may obtain either zero or 10 marks. Acquisition of a competency may also be indicated by means of PASS or FAIL, determined on the basis of a minimum performance standard.

### **Error Tolerance**

Where applicable, the evaluation form indicates the errors that a student may make with regard to a criterion component without losing any marks.

### **Duration of Examination**

The duration of the examination may be given as a general guideline in the Information on the Examination.

**TABLE 1**

**SYNOPTIC TABLE**

Number of modules: 17

Duration in hours: 900

Credits: 60

**PROFESSIONAL SALES**

Code: 5696

| CODE    | TITLE OF MODULE                            | HOURS <sup>1</sup> | STATUS <sup>2</sup> |
|---------|--------------------------------------------|--------------------|---------------------|
| 948 112 | 1. The Occupation and the Training Process | 30                 | L                   |
| 948 124 | 2. Communicating in the Workplace          | 60                 | L                   |
| 948 133 | 3. Buying Behaviour                        | 45                 | M                   |
| 948 143 | 4. Total Quality Approach                  | 45                 | L                   |
| 948 153 | 5. Presenting a Product or Service         | 45                 | L                   |
| 948 168 | 6. The Consultation Process                | 120                | M                   |
| 948 172 | 7. Time Management                         | 30                 | L                   |
| 948 184 | 8. Introduction to the Occupation          | 60                 | L                   |
| 948 192 | 9. Financial Operations                    | 30                 | L                   |
| 948 203 | 10. Managing Merchandise                   | 45                 | L                   |
| 948 215 | 11. Computer Technology                    | 75                 | L                   |
| 948 223 | 12. Promoting a Product and a Service      | 45                 | M                   |
| 948 233 | 13. Telephone Sales                        | 45                 | L                   |
| 948 242 | 14. The Intrapreneurial Approach           | 30                 | L                   |
| 948 253 | 15. Prospecting                            | 45                 | L                   |
| 948 262 | 16. Job Search Techniques                  | 30                 | L                   |
| 948 278 | 17. Entering the Work Force                | 120                | L                   |

<sup>1</sup> 15 hours = 1 credit.

<sup>2</sup> Examinations are prepared either by the educational institution (L—local examination) or by the Ministère (M—ministry examination).

Dotted line indicates the end of a block.

This program leads to a Diploma of Vocational Studies (DVS) in Professional Sale

# **PROFESSIONAL SALES (5696)**

## **948 112 – THE OCCUPATION AND THE TRAINING PROCESS (Module 1)**

### **INFORMATION ON THE EVALUATION**

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a definitive evaluation of a criterion component should be done only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

### **PHASE 1: INFORMATION ON THE OCCUPATION**

#### **1 GATHER INFORMATION ON MOST OF THE TOPICS TO BE COVERED**

During this activity, it is important to clearly indicate the type of information that the candidates must gather and present in a group discussion. Regardless of the medium and conventions used to record information, the evaluation should not focus on the accuracy, quality or presentation of the information, but rather on the candidates' efforts to compile sufficient, relevant information on the topics to be covered and to organize it so that it can be used during a group discussion.

For criterion components 1.1, 1.2 and 1.3, candidates are expected to provide a sufficient amount of information on the topics covered, without painting a complete and rigorously accurate picture of the situation.

#### **2 ADEQUATELY EXPRESS THEIR VIEWS ON THE OCCUPATION DURING A GROUP DISCUSSION, RELATING THEM TO THE INFORMATION THEY HAVE GATHERED**

The group meeting should be prepared and handled in such a way that all candidates have the opportunity to express their views.

**PHASE 2: INFORMATION ON AND PARTICIPATION IN THE TRAINING PROCESS****3 GIVE THEIR OPINIONS ON CERTAIN REQUIREMENTS FOR PRACTISING THE OCCUPATION**

The usefulness, relevance and validity of some of the skills, attitudes and knowledge considered necessary for practising the occupation will be discussed. The group discussion should be prepared and handled in such a way that all candidates have the opportunity to express their views.

**4 PRESENT THEIR VIEWS ON THE TRAINING PROGRAM DURING A GROUP MEETING**

The group meeting should be prepared and handled in such a way that all candidates have the opportunity to express their views.

Candidates are expected to list personal characteristics which in their opinion explain their career choice.

**PHASE 3: EVALUATION AND CONFIRMATION OF CAREER CHOICE****5 WRITE A REPORT THAT:**

- SUMS UP THEIR PREFERENCES, INTERESTS AND APTITUDES
- CLEARLY EXPLAINS HOW THEY ARRIVED AT THEIR CAREER CHOICE

To explain their career choice, candidates are expected to show in their report the connections that exist between at least three selected aspects or requirements of the occupation and their personal preferences, interests and aptitudes. At this stage, the candidates' perceptions need not be objective or accurate.

The evaluation should not focus on how well the report was written. Instead of requiring a written report, the instructor could even prepare a questionnaire and have students fill it out (it should not, however, take the form of a practical knowledge examination). Candidates must have made an effort to include the elements requested. The instructions for preparing the report must clearly define what is meant by preferences, interests and aptitudes.

**6 DISCUSS THEIR CAREER CHOICE WITH THE TEACHER**

Candidates are expected to participate actively in the discussion.



## PARTICIPATION EVALUATION FORM

|                                             |                          |                                                                                                                                                                 |
|---------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROFESSIONAL SALES</b>                   |                          | Program code: 5696                                                                                                                                              |
| 1 - The Occupation and the Training Process |                          | Module code: 948 112                                                                                                                                            |
| Candidate's name: _____                     |                          |                                                                                                                                                                 |
| School: _____                               | Permanent code: _____    |                                                                                                                                                                 |
| Date of examination: _____                  | RESULT:                  | <div style="display: inline-block; width: 40px; text-align: center;">PASS</div> <div style="display: inline-block; width: 40px; text-align: center;">FAIL</div> |
|                                             | <input type="checkbox"/> | <input type="checkbox"/>                                                                                                                                        |
| Examiner's signature: _____                 |                          |                                                                                                                                                                 |

| PARTICIPATION INDICATORS               |                                                                                                                                                                                                                                                                                                     | MARK<br>YES   NO         |                          |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| PHASE 1: INFORMATION ON THE OCCUPATION |                                                                                                                                                                                                                                                                                                     |                          |                          |
| 1                                      | GATHER INFORMATION ON MOST OF THE TOPICS TO BE COVERED                                                                                                                                                                                                                                              |                          |                          |
| 1.1                                    | Produced relevant information on at least two of the following topics: <ul style="list-style-type: none"><li>- working environment (types of companies, products)</li><li>- job prospects</li><li>- salaries</li><li>- promotion and transfer opportunities</li><li>- candidate selection</li></ul> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2                                    | Produced relevant information on at least two of the following topics: <ul style="list-style-type: none"><li>- tasks</li><li>- working conditions</li><li>- evaluation criteria</li><li>- rules of personal and professional ethics</li><li>- rights and responsibilities of workers</li></ul>      | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3                                    | Produced relevant information on one of the following topics: <ul style="list-style-type: none"><li>- personal characteristics of an entrepreneur</li><li>- requirements for being an entrepreneur</li></ul>                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2                                      | ADEQUATELY EXPRESS THEIR VIEWS ON THE OCCUPATION DURING A GROUP DISCUSSION, RELATING THEM TO THE INFORMATION THEY HAVE GATHERED                                                                                                                                                                     |                          |                          |
| 2.1                                    | Presented at least one example of an advantage, disadvantage or requirement of the occupation                                                                                                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |

| PARTICIPATION INDICATORS                                                             |                                                                                                                                                                                                 | MARK<br>YES NO           |                          |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| <b>PHASE 2: INFORMATION ON AND PARTICIPATION IN THE TRAINING PROCESS</b>             |                                                                                                                                                                                                 |                          |                          |
| 3                                                                                    | GIVE THEIR OPINIONS ON CERTAIN REQUIREMENTS FOR PRACTISING THE OCCUPATION                                                                                                                       |                          |                          |
| 3.1                                                                                  | Gave their opinion on the validity of at least two requirements of the occupation (skills, attitudes or knowledge), by basing their opinion on a relevant argument                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4                                                                                    | PRESENT THEIR VIEWS ON THE TRAINING PROGRAM DURING A GROUP MEETING                                                                                                                              |                          |                          |
| 4.1                                                                                  | Gave their opinion on the relevance or usefulness of at least one of the elements of the training program, by basing their opinion on a relevant argument                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 3: EVALUATION AND CONFIRMATION OF CAREER CHOICE</b>                         |                                                                                                                                                                                                 |                          |                          |
| 5                                                                                    | WRITE A REPORT THAT: <ul style="list-style-type: none"> <li>- SUMS UP THEIR PREFERENCES, INTERESTS AND APTITUDES</li> <li>- CLEARLY EXPLAINS HOW THEY ARRIVED AT THEIR CAREER CHOICE</li> </ul> |                          |                          |
| 5.1                                                                                  | Included in their report at least three arguments relating their preferences, aptitudes and interests to certain aspects or requirements of the occupation                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2                                                                                  | Presented in their report explanations for their career choice                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6                                                                                    | DISCUSS THEIR CAREER CHOICE WITH THE TEACHER                                                                                                                                                    |                          |                          |
| 6.1                                                                                  | Participated actively in a discussion with the teacher on their career choice                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Minimum performance standard: 7 YESes out of 9, including 1.1, 1.2, 2.1, 4.1 and 5.1 |                                                                                                                                                                                                 |                          |                          |

Comments:

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# **PROFESSIONAL SALES (5696)**

## **948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)**

### **INFORMATION ON THE EVALUATION**

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a definitive evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

#### **PHASE 1: INFORMATION ON THE GENERAL PRINCIPLES OF COMMUNICATION**

##### **1 GATHER INFORMATION ON THE TOPICS TO BE COVERED**

Candidates are expected to gather information on at least two of the topics related to the general principles of communication.

#### **PHASE 2: FAMILIARITY WITH THE DIFFERENT ASPECTS OF VERBAL AND NONVERBAL COMMUNICATION**

##### **2 GATHER INFORMATION ON THE TOPICS TO BE COVERED**

Candidates are expected to gather information on at least two of the topics related to the different aspects of verbal and nonverbal communication.

#### **FOR PHASES 1 AND 2**

Regardless of the medium and conventions used to record the information, the evaluation should not focus on the accuracy, quality or presentation of the information, but rather on the candidates' efforts to compile sufficient, relevant information on the topics to be covered and to organize it so that it can be used during a group discussion.

### **PHASE 3: AWARENESS OF COMMUNICATION TECHNIQUES AND THE SELLING RELATIONSHIP**

#### **3 TAKE PART IN GROUP ACTIVITIES**

The teacher will propose group activities and learning situations related to professional sales. The candidates will be required to apply different communication techniques and adopt attitudes and behaviours adapted to the sales context. The candidates' participation will be based on the role that they are assigned for the role-play.

The evaluation should focus on the interest shown by candidates in their role and not on how they apply the communication techniques.

Candidates will be required to participate in at least two group activities.

### **PHASE 4: AWARENESS OF THE TECHNIQUES AND PRINCIPLES OF TEAMWORK**

#### **4 GATHER INFORMATION ON TEAMWORK**

Candidates are expected to gather information on teamwork. Then, in a group discussion led by the teacher, they will discuss the factors that influence cooperation within a group. The teacher can help the group by identifying the main factors: desire for power, forming of cliques, style of leadership, degree of each member's participation, etc.

#### **5 TAKE PART IN ROLE-PLAYS**

The teacher will present candidates with learning situations in which they play a role within a work team. On the basis of these learning situations, candidates will reflect on their individual attitudes and behaviours that contribute to or interfere with the atmosphere in the team.

The group discussion should be prepared and handled in such a way that all candidates have the opportunity to express themselves.

## **PHASE 5: EVALUATION OF COMMUNICATION SKILLS AND THE ABILITY TO WORK AS PART OF A TEAM**

### **6 PRODUCE A REPORT THAT DESCRIBES THEIR STRENGTHS AND THE ASPECTS TO BE IMPROVED WITH REGARD TO COMMUNICATION AND TEAMWORK**

Following the activities undertaken throughout the module, candidates are expected to indicate in their report at least two strengths and two aspects to be improved in terms of how they communicate and work in a team. Candidates will also set at least two short-term objectives to improve their communication skills and ability to work in a team as well as the means to achieve these objectives.

The evaluation should not focus on the quality of the written report, but rather on whether the candidates have included the required elements.

## PARTICIPATION EVALUATION FORM

|                                    |                          |                          |
|------------------------------------|--------------------------|--------------------------|
| <b>PROFESSIONAL SALES</b>          | Program code:            | 5696                     |
| 2 – Communicating in the Workplace | Module code:             | 948 124                  |
| Candidate's name: _____            |                          |                          |
| School: _____                      | Permanent code: _____    |                          |
| Date of examination: _____         | RESULT:                  | PASS      FAIL           |
|                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Examiner's signature: _____        |                          |                          |

| PARTICIPATION INDICATORS                                                                                                                                                              |  | MARK<br>YES NO           |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|--------------------------|
| <b>PHASE 1: INFORMATION ON THE GENERAL PRINCIPLES OF COMMUNICATION</b>                                                                                                                |  |                          |                          |
| 1 GATHER INFORMATION ON THE TOPICS TO BE COVERED                                                                                                                                      |  |                          |                          |
| 1.1 Presented the main, relevant information on at least two of the following topics:                                                                                                 |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>- communication process</li> <li>- forms of communication</li> <li>- advantages of effective communication</li> </ul>                          |  |                          |                          |
| <b>PHASE 2: FAMILIARITY WITH THE DIFFERENT ASPECTS OF VERBAL AND NONVERBAL COMMUNICATION</b>                                                                                          |  |                          |                          |
| 2 GATHER INFORMATION ON THE TOPICS TO BE COVERED                                                                                                                                      |  |                          |                          |
| 2.1 Presented the main information on at least two of the following topics:                                                                                                           |  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>- features of verbal communication</li> <li>- features and importance of nonverbal communication</li> <li>- assertive communication</li> </ul> |  |                          |                          |
| <b>PHASE 3: AWARENESS OF COMMUNICATION TECHNIQUES AND THE SELLING RELATIONSHIP</b>                                                                                                    |  |                          |                          |
| 3 TAKE PART IN GROUP ACTIVITIES                                                                                                                                                       |  |                          |                          |
| 3.1 Participated in activities that allowed them to practise communication techniques adapted to a sales context                                                                      |  | <input type="checkbox"/> | <input type="checkbox"/> |

| PARTICIPATION INDICATORS                                                                                                                                           | MARK<br>YES NO           |                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 3.2 Participated in learning situations that allowed them to adopt attitudes and behaviours adapted to different types of customers and different sales situations | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 4: AWARENESS OF THE TECHNIQUES AND PRINCIPLES OF TEAMWORK</b>                                                                                             |                          |                          |
| 4 GATHER INFORMATION ON TEAMWORK                                                                                                                                   |                          |                          |
| 4.1 Discussed the factors that influence cooperation within a team                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 TAKE PART IN ROLE-PLAYS                                                                                                                                          |                          |                          |
| 5.1 Participated in learning situations that allowed them to reflect on their own attitudes and behaviours within a team                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 5: EVALUATION OF COMMUNICATION SKILLS AND THE ABILITY TO WORK AS PART OF A TEAM</b>                                                                       |                          |                          |
| 6 PRODUCE A REPORT THAT DESCRIBES THEIR STRENGTHS AND THE ASPECTS TO BE IMPROVED WITH REGARD TO COMMUNICATION AND TEAMWORK                                         |                          |                          |
| 6.1 Included in their report at least one strength and one aspect to be improved with regard to communication                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 Included in their report at least one strength and one aspect to be improved with regard to teamwork                                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 Included in their report at least two ways of improving their communication skills and their ability to work in a team                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Minimum performance standard: 7 YESes out of 9, including 1.1, 2.1, 6.1, 6.2 and 6.3                                                                               |                          |                          |

Comments:

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# PROFESSIONAL SALES (5696)

948 133 – BUYING BEHAVIOUR (Module 3)

## INFORMATION ON THE EVALUATION

### ESTABLISH LINKS BETWEEN THE CHARACTERISTICS OF DIFFERENT CUSTOMER GROUPS AND THEIR BUYING BEHAVIOUR

#### 1 LINKS BETWEEN THE CHARACTERISTICS AND BUYING BEHAVIOUR OF THE CUSTOMER

##### 1.1 Determination of the type of characteristics of the consumer (demographic, sociocultural, psychological or economical)

AND

##### 1.2 Association of customer's buying behaviour with a characteristic

On the basis of three learning situations containing characteristics and behaviours, candidates are expected to associate elements of the text to a characteristic.

#### **Example:**

You are with a 55-year-old man who is a doctor, sporty and single, who has few friends and has been a member of a tennis club for the past five years, who likes to drive his BMW and wear top-of-the-line clothing. At least twice a year, he travels abroad to various conferences and takes advantage of these trips to explore other cultures.

a) What sociocultural characteristic is indicated in the text?

Correction key: Accept either of these answers:

- doctor
- member of a tennis club

b) In the text, which behaviour is associated with this characteristic?

Correction key: Accept either of these answers:

- trip abroad for a conference
- trip to explore other cultures

#### Two other suggestions for learning situations:

- a woman who is a single parent with low income . . . (economic)
- a two-income couple with teenagers . . . (psychological)



## IDENTIFY THE REASONS WHY CUSTOMERS BUY

### 2 CLASSIFICATION OF NEEDS

#### 2.1 Association of a customer's need with an aspect of a hierarchical scale of needs

On the basis of three short learning situations in which the customer expresses a specific need, candidates are expected to classify the need according to a hierarchy of needs.

**Example:**

A student is in a sports store looking for a pair of running shoes and asks the salesperson to show him the brand name most popular with young people.

Classify this need according to Maslow's hierarchy of needs and explain your answer:

- a) psychological need
- b) the need for security
- c) the need for belonging and love
- d) the need for self-esteem
- e) the need for self-actualization

Correction key: c) the need for belonging and love

### 3 TECHNIQUES FOR IDENTIFYING NEEDS

#### 3.1 Identification of a satisfactory formulation of a customer's buying need

On the basis of two short learning situations in which the salesperson reformulates the customer's needs, candidates are expected to identify the reformulated statement that correctly describes the customer's needs.

**Example:**

Mr. and Mrs. Jones are in trouble this Christmas Eve. They are expecting more than 50 guests for supper and their oven stopped working while the pies were baking. They immediately go to a store that is reputed for its after-sales service. They tell the salesperson that they need a model of stove that is available immediately and that is of excellent quality because they cook a great deal.

Which of the salesperson's three reformulated statements most accurately identifies the customers' needs:

- a) So if I understand correctly, you are looking for a state-of-the-art model?
- b) You are expecting many guests and your pies are waiting! You are looking for a good-quality reputable brand that can be delivered today?
- c) I have just the model you are looking for and, as it happens, it will be on sale next week.
- d) I'm sure we have exactly what you are looking for. You made the right decision in coming to see us.

Correction key:     b)

## **SITUATE A CUSTOMER ACCORDING TO HIS OR HER DECISION-MAKING PROCESS**

### **4     LINKS BETWEEN THE DECISION-MAKING PROCESS AND THE BUYING BEHAVIOUR**

#### **4.1     Determination of the stage of the process associated with the buying behaviour**

On the basis of a learning situation, four customer behaviours are chosen. Candidates are expected to refer to each behaviour and identify the stage at which the customer is in the buying process.

#### **Example:**

Mr. and Mrs. Jones are in trouble this Christmas Eve. They are expecting more than 50 guests for supper and their oven stopped working while the pies were baking. They immediately go to a store that is reputed for its after-sales service.

They tell the salesperson that they need a model of stove that is available immediately and that is of excellent quality because they cook a great deal. They discover that self-cleaning ovens with quick-heat cast iron or glass elements are made by General Electric, Frigidaire, JennAir and Maytag. Some also have a built-in hutch. Prices vary between \$799 and \$1999. General Electric is currently having a sale on its medium- and high-end models: a manufacturer's rebate of \$250.

They decide to go for a cup of coffee and think about their decision while leafing through pamphlets. They decide on General Electric's self-cleaning model with coil elements, in white, like their refrigerator, for a total of \$1299.

Several days later, during a telephone conversation with a friend, Mrs. Jones expresses her great satisfaction with her new stove, especially since the decision was made so quickly.

For each of the following behaviours, identify the stage at which the customers are in the decision-making process:

| Behaviour                                                                                  | Stage in decision-making process |
|--------------------------------------------------------------------------------------------|----------------------------------|
| a) They discover that there are self-cleaning ovens with cast iron or glass elements . . . | _____                            |
| b) Mrs. Jones expresses her great satisfaction . . .                                       | _____                            |
| c) They immediately go to a store known for its after-sales service . . .                  | _____                            |
| d) They finally decide to buy a General Electric stove with . . .                          | _____                            |

Correction key:

- a) evaluation of options
- b) post-purchase behaviour
- c) information research
- d) purchase decision

#### 4.2 Establishment of links between the stages of the process and the buying behaviour

On the basis of a learning situation in which a customer asks various questions, candidates are expected to establish links between the stages of the decision-making process and the buying behaviour.

# **PROFESSIONAL SALES (5696)**

## **948 143 – TOTAL QUALITY APPROACH (Module 4)**

### **INFORMATION ON THE EVALUATION**

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a definitive evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

#### **PHASE 1: AWARENESS OF TOTAL QUALITY**

##### **1 GATHER INFORMATION ON THE TOPICS TO BE COVERED**

###### **1.1 Present the information gathered on the total quality approach in terms of:**

- principles of application
- conditions of application
- means used

Candidates are expected to gather the information individually during presentations, lectures and meetings with business representatives.

The information gathered should be presented in such a way that it can be used during group discussions and should cover several aspects related to total quality.

##### **2 DEMONSTRATE THE ATTITUDES AND BEHAVIOURS CONDUCTIVE TO TOTAL QUALITY IN CUSTOMER SERVICE**

###### **2.1 Indicate attitudes and behaviours conducive to attaining total quality in customer service**

Candidates are expected to demonstrate five attitudes or behaviours conducive to attaining quality during two short learning situations proposed by the teacher. Written learning situations or role-plays will present situations in which a company is grappling with technological change and personnel reductions and transfers.

**2.2 Indicate the consequences of the total quality approach on the work of a sales consultant**

\*Candidates are expected to give at least three plausible examples of applying the total quality approach to the work of a sales consultant. One consequence of applying the total quality approach is required for each example given.

**PHASE 2: OBSERVATION AND PARTICIPATION IN THE TOTAL QUALITY APPROACH****3 TAKE PART IN ACTIVITIES TO ANALYZE THE DEGREE OF QUALITY ATTAINED IN VARIOUS COMPANIES****3.1 Identify the strengths and weaknesses of the companies chosen in terms of the total quality approach**

Candidates are expected to summarize the strengths and weaknesses of the companies presented in three case studies. The case studies, prepared by the teacher, will present situations observed in the company and will mention the company's strengths and weaknesses in terms of the total quality approach.

| Name of company | Management style | Strengths | Weaknesses |
|-----------------|------------------|-----------|------------|
|                 |                  |           |            |

**3.2 Identify priorities in terms of improving total quality in a company**

Candidates are expected to identify priorities in terms of improving total quality in one of the companies presented in the case studies. Candidates should complete the following table and then discuss it as a group.

Example:

### POINTS TO IMPROVE

Name of company: \_\_\_\_\_

| Points to improve | Priority (1 to 5)<br>(1 being the most important) | Objectives | Means selected |
|-------------------|---------------------------------------------------|------------|----------------|
|                   |                                                   |            |                |

### PHASE 3: EVALUATION OF THEIR ABILITY TO PROGRESS IN AN ENVIRONMENT DESIGNED TO ACHIEVE QUALITY IN CUSTOMER SERVICE

#### 4 WRITE A REPORT EVALUATING THEIR ABILITY TO DEVELOP IN AN ENVIRONMENT DEDICATED TO TOTAL QUALITY

- 4.1 Present a report in which they give an example of each of the following attitudes: commitment, rigour, initiative, creativity, team spirit

The example must be taken from the candidates' personal experience.

Candidates may use their personal notes taken during class.

- 4.2 Present in their report a list of the aspects that need improving in terms of their attitudes and behaviours

Candidates are expected to include personal aspects to improve in terms of their attitudes and behaviours in order to be able to apply the total quality approach.

- 4.3 Present in their report a plan of action containing their objectives and the methods selected to attain them

Candidates are expected to finish their report by indicating their objectives with respect to attitudes to adopt and means to undertake in order to attain these objectives.

## PARTICIPATION EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

4 – Total Quality Approach

Module code: 948 143

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS ☐ FAIL ☐

Examiner's signature: \_\_\_\_\_

| PARTICIPATION INDICATORS            |                                                                                                                                                                          | MARK<br>YES NO           |                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| PHASE 1: AWARENESS OF TOTAL QUALITY |                                                                                                                                                                          |                          |                          |
| 1                                   | GATHER INFORMATION ON THE TOPICS TO BE COVERED                                                                                                                           |                          |                          |
| 1.1                                 | Presented the information gathered on the total quality approach in terms of:                                                                                            |                          |                          |
|                                     | - principles of application                                                                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
|                                     | - conditions of application                                                                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
|                                     | - means used                                                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 2                                   | DEMONSTRATE THE ATTITUDES AND BEHAVIOURS CONDUCTIVE TO TOTAL QUALITY IN CUSTOMER SERVICE                                                                                 |                          |                          |
| 2.1                                 | Indicated attitudes and behaviours conducive to attaining total quality in customer service                                                                              |                          |                          |
|                                     | - inclusion of five attitudes or behaviours <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2                                 | Indicated the consequences of the total quality approach on the work of a sales consultant                                                                               |                          |                          |
|                                     | - inclusion of three examples of application of total quality approach <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
|                                     | - inclusion of at least one consequence per example <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                                           | <input type="checkbox"/> | <input type="checkbox"/> |

| PARTICIPATION INDICATORS                                                                                                  |                                                                                                                | MARK<br>YES NO           |                          |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| <b>PHASE 2: OBSERVATION AND PARTICIPATION IN THE TOTAL QUALITY APPROACH</b>                                               |                                                                                                                |                          |                          |
| 3                                                                                                                         | TAKE PART IN ACTIVITIES TO ANALYZE THE DEGREE OF QUALITY ATTAINED IN VARIOUS COMPANIES                         |                          |                          |
| 3.1                                                                                                                       | Identified the strengths and weaknesses of the companies chosen in terms of the total quality approach         |                          |                          |
|                                                                                                                           | - two strengths <input type="checkbox"/> <input type="checkbox"/>                                              |                          |                          |
|                                                                                                                           | - two weaknesses <input type="checkbox"/> <input type="checkbox"/>                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2                                                                                                                       | Identified priorities in terms of improving total quality in a company                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 3: EVALUATION OF THEIR ABILITY TO PROGRESS IN AN ENVIRONMENT DESIGNED TO ACHIEVE QUALITY IN CUSTOMER SERVICE</b> |                                                                                                                |                          |                          |
| 4                                                                                                                         | WRITE A REPORT EVALUATING THEIR ABILITY TO DEVELOP IN AN ENVIRONMENT DEDICATED TO TOTAL QUALITY                |                          |                          |
| 4.1                                                                                                                       | Presented a report in which they give an example of each of the following attitudes:                           |                          |                          |
|                                                                                                                           | - commitment <input type="checkbox"/>                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                           | - rigour <input type="checkbox"/>                                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                           | - initiative <input type="checkbox"/>                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                           | - creativity <input type="checkbox"/>                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                           | - team spirit <input type="checkbox"/>                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2                                                                                                                       | Presented in their report a list of the aspects that need improving in terms of their attitudes and behaviours | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3                                                                                                                       | Presented in their report a plan of action containing their objectives and the methods selected to attain them | <input type="checkbox"/> | <input type="checkbox"/> |
| Minimum performance standard: 11 YESes out of 15, including 1.1, 2.1, 2.2 and 4.1                                         |                                                                                                                |                          |                          |

Comments:

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# **PROFESSIONAL SALES (5696)**

## **948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)**

### **INFORMATION ON THE EVALUATION**

This practical examination consists in preparing and presenting a file on a product or service.

Candidates will have the following at their disposal:

- relevant documentation (catalogues, promotional brochures, photos, etc.)
- a model of a technical sheet for a product or service (see Appendix 1)

### **GATHER INFORMATION ON THE FEATURES OF A PRODUCT OR SERVICE**

Candidates are each expected to hand in to the examiner a detailed list of sources of information that they used to present their file on a product or service so that the examiner can decide on their relevance. Candidates must also complete the technical sheet.

### **DESIGN PRESENTATION SCENARIOS**

Candidates are expected to write a plan for their presentation.

### **MAKE A PRESENTATION ACCORDING TO A SPECIFIC SCENARIO**

Candidates are expected to do an oral presentation of about three to five minutes in length on their file. Candidates should be given a few minutes to prepare for the presentation.

### **EVALUATE THE PRESENTATION**

### **COMPLETED A SELF-EVALUATION FORM FOR THE PRESENTATION**

The examiner will provide each candidate with a self-evaluation form that candidates will use to evaluate their presentation by indicating their strengths and points to improve.

## APPENDIX 1

## TECHNICAL SHEET FOR A PRODUCT

**GENERAL INFORMATION**

Name: \_\_\_\_\_  
Brand: \_\_\_\_\_  
Model: \_\_\_\_\_  
Category: \_\_\_\_\_  
Country of origin: \_\_\_\_\_

**TECHNICAL FEATURES**

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Composition: \_\_\_\_\_  
(method of manufacturing)  
Maintenance: \_\_\_\_\_  
Size: \_\_\_\_\_  
(or other dimensions)  
Operation: \_\_\_\_\_

**BUSINESS FEATURES**

Cost: \_\_\_\_\_  
Warranty: \_\_\_\_\_  
After-sales service: \_\_\_\_\_  
Sales conditions: \_\_\_\_\_  
Complementary products: \_\_\_\_\_

**PSYCHOLOGICAL FEATURES**

Advantages: \_\_\_\_\_  
Corporate identity: \_\_\_\_\_  
Strengths and points to improve in terms of the competition: \_\_\_\_\_  
\_\_\_\_\_

**TECHNICAL SHEET FOR A SERVICE****GENERAL INFORMATION**

Name of company: \_\_\_\_\_

Service offered: \_\_\_\_\_

**Location of company**

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Person in charge: \_\_\_\_\_

**TECHNICAL FEATURES**

Description of service: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Products used, if applicable: \_\_\_\_\_

\_\_\_\_\_

Business hours: \_\_\_\_\_

**BUSINESS FEATURES**

Cost: \_\_\_\_\_

Warranty \_\_\_\_\_

After-sales service: \_\_\_\_\_

Conditions of sale or contract: \_\_\_\_\_

\_\_\_\_\_

Complementary products or services: \_\_\_\_\_

**PSYCHOLOGICAL FEATURES**

Advantages: \_\_\_\_\_

Corporate identity: \_\_\_\_\_

**Strengths and points to improve in terms of the competition**

Strengths: \_\_\_\_\_

Points to improve: \_\_\_\_\_

## EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

5 – Presenting a Product or Service

Module code: 948 153

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| OBSERVATION                                                       |                                                                                                                | RESULT                                                    |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                                                                   | YES NO                                                                                                         |                                                           |
| <b>GATHER INFORMATION ON THE FEATURES OF A PRODUCT OR SERVICE</b> |                                                                                                                |                                                           |
| 1                                                                 | CHOICE OF SOURCES OF INFORMATION                                                                               |                                                           |
| 1.1                                                               | Chose appropriate sources of information                                                                       | <input type="checkbox"/> <input type="checkbox"/> 0 or 10 |
|                                                                   | A minimum of three different sources of information must be provided.                                          |                                                           |
| 2                                                                 | PRODUCTION OF TECHNICAL DATA SHEET                                                                             |                                                           |
| 2.1                                                               | Produced a sheet containing all the information required for a detailed presentation of the product or service |                                                           |
|                                                                   | - general information on the product or service                                                                | <input type="checkbox"/> <input type="checkbox"/>         |
|                                                                   | - technical features                                                                                           | <input type="checkbox"/> <input type="checkbox"/>         |
|                                                                   | - business features                                                                                            | <input type="checkbox"/> <input type="checkbox"/>         |
|                                                                   | - psychological features                                                                                       | <input type="checkbox"/> <input type="checkbox"/> 0 or 10 |
| <b>DESIGN PRESENTATION SCENARIOS</b>                              |                                                                                                                |                                                           |
| 3                                                                 | PRODUCTION OF A PRESENTATION PLAN FOR A PRODUCT OR SERVICE                                                     |                                                           |
| 3.1                                                               | Selected a strategy that showed the product in the best light                                                  |                                                           |
|                                                                   | - choice of strategy (visual presentation, lecture, seeking audience participation, etc.)                      | <input type="checkbox"/> <input type="checkbox"/>         |
|                                                                   | - justification of choice                                                                                      | <input type="checkbox"/> <input type="checkbox"/> 0 or 10 |

| OBSERVATION                                                        |                                                   | RESULT  |
|--------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                    | YES NO                                            |         |
| 3.2 Chose a method adapted to the product or service               |                                                   |         |
| - original                                                         | <input type="checkbox"/> <input type="checkbox"/> |         |
| - varied                                                           | <input type="checkbox"/> <input type="checkbox"/> |         |
| - seeking participation                                            | <input type="checkbox"/> <input type="checkbox"/> |         |
| - inciting interest                                                | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 3.3 Followed the steps involved in writing a plan                  |                                                   |         |
| - introduction                                                     | <input type="checkbox"/> <input type="checkbox"/> |         |
| - general description of product                                   | <input type="checkbox"/> <input type="checkbox"/> |         |
| - features, advantages and disadvantages                           | <input type="checkbox"/> <input type="checkbox"/> |         |
| - market positioning                                               | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| Error tolerance: 1 error in terms of market positioning            |                                                   |         |
| <b>MAKE A PRESENTATION ACCORDING TO A SPECIFIC SCENARIO</b>        |                                                   |         |
| 4 QUALITY OF THE INFORMATION PRESENTED                             |                                                   |         |
| 4.1 Presented all elements of the file                             |                                                   |         |
| - product features                                                 | <input type="checkbox"/> <input type="checkbox"/> |         |
| - advantages and benefits                                          | <input type="checkbox"/> <input type="checkbox"/> |         |
| - corporate identity                                               | <input type="checkbox"/> <input type="checkbox"/> |         |
| - strengths and points to improve in terms of the competition      | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 5 QUALITY OF THE COMMUNICATION DURING THE PRESENTATION             |                                                   |         |
| 5.1 Was energetic and enthusiastic during the presentation         | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 5.2 Used appropriate vocabulary                                    | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 5.3 Showed good listening skills and empathy                       | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| Error tolerance: 1 error in terms of use of appropriate vocabulary |                                                   |         |

| OBSERVATION                                               |                                                   | RESULT  |
|-----------------------------------------------------------|---------------------------------------------------|---------|
| YES NO                                                    |                                                   |         |
| <b>EVALUATE THE PRESENTATION</b>                          |                                                   |         |
| 6 ANALYSIS OF THE PRESENTATION                            |                                                   |         |
| 6.1 Completed a self-evaluation form for the presentation |                                                   |         |
| - identified strengths                                    | <input type="checkbox"/> <input type="checkbox"/> |         |
| - identified improvements to be made                      | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| Total:                                                    |                                                   | / 100   |
| Minimum performance standard: 80 marks                    |                                                   |         |

Comments:

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# PROFESSIONAL SALES (5696)

## 948 168 – THE CONSULTATION PROCESS (Module 6)

### INFORMATION ON THE EVALUATION

In this practical examination, candidates will be evaluated on their ability to apply the consultation process in the sale of a product or service.

The examination will take place during a simulation in which a common consumer product or service is sold in the presence of the examiner and a third person plays the role of the customer. The premises should be arranged so that, as much as possible, an environment similar to the workplace is created.

The proposed scenarios will involve the sale of predetermined products or services and will specify:

- the type of product or service that the candidate will offer the customer, as well as its main features
- the customer's profile in terms of specific needs
- the objections that the customer will make

The person playing the role of the customer must follow the scenario proposed and adopt the following attitudes:

- be open-minded and positive with the salesperson
- not demonstrate impatience or aggression
- clearly express his or her needs
- give only the objections provided in the scenario

Any role-play during which the customer DOES NOT comply with the scenario SHOULD NOT be used to evaluate the candidate.

Each candidate's performance should be recorded on video in order to facilitate evaluation and ensure that all candidates are evaluated fairly.

It is recommended that documentation on the products and services offered be given to candidates approximately one week in advance of the examination.

## EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

6 – The Consultation Process

Module code: 948 168

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_

Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_

RESULT:

PASS

FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| OBSERVATION                                                 |                          | RESULT                   |
|-------------------------------------------------------------|--------------------------|--------------------------|
|                                                             | YES NO                   |                          |
| <b>WELCOME THE CUSTOMER</b>                                 |                          |                          |
| 1 PERSONAL APPEARANCE                                       |                          |                          |
| 1.1 Was well groomed                                        |                          |                          |
| - appropriate clothing                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| - good hygiene                                              | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                             |                          | 0 or 5                   |
| 2 USE OF A WELCOMING TECHNIQUE                              |                          |                          |
| 2.1 Used an appropriate welcoming technique                 |                          |                          |
| - greeted the customer appropriately                        | <input type="checkbox"/> | <input type="checkbox"/> |
| - was polite with the customer                              | <input type="checkbox"/> | <input type="checkbox"/> |
| - used a calm, collected tone                               | <input type="checkbox"/> | <input type="checkbox"/> |
| - chose the appropriate time for making contact             | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                             |                          | 0 or 5                   |
| <b>ESTABLISH THE NEEDS OF THE CUSTOMER</b>                  |                          |                          |
| 3 APPLICATION OF A PROCEDURE FOR ESTABLISHING NEEDS         |                          |                          |
| 3.1 Selected a sales approach appropriate for the situation |                          |                          |
| - product-, service- or client-based approach               | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                             |                          | 0 or 5                   |



| OBSERVATION                                                                                               |                                                   | RESULT  |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                                                           | YES NO                                            |         |
| 3.2 Chose appropriate questions to ask the customer                                                       |                                                   |         |
| Inclusion of at least:                                                                                    |                                                   |         |
| - one open-ended question                                                                                 | <input type="checkbox"/> <input type="checkbox"/> |         |
| and                                                                                                       |                                                   |         |
| - one close-ended question                                                                                | <input type="checkbox"/> <input type="checkbox"/> |         |
| and                                                                                                       |                                                   |         |
| - one leading question                                                                                    | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 3.3 Applied principles of effective communication                                                         |                                                   |         |
| - active listening                                                                                        | <input type="checkbox"/> <input type="checkbox"/> |         |
| - clear communication                                                                                     | <input type="checkbox"/> <input type="checkbox"/> |         |
| - precise communication                                                                                   | <input type="checkbox"/> <input type="checkbox"/> |         |
| - motivating communication                                                                                | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 3.4 Correctly restated the customer's needs                                                               |                                                   |         |
| - the customer agreed with how the needs were restated                                                    | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| <b>PRESENT THE PRODUCT OR SERVICE</b>                                                                     |                                                   |         |
| <b>4 CHOICE OF SALES ARGUMENTS</b>                                                                        |                                                   |         |
| 4.1 Selected the features of the product or service that best met the customer's needs                    |                                                   |         |
| - technical features                                                                                      | <input type="checkbox"/> <input type="checkbox"/> |         |
| - business features                                                                                       | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 4.2 Emphasized the features of the product or service by presenting the advantages and benefits it offers |                                                   |         |
| - inclusion of at least two advantages of a feature                                                       | <input type="checkbox"/> <input type="checkbox"/> |         |
| - inclusion of a benefit, if applicable                                                                   | <input type="checkbox"/> <input type="checkbox"/> |         |
| - compliance with rules of professional ethics                                                            | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |

| OBSERVATION                                                                                         |                                                   | RESULT         |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------|
|                                                                                                     | YES NO                                            |                |
| <b>5 APPLICATION OF PRESENTATION TECHNIQUES</b>                                                     |                                                   |                |
| 5.1 Used appropriate means during the presentation or demonstration                                 |                                                   |                |
| - means adapted to the product or service                                                           | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 5</b>  |
| - means adapted to the customer                                                                     | <input type="checkbox"/> <input type="checkbox"/> |                |
| <b>RESPOND TO ANY OBJECTIONS</b>                                                                    |                                                   |                |
| <b>6 USE OF A TECHNIQUE FOR RESPONDING TO OBJECTIONS</b>                                            |                                                   |                |
| 6.1 Aptly restated the customer's objection                                                         |                                                   |                |
| - restated the customer's objections in own words                                                   | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 10</b> |
| - specified the objection                                                                           | <input type="checkbox"/> <input type="checkbox"/> |                |
| 6.2 Aptly refuted the customer's objection                                                          |                                                   |                |
| - used appropriate arguments to counter the objection                                               | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 10</b> |
| - sought confirmation from the customer                                                             | <input type="checkbox"/> <input type="checkbox"/> |                |
| <b>CONCLUDE A SALE</b>                                                                              |                                                   |                |
| <b>7 USE OF A SALES CONCLUSION TECHNIQUE</b>                                                        |                                                   |                |
| 7.1 Recognized verbal and nonverbal cues from the customer                                          |                                                   |                |
| - suggested that the customer make a decision at the appropriate time                               | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 5</b>  |
| 7.2 Applied an appropriate conclusion technique                                                     |                                                   |                |
| - asked a question that leads to a conclusion of the sale (example: should I wrap that up for you?) | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 15</b> |

| OBSERVATION                                                     |                                                                                                                             | RESULT |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------|
| YES NO                                                          |                                                                                                                             |        |
| <b>PROPOSE COMPLEMENTARY OR ADDITIONAL PRODUCTS OR SERVICES</b> |                                                                                                                             |        |
| 8 PROPOSAL OF COMPLEMENTARY AND ADDITIONAL PRODUCTS OR SERVICES |                                                                                                                             |        |
| 8.1                                                             | Presented the advantages or benefits of the additional product or service <input type="checkbox"/> <input type="checkbox"/> | 0 or 5 |
| Total:                                                          |                                                                                                                             | / 100  |
| Minimum performance standard: 80 marks                          |                                                                                                                             |        |

Comments:

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# **PROFESSIONAL SALES (5696)**

## **948 172 – TIME MANAGEMENT (Module 7)**

### **INFORMATION ON THE EVALUATION**

This is a combined examination (part practical and part theoretical knowledge) aimed at having candidates apply planning and time-management techniques, by analyzing obstacles to the efficient organization of time, by setting objectives and by keeping a personal planner.

Suggested duration of examination: 2 hours

### **ANALYZE THE USE OF THEIR TIME**

Candidates will be given two learning situations describing the work habits of a sales consultant. The situations will include specific details on the difficulties encountered by the sales consultant in carrying out, within the time allotted, short- medium- and long-term activities that had been planned. These difficulties will illustrate the main time-wasting activities that interfere with effective time management: interruptions, unexpected travelling, imprecise objectives, poor planning, etc.

#### **1 RECOGNITION OF TIME-WASTING ACTIVITIES IN A LIST OF ACTIVITIES**

For each of the learning situations, the candidates are expected to identify three practices of the sales consultant that result in wasted time.

One unidentified time-wasting activity or a poor choice of activity will be tolerated.

Five marks will be given for each learning situation.

#### **2 DETERMINATION OF WAYS OF COUNTERING TIME-WASTING ACTIVITIES**

For each of the three identified time-wasting activities identified in the preceding learning situations, the candidates are expected to propose relevant means to counter them. These means may be:

- a more precise objective
- being punctual for meetings
- controlling telephone calls
- etc.

Five marks will be given for each learning situation.

**Example of a learning situation:**

Michael has been a sales consultant in a building materials company for three years. When he was first hired, he was asked to increase the customer base by making at least three cold calls per day. Sometimes, he meets with new customers to present bids. Often, he works 50 hours a week, and, after three years, he notices that he is spending little time with his family and on leisure activities.

Let's follow him for a day and see how he uses his time:

Michael gets to work at 8:30 in the morning. Today, he must meet two clients to present bids. He must also send some suppliers' orders that he prepared yesterday and meet with another supplier who will present a new stain that will soon be on the market.

Just shortly after he arrives at the office, he speaks with a colleague who asks his advice because he is having problems with the computerized inventory system. Later, Michael goes through his mail and notices that today he must confirm his registration for the next golf tournament sponsoring children with difficulties. While he is completing the registration form, a customer calls him for information on oak trim; they have a lengthy discussion because the customer has just returned from a hunting trip and enjoys talking about his trip. Michael listens and says that it's been a long time since he's been hunting.

It's already 11 o'clock and Michael must leave because he is meeting a customer at a restaurant at 11:30. They have lunch and then he realizes that it is 1:30 and that he has another meeting at 2:00.

He quickly makes his way to the next customer, who had to leave the office for a family emergency.

Disappointed, Michael returns to the store to update his order, but cannot complete his task: his wife calls because her car has broken down along the highway, so he has to leave to pick her up. He tells himself that he will finish his work tomorrow by working late.

- a) Identify three time-wasting activities in Michael's day.
- b) For each time-wasting activity identified, suggest a means of countering it.

**Examples of answers:**

- a) Spent too much time with his colleague.  
Spoke too long on the telephone on an unimportant subject (hunting).  
Any other relevant answer.
- b) Invite his colleague to discuss the problem during a coffee break.  
Telephone to confirm his meeting and have a backup plan in the event that the meeting is cancelled.  
Any other relevant answer.

## SET OBJECTIVES

Candidates will be given a learning situation describing two or three important objectives (increase in sales, implementation of a new product, etc.) that will contribute to attaining one of the company's general objectives. The learning situation will also describe one of the sales consultant's personal objectives. Candidates are expected to formulate an objective related to the company and a personal objective.

### 3 FORMULATION OF OBJECTIVES

On the basis of the learning situation, candidates are expected to formulate two objectives: an objective related to the company and a personal objective. Each objective must include "what," "when" and "how."

Five marks will be given for each objective.

### 4 QUALITY OF OBJECTIVES

The objectives formulated must be realistic and measurable.

Five marks will be given for the quality of each objective formulated.

#### **Example of a learning situation:**

Helen Bolan is a sales consultant in a company that makes venetian blinds. Helen dreams of retiring soon. In the meantime, her life is rather routine. She gets up early, goes to bed late, runs from suppers with friends, to the theatre, exhibits, meetings, and household chores.

Her employer is not satisfied with her sales for the preceding month.

Overwhelmed, always short of money, Helen is more and more unhappy in her work and personal life because she no longer sees her family and cannot travel. Stress is taking over and her lack of motivation is beginning to make her work unproductive.

After meeting with a time-management specialist, Helen observes that her problem stems from the fact that she does not know where she is going, she does not have any specific objectives to attain. Her work and life are in a tailspin and she never has enough time. The specialist asks her to write her desires and plans for the year in terms of her work and personal life.

On the basis of the preceding learning situation, formulate for Helen:

- a) one professional objective that will contribute to attaining the company objective

- b) one personal objective

The objectives formulated must comply with the rules for formulating objectives and criteria of quality.

**Examples of answers:**

- a) Starting tomorrow, with my supervisor's agreement, I will prepare a special sale on vertical blinds in order to increase sales by at least 20 percent by next month.  
Or any other relevant answer.
- b) Starting today, I will save \$40 per week so that I can travel to Paris next February.  
Or any other relevant answer.

## **PLAN ACTIVITIES**

### **5 APPLICATION OF DELEGATION PROCESS**

Candidates will be given three short learning situations in which they will be required to choose the activities that the sales consultant could delegate, then determine the persons competent enough to complete the tasks that might be delegated.

#### **5.1 Correctly determine activities to be delegated**

On the basis of the three learning situations, candidates are expected to choose the activities to be delegated by taking into account the environment's resources.

**Example of a learning situation:**

The store manager of Les Ailes de la Mode, Ms. Martino, leaves on vacation for one month starting on June 1st and gives the responsibility for the store to Samantha Oliver, who has a reputation for her sense of responsibility and initiative. During the manager's absence, Samantha spends half her time at the cosmetics counter; her afternoons are spent on tasks assigned by the manager. Because she has already taken a time-management course and knows how to delegate, she should use the resources in the store to ensure that the store runs smoothly. The staff include Ms. Blais, the secretary, a display designer, an accountant, a cosmetician and three sales consultants.

Ms. Martino has given the following tasks to Samantha Oliver:

- Publish the job ads for two sales consultants (already prepared by Ms. Martino) in all the local newspapers. Ms. Martino will do the interviews when she returns.
- Rearrange the window for men's clothing for next week.

- Call Ms. Martino at least once a week to confirm that the store is running smoothly.
- Send invitations out for the fashion show that will be held at the end of the month.
- Deal with a supplier who is increasing his prices.
- Telephone to find out the arrival time of Ms. Martino's flight from Paris on the date she is scheduled to return.

Candidates are expected to list at least three tasks that could be delegated and indicate to whom the tasks could be delegated.

**Example of an answer:**

- Task delegated to the display designer: rearrange the window for men's clothing for next week.



## 5.2 Clearly communicate instructions

On the basis of a particular task, candidates are expected to write a memo in which they provide clear instructions for carrying out the delegated task.

### **Example of a memo:**

Date: June 6, 20\_\_

TO: Ms. Blais  
FROM: Samantha Oliver

### **MEMO**

Dear Ms. Blais,

Please call the printers to make sure that they deliver the invitations for the June 30th fashion show today.

I have enclosed the guest list and the invitations should be mailed no later than June 8.

It is important to include a stamped response card with each invitation; please start preparing the cards today.

Thank you for your help. Please confirm that the invitations have been sent on June 8 before 5:00 p.m.

Samantha Oliver

The instructions must comply with communication rules. If a candidate correctly communicates the instructions but the task should not have been delegated, the candidate should not be penalized.

## 6 APPLICATION OF PLANNING PROCESS

Candidates will be given a learning situation during which they will apply the planning process in order to facilitate the attainment of predetermined objectives.

### Example of a learning situation:

Mark has been working for several years in a Rona hardware store. Today, his supervisor asks him to prepare a huge sale in electrical appliances. The sale will take place in 15 days. Ms. Vincent, his supervisor, assigns all of the activities related to the sale to Mark, who prepares the following list of activities that need to be completed in order to attain the objective. Ms. Vincent asks Mark to get help from four other sales consultants in his department.

The following is the list of activities:

- Check the inventory to make sure there is enough sales merchandise available.
- Place new orders, if necessary.
- Put price tags on the merchandise.
- Prepare the shelves and display counters.
- Advertise the sale within the store.
- Determine the days on which the sale will be in effect.
- Check the contents of the advertisement that will be placed in the newspapers.
- Ensure that there are enough employees on the floor during the sale.
- Communicate with the printer with regard to the cards for additional discounts for preferred customers.
- Tidy the shelves, etc.

Plan the activities proposed in the learning situation, taking into account the following:

- classification of activities according to order of priority
- classification of activities according to yield
- estimate of duration of activities
- determination of control methods

### Example of an answer

| Activity            | Priority | Yield | Duration | Control method                                                     |
|---------------------|----------|-------|----------|--------------------------------------------------------------------|
| Check the inventory | 1        | High  | 30 min   | Consistency between the computerized record and the physical count |
| ...                 | ...      | ...   | ...      | ...                                                                |
|                     |          |       |          |                                                                    |

**KEEP A PERSONAL PLANNER****7 ENTRY OF ACTIVITIES**

On the basis of a list of activities covering the different aspects of the job of sales consultant, candidates will enter the activities in a personal planner provided by the teacher.

**Suggestion of activities:**

- Become aware of any new developments in the store.
- Update customer records.
- Prepare the presentation materials.
- Telephone to make an appointment.
- Read the labels on the new products.
- Discuss their ideas regarding the new products.
- Make sure they have all the required materials (order forms, bags, labels, etc.).
- Prepare their cash float.
- Visit a competitor in order to compare prices.
- Check the inventory.
- Rearrange the merchandise.
- Change the display window.
- Etc.

**Minimum performance standard for the entire examination: 85 marks**

## EVALUATION FORM

|                             |                       |                                                                                                                                                                                                                                                 |
|-----------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROFESSIONAL SALES</b>   |                       | Program code: 5696                                                                                                                                                                                                                              |
| 7 – Time Management         |                       | Module code: 948 172                                                                                                                                                                                                                            |
| Candidate's name: _____     |                       |                                                                                                                                                                                                                                                 |
| School: _____               | Permanent code: _____ |                                                                                                                                                                                                                                                 |
| Date of examination: _____  | RESULT:               | <div style="display: inline-block; text-align: center; width: 100px;"> <b>PASS</b><br/> <input type="checkbox"/> </div> <div style="display: inline-block; text-align: center; width: 100px;"> <b>FAIL</b><br/> <input type="checkbox"/> </div> |
| Examiner's signature: _____ |                       |                                                                                                                                                                                                                                                 |

| OBSERVATION                                                                                        |                          | RESULT                   |
|----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
|                                                                                                    | YES NO                   |                          |
| <b>ANALYZE THE USE OF THEIR TIME</b>                                                               |                          |                          |
| 1 RECOGNITION OF TIME-WASTING ACTIVITIES IN A LIST OF ACTIVITIES                                   |                          | 0 or 10                  |
| 2 DETERMINATION OF WAYS OF COUNTERING TIME-WASTING ACTIVITIES                                      |                          | 0 or 10                  |
| <b>SET OBJECTIVES</b>                                                                              |                          |                          |
| 3 FORMULATION OF OBJECTIVES                                                                        |                          | 0 or 10                  |
| 4 QUALITY OF OBJECTIVES                                                                            |                          | 0 or 10                  |
| <b>PLAN ACTIVITIES</b>                                                                             |                          |                          |
| 5 APPLICATION OF DELEGATION PROCESS                                                                |                          |                          |
| 5.1 Correctly determined activities to be delegated                                                |                          |                          |
| - inclusion of at least three activities to be delegated                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| - indication of the person to whom the activities will be delegated                                | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                    |                          | 0 or 15                  |
| 5.2 Clearly communicated instructions                                                              |                          |                          |
| - inclusion of all required instructions                                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| - clarity of instructions                                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| - precision of instructions                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                    |                          | 0 or 5                   |
| Note: Do not penalize candidates who communicate clearly but do not delegate to the correct person |                          |                          |

| OBSERVATION                                                                                      |                                                   | RESULT         |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------|
|                                                                                                  | YES NO                                            |                |
| <b>6 APPLICATION OF PLANNING PROCESS</b>                                                         |                                                   |                |
| 6.1 Included all aspects of planning:                                                            |                                                   |                |
| - classification of activities according to order of priority                                    | <input type="checkbox"/> <input type="checkbox"/> |                |
| - classification of activities according to yield                                                | <input type="checkbox"/> <input type="checkbox"/> |                |
| - estimate of duration of activities                                                             | <input type="checkbox"/> <input type="checkbox"/> |                |
| - determination of methods of monitoring                                                         | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 20</b> |
| Error tolerance: one error per aspect of planning                                                |                                                   |                |
| <b>KEEP A PERSONAL PLANNER</b>                                                                   |                                                   |                |
| <b>7 ENTRY OF ACTIVITIES</b>                                                                     |                                                   |                |
| 7.1 Included all activities under the appropriate headings (read, write, visit, telephone, etc.) | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 10</b> |
| 7.2 Included free periods for unexpected activities                                              | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 5</b>  |
| 7.3 Carried forward uncompleted activities                                                       | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 5</b>  |
| Total:                                                                                           |                                                   | <b>/ 100</b>   |
| Minimum performance standard for the entire examination: 85 marks                                |                                                   |                |

Comments:

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# PROFESSIONAL SALES (5696)

## 948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)

### INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on observations made at certain times during the practicum by the teacher and the practicum supervisor at the host company. It will also be based on the candidates' achievements (notes on looking for a practicum position, observation sheets, questionnaires, journals, practicum report, etc.).

#### **PHASE 1: PREPARATION FOR THE PRACTICUM**

The teacher will provide candidates with documents to support and supervise them in gathering and synthesizing information.

#### **PHASE 2: OBSERVATION OF THE WORKPLACE AND PARTICIPATION IN THE PROCESS OF SELLING PRODUCTS OR SERVICES**

The activities that the candidates should perform during their practicum must first be determined during a meeting between those in charge of the practicum at the host company and at the educational institution.

The evaluation must take into account the following aspects:

- an assessment of the candidate's participation by the practicum supervisor at the host company; it is recommended that instruments (checklists) be prepared for this person so that he or she can make a decision regarding:
  - the candidate's behaviour in performing the tasks assigned
  - the candidate's attitude in interpersonal relations (colleagues, practicum supervisor, customers)
  - compliance with company policies
  - compliance with rules of professional ethics
  - application of the total quality approach
- the observations and information gathered by the teacher during visits to the practicum site
- the observations recorded by the candidate in the journal during the practicum

#### **PHASE 3: EVALUATION OF THEIR PRACTICUM EXPERIENCE**

In order to prepare for the group discussion, candidates will refer to:

- their journal
- the evaluation form completed by the practicum supervisor at the host company
- the evaluation form completed by the teacher in charge of supervising the practicum
- their self-evaluation
- their practicum report

## PARTICIPATION EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

8 – Introduction to the Occupation

Module code: 948 184

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_

RESULT:

PASS

FAIL

☐☐

Examiner's signature: \_\_\_\_\_

| PARTICIPATION INDICATORS                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                           | MARK<br>YES NO           |                          |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| <b>PHASE 1: PREPARATION FOR THE PRACTICUM</b>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |                          |                          |
| 1                                                                                                             | FIND A COMPANY THAT MEETS THE CRITERIA FOR THEIR PRACTICUM                                                                                                                                                                                                                                                                                                                                |                          |                          |
| 1.1                                                                                                           | Prepared a list of at least three companies contacted for the practicum, indicating the selection criteria used<br>- explained their choice in terms of aptitudes, preferences and interests                                                                                                                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2                                                                                                           | Indicated the company selected and the person responsible for the practicum, and produced a confirmation of their commitment as a trainee                                                                                                                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 2: OBSERVATION OF THE WORKPLACE AND PARTICIPATION IN THE PROCESS OF SELLING PRODUCTS OR SERVICES</b> |                                                                                                                                                                                                                                                                                                                                                                                           |                          |                          |
| 2                                                                                                             | OBTAIN THE INFORMATION REQUIRED ON THE WORKPLACE                                                                                                                                                                                                                                                                                                                                          |                          |                          |
| 2.1                                                                                                           | Completed the questionnaire on the workplace:<br>- the organizational structure of the company<br>- the tasks and functions of the staff<br>- the working conditions<br>- the type of products and services offered<br>- the characteristics and advantages of these products and services<br>- the type of clientele<br>- the elements that distinguish the company from its competitors | <input type="checkbox"/> | <input type="checkbox"/> |

| PARTICIPATION INDICATORS                                                                        |                                                                                                                                                                                                                                                                                    | MARK<br>YES NO           |                          |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 3                                                                                               | TAKE PART IN SALES ACTIVITIES                                                                                                                                                                                                                                                      |                          |                          |
| 3.1                                                                                             | Carried out tasks in compliance with the company's policies <ul style="list-style-type: none"> <li>- demonstrated availability, open-mindedness, flexibility and interest</li> <li>- was present, punctual and complied with working methods established in the company</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2                                                                                             | Showed concern for applying rules of professional ethics <ul style="list-style-type: none"> <li>- respect, attentiveness to others, dependability</li> </ul>                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3                                                                                             | Adopted intrapreneurial behaviours during the practicum <ul style="list-style-type: none"> <li>- feeling of belonging, respect for others' property, initiative, etc.</li> </ul>                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4                                                                                             | Showed concern for applying the total quality approach to each task carried out                                                                                                                                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 3: EVALUATION OF THEIR PRACTICUM EXPERIENCE</b>                                        |                                                                                                                                                                                                                                                                                    |                          |                          |
| 4                                                                                               | PREPARE A PRACTICUM REPORT                                                                                                                                                                                                                                                         |                          |                          |
| 4.1                                                                                             | Presented a report describing: <ul style="list-style-type: none"> <li>- the company (type of business)</li> <li>- the characteristics of the clientele</li> <li>- sales methods</li> <li>- promotional approach</li> <li>- after-sales service</li> </ul>                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2                                                                                             | Presented in their report a self-evaluation of their practicum                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5                                                                                               | EXPRESS AN OPINION ON THE PRACTICUM EXPERIENCE                                                                                                                                                                                                                                     |                          |                          |
| 5.1                                                                                             | Expressed their view of the practicum experience with the teacher and class                                                                                                                                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Minimum performance standard: 8 YESes out of 10, including 1.2, 3.1, 3.2, 3.4, 4.1, 4.2 and 5.1 |                                                                                                                                                                                                                                                                                    |                          |                          |

 Comments:
 

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# **PROFESSIONAL SALES (5696)**

948 192 – FINANCIAL OPERATIONS (Module 9)

## **INFORMATION ON THE EVALUATION**

### **CALCULATE A SALES PRICE**

Candidates will solve problems involving the calculation of a sales price.

### **PREPARE AN INVOICE AND DO THE NECESSARY CALCULATIONS**

Candidates will be presented with a learning situation that describes a customer's need for various products or services and will have to determine the total amount of the invoice. Candidates are expected to indicate the relevant information in the invoice and perform the calculations required to arrive at the total cost.

Candidates must include the following information in the invoice: the customer's address and telephone number, the date, a description of the merchandise (code, quantity, unit price), the discount and the method of payment.

### **OPERATE A CASH REGISTER**

This part of the examination will take place during a simulation in which a product is sold, in the presence of the examiner and a third person playing the role of the customer.

The person playing the role of the customer must come to the cash register twice and, each time, must give the candidate the opportunity to perform different transactions.

The examiner will provide each customer with two scenarios for different transactions. The transactions may involve:

- the purchase of at least two items paid with cash
- the refund of an item purchased with a credit card
- the layaway of an item with a cash deposit
- the exchange of an item
- etc.

### **APPLY A PROCEDURE FOR CLOSING THE CASH REGISTER**

Candidates will be given a cash register reading with some 20 transactions, play money and a cash report to be completed. They are expected to perform all of the calculations for preparing a cash report.

Using the cash report, the corresponding receipt, other documents (cheques and credit card slips) and the float for reopening the cash register, candidates will complete the deposit slip.

## EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

9 – Financial Operations

Module code: 948 192

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| OBSERVATION                                                                                                   |                                                   | RESULT  |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                                                               | YES NO                                            |         |
| 1 DETERMINATION OF SALES PRICE                                                                                |                                                   |         |
| 1.1 Determined the sales price on the basis of the cost price and the percentage of profit on the sales price | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 1.2 Determined the sales price on the basis of the cost price and the percentage of profit on the cost price  | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 2 PREPARATION OF AN INVOICE                                                                                   |                                                   |         |
| 2.1 Recorded accurate and complete data                                                                       |                                                   |         |
| - the customer's address and telephone number                                                                 | <input type="checkbox"/> <input type="checkbox"/> |         |
| - date                                                                                                        | <input type="checkbox"/> <input type="checkbox"/> |         |
| - description of items (code, quantity, unit price)                                                           | <input type="checkbox"/> <input type="checkbox"/> |         |
| - taxes                                                                                                       | <input type="checkbox"/> <input type="checkbox"/> |         |
| - discounts                                                                                                   | <input type="checkbox"/> <input type="checkbox"/> |         |
| - method of payment                                                                                           | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 2.2 Accurately determined the total amount of the invoice                                                     |                                                   |         |
| - performed an accurate calculation                                                                           | <input type="checkbox"/> <input type="checkbox"/> |         |
| - recorded the accurate amount on the invoice                                                                 | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |

| OBSERVATION                                                                                                                                            |                          |                          | RESULT         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------|
|                                                                                                                                                        | YES                      | NO                       |                |
| <b>3 APPLICATION OF A PROCESS FOR OPENING THE CASH REGISTER</b>                                                                                        |                          |                          |                |
| <b>3.1 Checked operations</b>                                                                                                                          |                          |                          |                |
| - checked the paper roll                                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - put the key in the normal position so that transactions may be performed                                                                             | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - placed the clerk's key so that identification is possible                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 5</b>  |
| <b>3.2 Checked the amount of the float</b>                                                                                                             |                          |                          |                |
| - exact count of bank notes                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - exact count of cash                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 5</b>  |
| <b>4 PERFORMANCE OF CURRENT CASH REGISTER OPERATIONS</b>                                                                                               |                          |                          |                |
| <b>4.1 Selected forms relevant to the transaction (invoices for purchases, layaways, refunds, credit card payments, debit card payments, etc.)</b>     | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 5</b>  |
| <b>4.2 Entered complete, accurate data and observed an appropriate procedure for operating the cash register for each of the following operations:</b> |                          |                          |                |
| - indicated the department and the merchandise                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - for each item, gave the quantity, unit price and any applicable discounts                                                                            | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - indicated the method of payment                                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - indicated the amount received                                                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - calculated the subtotal and the grand total, taking into account the method of payment                                                               | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - gave the cash register slip to the customer                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 15</b> |
| <b>4.3 Observed appropriate security measures</b>                                                                                                      |                          |                          |                |
| - storing of bank notes at appropriate times                                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - storing of documents, if applicable                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> |                |
| - verification of usage (payment by cheque)                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 5</b>  |

| OBSERVATION                            |                                                             | YES                      |                          | NO |  | RESULT  |
|----------------------------------------|-------------------------------------------------------------|--------------------------|--------------------------|----|--|---------|
| 4.4                                    | Observed rules of politeness and courtesy                   |                          |                          |    |  |         |
|                                        | - appropriate level of respect                              | <input type="checkbox"/> | <input type="checkbox"/> |    |  |         |
|                                        | - appropriate greetings                                     | <input type="checkbox"/> | <input type="checkbox"/> |    |  |         |
|                                        | - appropriate sales conclusion                              | <input type="checkbox"/> | <input type="checkbox"/> |    |  | 0 or 5  |
| 4.5                                    | Performed the cash register operations in the time allotted | <input type="checkbox"/> | <input type="checkbox"/> |    |  | 0 or 5  |
| 5                                      | APPLICATION OF PROCEDURE FOR CLOSING THE CASH REGISTER      |                          |                          |    |  |         |
| 5.1                                    | Used an appropriate method for the cash register reading    |                          |                          |    |  |         |
|                                        | - accurate position of keys                                 | <input type="checkbox"/> | <input type="checkbox"/> |    |  |         |
|                                        | - use of appropriate reading code                           | <input type="checkbox"/> | <input type="checkbox"/> |    |  | 0 or 5  |
| 5.2                                    | Adequately prepared a cash report                           |                          |                          |    |  |         |
|                                        | - correction of errors, if applicable                       | <input type="checkbox"/> | <input type="checkbox"/> |    |  | 0 or 10 |
| 5.3                                    | Adequately prepared a deposit slip                          |                          |                          |    |  |         |
|                                        | - complete entry of data                                    | <input type="checkbox"/> | <input type="checkbox"/> |    |  | 0 or 10 |
| Total:                                 |                                                             |                          |                          |    |  | / 100   |
| Minimum performance standard: 80 marks |                                                             |                          |                          |    |  |         |

Comments:

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# PROFESSIONAL SALES (5696)

## 948 203 – MANAGING MERCHANDISE (Module 10)

### INFORMATION ON THE EVALUATION

This practical examination consists in evaluating the candidates' ability to perform supply-related operations.

#### RECEIVE MERCHANDISE

##### 1 CHECKING OF INFORMATION IN THE PURCHASE ORDERS AND RECEIVING SLIPS

The examiner will prepare a learning situation in which the candidates will perform verifications regarding the receipt of merchandise.

Each candidate will be given a purchase order and a receiving slip, as well as blank inventory forms.

The examiner will ensure that the learning situation contains discrepancies between the purchase order and the receiving slip and that some of the merchandise is out of stock.

#### **Example:**

A store orders 20 vacuum cleaners; it receives 15 and 5 are out of stock. The inventory form should indicate:

|    |       |                   |
|----|-------|-------------------|
| 20 | under | Quantity Ordered  |
| 15 | under | Quantity Received |
| 5  | under | Back-order        |

## **PREPARE MERCHANDISE**

### **2 PREPARATION OF PRICE TAGS**

The examiner will provide the candidates with all the information required regarding pricing:

- cost of the item
- secret code
- desired profit margin

Candidates will be given a series of price tags, the purchase order and the receiving slip and will be asked to perform the calculations required to determine the retail cost of the merchandise received and to prepare the price tags.

### **3 OBSERVANCE OF SIGN POSTING REGULATIONS**

Candidates will be given a series of 10 signs and are expected to identify those which comply with sign posting regulations.

## **TAKE INVENTORIES**

### **4 OPENING OF INVENTORY RECORDS**

On the basis of a learning situation, candidates will count the products in the store by using product price tags (approximately 15). They are expected to complete inventory forms by indicating the classification code number of the product, the description of the product, the quantity, the unit price and the total value.

### **5 UPDATE OF INVENTORY RECORDS**

Still using the same learning situation, candidates are expected to record the inflows and outflows (sales invoice) for a given product. They will complete the inventory forms using a series of transactions (purchase and sale).

## **PLACE ORDERS**

### **6 PREPARATION OF DOCUMENTS RELATED TO INTER-STORE TRANSFERS OF MERCHANDISE**

Candidates will be presented with a learning situation describing a transfer of merchandise between two stores in the same chain. Candidates are expected to complete the transfer form by following the appropriate rules.

### **7 PREPARATION OF PURCHASE ORDER**

Candidates will be presented with a learning situation describing a store's needs for various products by indicating:

- the quantity
- the description of items
- the price agreed to

Candidates are expected to correctly complete the purchase order.

## **SHIP MERCHANDISE**

### **8 PREPARATION OF SHIPPING ORDER**

Candidates will be presented with a learning situation in which they are expected to ship ten different items. The learning situation will specify:

- the appropriate means of transportation to be used for the item
- the destination of the merchandise
- the name of the person sending the merchandise
- additional information related to the shipping (fragile, this side up, etc.).

Candidates are expected to correctly complete the shipping order.

## EVALUATION FORM

|                             |                       |                                                                                                                                                                                                                                        |
|-----------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROFESSIONAL SALES</b>   |                       | Program code: 5696                                                                                                                                                                                                                     |
| 10 – Managing Merchandise   |                       | Module code: 948 203                                                                                                                                                                                                                   |
| Candidate's name: _____     |                       |                                                                                                                                                                                                                                        |
| School: _____               | Permanent code: _____ |                                                                                                                                                                                                                                        |
| Date of examination: _____  | RESULT:               | <div style="display: inline-block; text-align: center;"> <b>PASS</b><br/> <input type="checkbox"/> </div> <div style="display: inline-block; text-align: center; margin-left: 20px;"> <b>FAIL</b><br/> <input type="checkbox"/> </div> |
| Examiner's signature: _____ |                       |                                                                                                                                                                                                                                        |

| OBSERVATION                |                                                                    | RESULT                                            |
|----------------------------|--------------------------------------------------------------------|---------------------------------------------------|
|                            | YES NO                                                             |                                                   |
| <b>RECEIVE MERCHANDISE</b> |                                                                    |                                                   |
| 1                          | CHECKING OF INFORMATION IN THE PURCHASE ORDERS AND RECEIVING SLIPS |                                                   |
| 1.1                        | Ensured that the purchase orders matched the receiving slips:      |                                                   |
|                            | - identifying discrepancies                                        | <input type="checkbox"/> <input type="checkbox"/> |
|                            | - noting out-of-stock merchandise                                  | <input type="checkbox"/> <input type="checkbox"/> |
|                            | - signing the receiving slip                                       | <input type="checkbox"/> <input type="checkbox"/> |
|                            |                                                                    | <b>0 or 15</b>                                    |
| <b>PREPARE MERCHANDISE</b> |                                                                    |                                                   |
| 2                          | PREPARATION OF PRICE TAGS                                          |                                                   |
| 2.1                        | Calculated the retail price:                                       |                                                   |
|                            | - took into consideration:                                         |                                                   |
|                            | • cost price                                                       | <input type="checkbox"/> <input type="checkbox"/> |
|                            | • profit margin                                                    | <input type="checkbox"/> <input type="checkbox"/> |
|                            |                                                                    | <b>0 or 5</b>                                     |
| 2.2                        | Correctly recorded information on the product:                     |                                                   |
|                            | - secret code                                                      | <input type="checkbox"/> <input type="checkbox"/> |
|                            | - retail price                                                     | <input type="checkbox"/> <input type="checkbox"/> |
|                            | - size, colour                                                     | <input type="checkbox"/> <input type="checkbox"/> |
|                            | - dimensions, if applicable                                        | <input type="checkbox"/> <input type="checkbox"/> |
|                            | Error tolerance: 1 error                                           | <b>0 or 10</b>                                    |
| 3                          | OBSERVANCE OF SIGN POSTING REGULATIONS                             |                                                   |
| 3.1                        | Identified signs in compliance with sign posting regulations       | <input type="checkbox"/> <input type="checkbox"/> |
|                            |                                                                    | <b>0 or 5</b>                                     |



| OBSERVATION                                                                                           |                                                   | RESULT         |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------|
|                                                                                                       | YES NO                                            |                |
| <b>TAKE INVENTORIES</b>                                                                               |                                                   |                |
| <b>4 OPENING OF INVENTORY RECORDS</b>                                                                 |                                                   |                |
| <b>4.1 Entered the information required to open records:</b>                                          |                                                   |                |
| - general information on the merchandise                                                              | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 20</b> |
| - colour, size, dimensions, etc.                                                                      | <input type="checkbox"/> <input type="checkbox"/> |                |
| - point of order                                                                                      | <input type="checkbox"/> <input type="checkbox"/> |                |
| - purchase order number                                                                               | <input type="checkbox"/> <input type="checkbox"/> |                |
| - information on the receiving slip                                                                   | <input type="checkbox"/> <input type="checkbox"/> |                |
| - items on back-order, if applicable                                                                  | <input type="checkbox"/> <input type="checkbox"/> |                |
| - balance in the store                                                                                | <input type="checkbox"/> <input type="checkbox"/> |                |
| <b>5 UPDATE OF INVENTORY RECORDS</b>                                                                  |                                                   |                |
| <b>5.1 Entered the information required to update records:</b>                                        |                                                   |                |
| - purchase invoice number                                                                             | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 15</b> |
| - quantity of items sold                                                                              | <input type="checkbox"/> <input type="checkbox"/> |                |
| - quantity of items on back-order received                                                            | <input type="checkbox"/> <input type="checkbox"/> |                |
| - quantities received after the second order                                                          | <input type="checkbox"/> <input type="checkbox"/> |                |
| - quantity in stock                                                                                   | <input type="checkbox"/> <input type="checkbox"/> |                |
| <b>PLACE ORDERS</b>                                                                                   |                                                   |                |
| <b>6 PREPARATION OF DOCUMENTS RELATED TO INTER-STORE TRANSFERS OF MERCHANDISE</b>                     |                                                   |                |
| <b>6.1 Correctly completed the inter-store transfer form by indicating the following information:</b> |                                                   |                |
| - receiver                                                                                            | <input type="checkbox"/> <input type="checkbox"/> | <b>0 or 10</b> |
| - sender                                                                                              | <input type="checkbox"/> <input type="checkbox"/> |                |
| - product classification                                                                              | <input type="checkbox"/> <input type="checkbox"/> |                |
| - quantity                                                                                            | <input type="checkbox"/> <input type="checkbox"/> |                |
| - unit price                                                                                          | <input type="checkbox"/> <input type="checkbox"/> |                |
| - total value                                                                                         | <input type="checkbox"/> <input type="checkbox"/> |                |
| Error tolerance: 1 error                                                                              |                                                   |                |

| OBSERVATION                            |                                                                                | YES NO                   |                          | RESULT  |
|----------------------------------------|--------------------------------------------------------------------------------|--------------------------|--------------------------|---------|
| 7                                      | PREPARATION OF PURCHASE ORDER                                                  |                          |                          |         |
| 7.1                                    | Recorded accurate and complete information on the purchase order:              |                          |                          |         |
|                                        | - quantity of items                                                            | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - description of items                                                         | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - purchase order number                                                        | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - price agreed upon                                                            | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - means and conditions of transportation                                       | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 10 |
| <b>SHIP MERCHANDISE</b>                |                                                                                |                          |                          |         |
| 8                                      | PREPARATION OF SHIPPING ORDER                                                  |                          |                          |         |
| 8.1                                    | Recorded accurate and complete information on the shipping order:              |                          |                          |         |
|                                        | - destination of the merchandise                                               | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - name of the sender                                                           | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - means and conditions of transportation                                       | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - additional information related to the shipping (fragile, this side up, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 10 |
| Total:                                 |                                                                                |                          |                          | / 100   |
| Minimum performance standard: 80 marks |                                                                                |                          |                          |         |

Comments:

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# **PROFESSIONAL SALES (5696)**

## **948 215 – COMPUTER TECHNOLOGY (Module 11)**

### **INFORMATION ON THE EVALUATION**

This practical examination consists in evaluating the candidates' ability to use office software such as database, spreadsheet, accounting and word processing programs.

It is important to note that the evaluation tasks proposed here reflect situations in which these programs are used as part of the work of a sales consultant. They are intended essentially to evaluate the candidates' ability to perform basic operations that allow them to access information, organize information by adding, modifying or selecting data, and to save information. Candidates are not expected to master these programs.

Candidates will have the following at their disposal:

- a microcomputer, and the required peripherals
- the required computer programs
- a diskette containing the files required to perform different tasks
- instructions and documents provided by the teacher

The examination will take place in four distinct stages after the candidates have completed the course content related to the use of the various programs.

The evaluation will be based on the contents of the working diskette and the printed documents.

### **PRODUCE DOCUMENTS USING WORD PROCESSING SOFTWARE**

Candidates will be asked to keyboard a text of approximately one page (prospecting letter, promotional letter, after-sales service letter, etc.). Then candidates will be required to make changes to the text, according to the written instructions. Lastly, they will be required to print the modified text.

### **UPDATE INVENTORIES AND PREPARE INVOICES USING ACCOUNTING SOFTWARE**

Candidates will be given inventory information related to the field of sales (modification of prices, discounts, quantities, etc.). Then they will be asked to keyboard the data and modify the data saved during the inventory update.

Candidates will be given the data saved during the inventory update and related to the field of sales (price, discounts, quantities, etc.). They will be required to save the data using the proper procedure and to produce two invoices that accurately and thoroughly record the relevant information (client name and

address, date, quantity, unit price, discounts, taxes, etc.), while respecting the method of payment (cash, personal cheque, credit card, etc.). Then, candidates will print the invoices.

## **CREATE TABLES USING AN ELECTRONIC SPREADSHEET**

Using a partially completed worksheet containing data related to the field of sales (sales figures for a set period, sales forecasts for products, weekly report, etc.), candidates will be required to keyboard data, modify data and perform calculations. Then, they will print the requested documents.

### **4.1 Enter or modify data according to instructions**

Candidates are expected to complete the worksheet by adding a dozen pieces of information in the spots indicated in the instructions.

Candidates will make modifications involving:

- the appearance of cells
- the number of columns or rows
- the type of data

### **4.2 Produce accurate calculations**

Using data allowing the use of at least two basic arithmetic functions such as addition, subtraction, multiplication and division or the use of at least two statistical functions such as sum, average, minimum or maximum, candidates are expected to create formulas appropriate for the calculations requested by previously determining the right functions or formulas.

### **4.3 Present the documents requested**

Candidates are expected to use the correct command for saving a file in which they have performed different tasks.

Candidates are expected to use the correct command for printing their worksheet.

## **CREATE CUSTOMER RECORDS AND SUPPLIER RECORDS USING DATABASE SOFTWARE**

Candidates will be given two structured files (five or six fields) containing previously completed records. The first file is a customer file with some 50 records and the second file is a supplier file with some 20 records.

Data related to the field of sales should be used, for example:

- create customer records that contain the following fields: customer number, last name, first name, street, city, postal code, telephone number, etc.
- create supplier records that contain the following fields: supplier number, name, street, city, postal code, telephone number, product code, etc.

#### 5.1 Correctly update the file

On the basis of instructions and a supplier file containing some 20 records, candidates will be required to update the file by adding five new records.

#### 5.2 Accurately enter the data to be modified

On the basis of instructions and a customer file, candidates will be required to make five modifications to the original file by changing the data in two different records such as change of address, change of telephone number, etc.

#### 5.3 Extract the data according to selection criteria

On the basis of a customer file containing some 50 records, candidates will be required to select records using specific criteria. For example, candidates could be asked to prepare a list of customers living in a specific area, with a view to sending a promotional letter.

#### 5.4 Present the printed records or file

Candidates will be required to use the correct command to save the file in which they have performed the various tasks. Then, they will use the correct command to print the updated file and the selection of requested records.

## EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

11 – Computer Technology

Module code: 948 215

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| OBSERVATION                                                                         |                                                   | RESULT  |
|-------------------------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                                     | YES NO                                            |         |
| 1 USE OF WORD PROCESSING SOFTWARE IN ORDER TO:                                      |                                                   |         |
| - create a file                                                                     |                                                   |         |
| - keyboard and make changes to a report                                             |                                                   |         |
| - save a file                                                                       |                                                   |         |
| - print a file                                                                      |                                                   |         |
| 1.1 Accurately and completely keyboarded the text                                   | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| Error tolerance: 3 errors (typing error, omission, etc.)                            |                                                   |         |
| 1.2 Inserted and deleted text according to instructions                             |                                                   |         |
| - insertions made in correct spots                                                  | <input type="checkbox"/> <input type="checkbox"/> |         |
| - deletions made in correct spots                                                   | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 1.3 Moved text according to instructions                                            | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 1.4 Printed the documents                                                           |                                                   |         |
| - saving of file                                                                    | <input type="checkbox"/> <input type="checkbox"/> |         |
| - printing of text                                                                  | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 2 USE OF ACCOUNTING SOFTWARE TO ENTER AND MODIFY DATA RELATED TO UPDATING INVENTORY |                                                   |         |
| 2.1 Accurately entered the data                                                     |                                                   |         |
| - the data is accurate                                                              | <input type="checkbox"/> <input type="checkbox"/> |         |
| - all the data has been included                                                    | <input type="checkbox"/> <input type="checkbox"/> |         |
| - the data has been saved                                                           | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |

| OBSERVATION                                                                           |                          |                          | RESULT  |
|---------------------------------------------------------------------------------------|--------------------------|--------------------------|---------|
|                                                                                       | YES                      | NO                       |         |
| 2.2 Modified information according to data                                            | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 5  |
| 3 USE OF ACCOUNTING SOFTWARE TO ENTER AND MODIFY DATA RELATED TO PREPARING AN INVOICE |                          |                          |         |
| 3.1 Produced an invoice                                                               |                          |                          |         |
| - accurate entry of data                                                              | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - thorough entry of data                                                              | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - printing of invoice                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 10 |
| 4 USE OF AN ELECTRONIC SPREADSHEET IN ORDER TO:                                       |                          |                          |         |
| - enter or modify data                                                                |                          |                          |         |
| - do calculations                                                                     |                          |                          |         |
| - save a file                                                                         |                          |                          |         |
| - print a file or part of a file                                                      |                          |                          |         |
| 4.1 Entered or modified data according to instructions                                |                          |                          |         |
| - modifications affecting the appearance of cells                                     | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - modifications to the number of columns or rows                                      | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - definition of type of data (numeric, alphanumeric, alphabetic)                      | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 10 |
| Error tolerance: 1 error                                                              |                          |                          |         |
| 4.2 Produced accurate calculations                                                    | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 10 |
| 4.3 Presented the documents requested                                                 |                          |                          |         |
| - formatting of worksheet                                                             | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - saving of file                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - printing                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 5  |
| 5 USE OF DATABASE SOFTWARE IN ORDER TO:                                               |                          |                          |         |
| - add or delete records                                                               |                          |                          |         |
| - modify the content of a record                                                      |                          |                          |         |
| - extract data from a file                                                            |                          |                          |         |
| 5.1 Correctly updated the file                                                        |                          |                          |         |
| - deleted a record                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - added a record                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |         |
| - saved the modifications                                                             | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 10 |

| OBSERVATION                                                    |                                                   | RESULT |
|----------------------------------------------------------------|---------------------------------------------------|--------|
|                                                                | YES NO                                            |        |
| 5.2 Accurately entered the data to be modified                 |                                                   |        |
| - the data is accurate                                         | <input type="checkbox"/> <input type="checkbox"/> |        |
| - all of the data has been included                            | <input type="checkbox"/> <input type="checkbox"/> |        |
| - the new record has been saved                                | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5 |
| 5.3 Extracted the data according to selection criteria         |                                                   |        |
| - extracted a record                                           | <input type="checkbox"/> <input type="checkbox"/> |        |
| - extracted the fields selected according to specific criteria | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5 |
| 5.4 Presented the printed records or file                      | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5 |
| Error tolerance: 2 errors: typing error or incorrect record    |                                                   |        |
| Total:                                                         |                                                   | / 100  |
| Minimum performance standard: 80 marks                         |                                                   |        |

Comments:

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# PROFESSIONAL SALES (5696)

## 948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)

### INFORMATION ON THE EVALUATION

This practical examination consists in evaluating the candidates' ability to promote products and services.

#### ESTABLISH A PROMOTIONAL STRATEGY

The examiner will prepare a learning situation describing the objective of the promotion, the features of the product or service to be promoted, the promotional budget and the target clientele.

Candidates will be required to present a promotional strategy, select the most appropriate medium for the promotion and explain their choice of medium.

#### **Example:**

You work for the company Modern Windows, which has chosen the area of Trois-Rivières to promote a new type of window because there has been little residential housing development in recent years in this area and because the majority of single-family houses were built approximately 20 years ago. A budget of \$15 000 has been set aside to promote "Ultimate Protection" windows, which are reputed to prevent heat and cold from entering a house, thereby making homes more comfortable in the summer and allowing consumers to save money on heating during the winter. The windows also have double locks for greater security. Their price is currently the most competitive on the market and an interest-free financing plan is available for a five-year period.

Your supervisor asks you to prepare a plan for a promotional strategy and to select the most appropriate promotional medium to reach the greatest possible number of target customers.

#### PREPARE A DISPLAY

This part of the examination will be evaluated in two stages.

The examiner will prepare a learning situation requiring candidates to prepare a display with a theme.

#### **Example: Mother's Day**

##### Stage 1

Candidates will select a product or service and will prepare a plan containing all the elements required for the display. Candidates will also prepare a sketch of their display.

Candidates will not be evaluated on the quality of their sketch, but on the presence of all the elements required for the display.

The examiner will review the plan, assign an appropriate mark and indicate, if applicable, any changes that need to be made so that a candidate can continue on to the next stage of setting up the display.

### Stage 2

When a candidate signals to the examiner that the display is finished, the examiner will proceed with the marking.

## **PREPARE AN ADVERTISING MESSAGE**

Candidates will be required to write an advertising message for the window promotion described in the preceding learning situation.

The message should be written in a style adapted to the features of the product or service and to the target clientele, and should also comply with the rules for writing an advertising message.

Candidates will also be asked to provide information on the following:

- the objectives of the promotion
- the features of the product or service
- the advantages for customers
- the target clientele
- the promotional medium or media selected

## EVALUATION FORM

|                                        |                          |                                                                                                                       |
|----------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>PROFESSIONAL SALES</b>              |                          | Program code: 5696                                                                                                    |
| 12 – Promoting a Product and a Service |                          | Module code: 948 223                                                                                                  |
| Candidate's name: _____                |                          |                                                                                                                       |
| School: _____                          | Permanent code: _____    |                                                                                                                       |
| Date of examination: _____             | RESULT:                  | <div style="display: inline-block; width: 40%;">PASS</div> <div style="display: inline-block; width: 40%;">FAIL</div> |
|                                        | <input type="checkbox"/> | <input type="checkbox"/>                                                                                              |
| Examiner's signature: _____            |                          |                                                                                                                       |

| OBSERVATION                                                                         |                          | RESULT                   |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|
|                                                                                     | YES NO                   |                          |
| <b>ESTABLISH A PROMOTIONAL STRATEGY</b>                                             |                          |                          |
| <b>1 PRESENTATION OF THE PROMOTIONAL STRATEGY</b>                                   |                          |                          |
| 1.1 Presented a strategy that takes into consideration:                             |                          |                          |
| - the objectives of the promotion                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| - features of the product or service                                                | <input type="checkbox"/> | <input type="checkbox"/> |
| - target clientele                                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                     |                          | <b>0 or 20</b>           |
| <b>2 CHOICE OF PROMOTIONAL MEDIUM</b>                                               |                          |                          |
| 2.1 Chose a medium:                                                                 |                          |                          |
| - in line with the promotional objective                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| - in line with the promotional budget                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| - reaching the greatest possible number of customers                                | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                     |                          | <b>0 or 15</b>           |
| <b>PREPARE A DISPLAY</b>                                                            |                          |                          |
| <b>3 QUALITY OF THE PLANNING</b>                                                    |                          |                          |
| 3.1 Prepared a complete and detailed list of the elements required for the display: |                          |                          |
| - choice of main product                                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| - choice of complementary product                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| - choice of appropriate location                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| - choice of material required for the presentation                                  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                     |                          | <b>0 or 10</b>           |

| OBSERVATION                                                         |                                                   | RESULT  |
|---------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                     | YES NO                                            |         |
| 3.2 Presented a sketch of the display                               | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| Error tolerance: 1 error in the elements of the display             |                                                   |         |
| 4 QUALITY OF THE PRESENTATION                                       |                                                   |         |
| 4.1 Applied display principles:                                     |                                                   |         |
| - choice of visual elements consistent with the theme               | <input type="checkbox"/> <input type="checkbox"/> |         |
| - choice of complementary products associated with the main product | <input type="checkbox"/> <input type="checkbox"/> |         |
| - appropriate emphasis on products                                  | <input type="checkbox"/> <input type="checkbox"/> |         |
| - balance in the shapes used                                        | <input type="checkbox"/> <input type="checkbox"/> |         |
| - harmonious colours                                                | <input type="checkbox"/> <input type="checkbox"/> | 0 or 15 |
| PREPARE AN ADVERTISING MESSAGE                                      |                                                   |         |
| 5 CHOICE OF AN ADVERTISING MESSAGE                                  |                                                   |         |
| 5.1 Chose a message appropriate for the:                            |                                                   |         |
| - objective of the promotion                                        | <input type="checkbox"/> <input type="checkbox"/> |         |
| - target clientele                                                  | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 6 QUALITY OF THE DESIGN OF THE MESSAGE                              |                                                   |         |
| 6.1 Chose the content that presents:                                |                                                   |         |
| - the features of a product or service                              | <input type="checkbox"/> <input type="checkbox"/> |         |
| - benefits for the consumer                                         | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 6.2 Adopted a style adapted to the:                                 |                                                   |         |
| - features of the product or service                                | <input type="checkbox"/> <input type="checkbox"/> |         |
| - target clientele                                                  | <input type="checkbox"/> <input type="checkbox"/> |         |
| - medium chosen                                                     | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 6.3 Applied the AIDA model:                                         |                                                   |         |
| - compliance with model                                             | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |

| OBSERVATION                            |                                                    | RESULT  |
|----------------------------------------|----------------------------------------------------|---------|
|                                        | YES NO                                             |         |
| 7                                      | QUALITY OF THE WRITTEN MESSAGE                     |         |
| 7.1                                    | Observed rules for writing an advertising message: |         |
| - short sentences                      | <input type="checkbox"/> <input type="checkbox"/>  |         |
| - motivating language                  | <input type="checkbox"/> <input type="checkbox"/>  |         |
| - catchy title                         | <input type="checkbox"/> <input type="checkbox"/>  | 0 or 10 |
| Total:                                 |                                                    | / 100   |
| Minimum performance standard: 80 marks |                                                    |         |

Comments:

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# PROFESSIONAL SALES (5696)

## 948 233 – TELEPHONE SALES (Module 13)

### INFORMATION ON THE EVALUATION

In this practical examination, candidates will be evaluated on their ability to perform telephone sales operations.

The examination will take place during a simulation in which a common consumer product or service is sold by telephone in the presence of the examiner and a third person playing the role of the customer.

The examiner will prepare at least five telephone sales scenarios to be given to the candidates at least one week prior to the examination. The candidates will also be provided with documentation on the product or service to be offered (technical sheet for the product or service, brochures, list of features and list of prices).

Each candidate's performance should be recorded on video or audio cassette in order to ensure that all candidates are evaluated fairly.

The proposed scenarios will be simple, involving the sale of predetermined products or services, and will specify:

- the type of product or service that the candidate will offer the customer, as well as its main features
- the customer's profile in terms of specific needs
- the objections that the customer will make

The person playing the role of the customer must follow the scenario proposed and adopt the following attitudes:

- be open-minded and positive with the salesperson
- not demonstrate impatience or aggression
- clearly express his or her needs
- give only the objections provided in the scenario

Any role-play during which the customer DOES NOT comply with the scenario SHOULD NOT be used to evaluate the candidate.

## EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

13 – Telephone Sales

Module code: 948 233

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| OBSERVATION                                               |                          | RESULT                   |
|-----------------------------------------------------------|--------------------------|--------------------------|
|                                                           | YES NO                   |                          |
| <b>ESTABLISH CONTACT WITH THE CUSTOMER</b>                |                          |                          |
| 1 USE OF A TECHNIQUE FOR MAKING CONTACT WITH THE CUSTOMER |                          |                          |
| 1.1 Used an appropriate technique for making contact      |                          |                          |
| - greeted the customer appropriately                      | <input type="checkbox"/> | <input type="checkbox"/> |
| - used an attention-getter adapted to the situation       | <input type="checkbox"/> | <input type="checkbox"/> |
| - was courteous                                           | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                           |                          | 0 or 15                  |
| 2 QUALITY OF THE TELEPHONE COMMUNICATION                  |                          |                          |
| 2.1 Observed telephone etiquette                          |                          |                          |
| - tone of voice                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| - rhythm                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| - articulation                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| - pauses                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                           |                          | 0 or 15                  |
| <b>DETERMINE THE CUSTOMER'S NEEDS</b>                     |                          |                          |
| 3 APPLICATION OF A PROCESS FOR DETERMINING NEEDS          |                          |                          |
| 3.1 Selected an approach adapted to the situation         |                          |                          |
| - product-, service- or customer-based approach           | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                           |                          | 0 or 5                   |

| OBSERVATION                                                                         |                                                   | RESULT  |
|-------------------------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                                     | YES NO                                            |         |
| 3.2 Asked the customer appropriate questions                                        |                                                   |         |
| - inclusion of at least two open-ended, close-ended and leading questions           | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 3.3 Correctly restated the customer's need                                          |                                                   |         |
| - the customer agreed with how the needs were restated                              | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| <b>PRESENT THE PRODUCT OR SERVICE</b>                                               |                                                   |         |
| 4 CHOICE OF SALES ARGUMENTS                                                         |                                                   |         |
| 4.1 Chose the features of the product or service that best met the customer's needs |                                                   |         |
| - technical features                                                                | <input type="checkbox"/> <input type="checkbox"/> |         |
| - business features                                                                 | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 4.2 Emphasized the features by presenting advantages and benefits                   |                                                   |         |
| - inclusion of at least two advantages of a feature                                 | <input type="checkbox"/> <input type="checkbox"/> |         |
| - inclusion of a benefit                                                            | <input type="checkbox"/> <input type="checkbox"/> |         |
| - compliance with rules of professional ethics                                      | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 5 PRESENTATION OF THE PRODUCT OR SERVICE USING THE SCENARIO                         |                                                   |         |
| 5.1 Adapted the presentation to the context of telephone sales                      | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| <b>RESPOND TO OBJECTIONS</b>                                                        |                                                   |         |
| 6 USE OF A TECHNIQUE FOR RESPONDING TO OBJECTIONS                                   |                                                   |         |
| 6.1 Correctly restated the customer's objection                                     |                                                   |         |
| - restated the customer's objections in own words                                   | <input type="checkbox"/> <input type="checkbox"/> |         |
| - specified the objection                                                           | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 6.2 Correctly refuted the customer's objection                                      |                                                   |         |
| - used appropriate arguments to counter the objection                               | <input type="checkbox"/> <input type="checkbox"/> |         |
| - sought confirmation from the customer                                             | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |



Comments:

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# **PROFESSIONAL SALES (5696)**

## **948 242 – THE INTRAPRENEURIAL APPROACH (Module 14)**

### **INFORMATION ON THE EVALUATION**

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a definitive evaluation by criterion component should be done only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of candidates' perceptions or opinions, but rather on whether they have based their perceptions or opinions on arguments or examples.

### **PHASE 1: INFORMATION ON THE DEMONSTRATION OF INTRAPRENEURSHIP IN SALES**

#### **1 GATHER INFORMATION ON THE TOPICS TO BE COVERED**

- 1.1 Candidates are expected to provide information in writing on a sheet handed out by the teacher that indicates the aspects to be dealt with.
- 1.2 The teacher will present a written testimonial of an intrapreneur that will highlight the following elements:
  - factors that contributed to the intrapreneur's success
  - obstacles that he or she had to overcome
  - methods used to compensate for personal limitations

An example of a testimonial is provided in the appendix.

### **PHASE 2: EXPLORATION OF INTRAPRENEURIAL POTENTIAL**

#### **2 PROVIDE THE INFORMATION REQUESTED**

Candidates are expected to prepare in writing the information that they will present during a group discussion. During this activity, the teacher will ensure that each candidate presents the information requested in a coherent manner.

**PHASE 3: ASSESSMENT OF THEIR INTRAPRENEURIAL POTENTIAL****3 WRITE A REPORT ASSESSING THEIR INTRAPRENEURIAL POTENTIAL**

Candidates will prepare a written report which presents two personal characteristics corresponding to the typical profile of an intrapreneur as well as two aspects to improve in order to increase their intrapreneurial potential. Two examples must be provided for each characteristic and aspect.

**4 SHARE THE CONTENT OF THEIR REPORT WITH THE CLASS**

The teacher will ensure that each candidate has the time required during the group discussion to present the content of the report and to discuss it with classmates. The evaluation will focus primarily on the interest demonstrated by the candidate during the group discussion.

**APPENDIX****Interview with Peter Martin, Director of Appliance Sales and Distribution  
Québec Natural Gas**

Peter Martin is known as an intrapreneur who has had an interesting career. This is a summary of an interview during which he explained his views and how he went about setting up and managing an equipment sales and distribution service in a large natural gas company.

In 1983, there was an increase in the demand for conversion from oil to electricity or natural gas. The Board of Directors of the company, Québec Natural Gas, wanted to take advantage of this trend to diversify the company's activities. Activities had to be related to natural gas and were to be self-financing.

At that time, Peter Martin, an employee of the sales department, presented his project, which consisted in the retail sale and leasing of gas appliances aimed primarily at the residential market: microwave ovens, dishwashers, clothes washers and dryers, stoves, etc.

Mr. Martin had the reputation of being a well-organized department head, very systematic and with an aptitude for sales, who enjoyed working with numbers and listening to customers. In fact, the idea of selling natural gas household appliances came from his customers.

He presented his project to the Board of Directors and explained the strategies that he wanted to use, by providing forecasts of operating costs and profits as well as a timetable. The Board of Directors approved the project because it met the established criteria and presented the idea to the work team, which accepted it.

In the beginning Mr. Martin experienced some problems. The system was not set up for retail sales and some salespeople were resisting the change; the company was also beginning to increase its profitability requirements.

Still convinced that his idea was feasible, Mr. Martin set up a structure that involved all the other salespeople by offering an interesting bonus for sales exceeding \$10 000 per month. He then visited the suppliers of these household appliances and negotiated reduced prices on quantities, thereby increasing the sales volume and profit margin.

After the third year of implementation, profits exceeded 20 percent of the forecasts. Mr. Martin soon received a bonus as a reward for his intrapreneurial initiative.

## PARTICIPATION EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

14 – The Intrapreneurial Approach

Module code: 948 242

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| PARTICIPATION INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | MARK<br>YES NO                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p><b>PHASE 1: INFORMATION ON THE DEMONSTRATION OF INTRAPRENEURSHIP IN SALES</b></p> <p>1 GATHER INFORMATION ON THE TOPICS TO BE COVERED</p> <p>1.1 Presented the main information on the following topics:</p> <ul style="list-style-type: none"> <li>- the phenomenon of intrapreneurship in the sales sector</li> <li>- the personal qualities required for intrapreneurship</li> </ul> <p>1.2 In the testimonial of an intrapreneur, identified:</p> <ul style="list-style-type: none"> <li>- at least two factors that contributed to the person's success</li> <li>- at least two obstacles that the person had to overcome</li> <li>- at least two methods that the person used to overcome these obstacles</li> </ul> | <div> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> </div> |
| <p><b>PHASE 2: EXPLORATION OF INTRAPRENEURIAL POTENTIAL</b></p> <p>2 PROVIDE THE INFORMATION REQUESTED</p> <p>2.1 Produced information on their personal and professional achievements by emphasizing their contribution</p> <p>2.2 Gave an example of a situation in which they demonstrated one of the following aspects:</p> <ul style="list-style-type: none"> <li>- their capacity to adapt to change</li> <li>- their capacity to live with uncertainty</li> <li>- their capacity to manage stress</li> <li>- their capacity to take on responsibility</li> </ul>                                                                                                                                                       | <div> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> </div> |

| PARTICIPATION INDICATORS                                                                                             | MARK<br>YES NO           |                          |
|----------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 2.3 Gave an example of a situation in which they experienced a sense of belonging to a group                         | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 3: ASSESSMENT OF THEIR INTRAPRENEURIAL POTENTIAL</b>                                                        |                          |                          |
| 3 WRITE A REPORT ASSESSING THEIR INTRAPRENEURIAL POTENTIAL                                                           |                          |                          |
| 3.1 Using examples, showed evidence of at least two personal characteristics required for intrapreneurship           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Using examples, identified two aspects they need to improve in order to increase their intrapreneurial potential | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 SHARE THE CONTENT OF THEIR REPORT WITH THE CLASS                                                                   |                          |                          |
| 4.1 Actively participated in a discussion on the content of their report with the class                              | <input type="checkbox"/> | <input type="checkbox"/> |
| Minimum performance standard: 6 YESes out of 8                                                                       |                          |                          |

Comments:

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# PROFESSIONAL SALES (5696)

## 948 253 – PROSPECTING (Module 15)

### INFORMATION ON THE EVALUATION

This is a combined examination that consists in evaluating the candidates' ability to plan the canvassing of a sales area.

Candidates will have the following at their disposal:

- a telephone
- the necessary reference documents
- potential customer records

**Suggested duration: 2 hours and 30 minutes**

### DEFINE THE SALES TERRITORY

#### 1 DETERMINATION OF SECTORS WITH GOOD PROSPECTING POTENTIAL

##### 1.1 Match product with characteristics of the sectors chosen

Using a list of three products or services and characteristics of three sectors, candidates are expected to identify the sectors with good prospecting potential by taking into account the features of the product or service.

The teacher will prepare two learning situations.

Five marks will be given for each learning situation.

#### **Example of a learning situation:**

The following is a list of three products or services:

- built-in pool or car shelter
- roof renovation
- quick copy service

The following is a list of three sectors:

| Sector 1                 | Sector 2                                | Sector 3                                        |
|--------------------------|-----------------------------------------|-------------------------------------------------|
| 1 car dealer             | 1 hospital                              | 30 houses built more than 25 years ago          |
| 1 CEGEP and high school  | 1 golf club                             | 1 pastry shop                                   |
| 15 multiunit dwellings   | 50 residences occupied by professionals | 1 fitness centre                                |
| 3 medium-size businesses | 1 bicycle path                          | 2 senior citizen homes                          |
| 1 commercial street      | 3 video clubs                           | 8 businesses established more than 20 years ago |

Match each product or service with the most appropriate sector.

Answers: Built-in pool (sector 2)  
Roof renovation (sector 3)  
Quick copy service (sector 1)

## 2 ESTIMATE OF THE TIME REQUIRED FOR PROSPECTING

### 2.1 Realistically estimate the time required for prospecting

On the basis of two simple learning situations, and using a map of the selected region and a list of potential customers, the candidates must estimate as realistically as possible the time required to canvass customers in a given territory.

The learning situations should clearly indicate the locations of the potential customers and the office of the salesperson on the map.

#### **Example of a learning situation:**

Jean-Pierre is a representative for Perfecto photocopiers. Today he was asked to visit the following potential customers in the Laurentian region:

Customer 1: the Service de copie rapide, located at 640 Labelle in Saint-Janvier-de-Mirabel

Customer 2: Métivier printer, located at 515 Sainte-Rose in Laval

Customer 3: Lessard pharmacy, located at 1001 Saint-Georges in Saint-Jérôme

Jean-Pierre will leave from his office, located on the corner of Henri-Bourassa and Acadie at 10 a.m.

Estimate the amount of time required for the three visits, considering that he will also be taking one hour for lunch.



The candidates should take the following into account in their answers:

- the time required to get to the first customer and to get back from the last
- the time required to get from one customer to the next
- the time required for each presentation (approximately 45 minutes)

Five marks will be given for each learning situation.

## **TARGET POTENTIAL CUSTOMERS**

### **3 LINKS BETWEEN THE FEATURES OF THE PRODUCT OR SERVICE AND THE TARGET CLIENTELE**

#### **3.1 Match the features of the product or service offered with the target clientele**

Candidates will be given two learning situations describing the objectives of a company's prospecting plan, as well as the characteristics of the target clientele. Candidates will be required to determine who is a potential customer and why.

For each learning situation, five marks will be given if a candidate has correctly identified a potential customer, and five marks will be given for the candidate's explanation of the answer.

The following learning situation applies to a service; however, the teacher may adapt it for use with a product.

#### **Example of a learning situation for a service:**

Bédard Renovations Inc. is a young company that was started in a Montréal suburb a year ago. Its goal is to increase its clientele by 20 percent this year, therefore, the salesperson is asked to visit two potential customers this week.

#### **Customer 1:**

Louise Martel has just moved into a new house that she purchased with an inheritance from her parents. She can meet with the salesperson Tuesday or Wednesday evening.

#### **Customer 2:**

Ludovic, a laboratory technician and father of three, likes to spend his evenings at home. He has been saving for some time now in order to renovate the bathroom in his home.

For an individual to be selected and become a potential customer, certain conditions must be met. For each of the two preceding customers, complete the following table and indicate whether the conditions are met and if the individual is a potential customer.

Note: There may be one or more empty boxes in the table.

|            | Condition(s)<br>met | Condition(s)<br>unmet | Potential<br>customer |    |
|------------|---------------------|-----------------------|-----------------------|----|
|            |                     |                       | YES                   | NO |
| Customer 1 |                     |                       |                       |    |
| Customer 2 |                     |                       |                       |    |

Answer:

|            | Condition(s) met                                           | Condition(s)<br>unmet                          | Potential<br>customer |    |
|------------|------------------------------------------------------------|------------------------------------------------|-----------------------|----|
|            |                                                            |                                                | YES                   | NO |
| Customer 1 | Ability to pay<br>Possibility of meeting                   | No immediate need (no<br>need for renovations) |                       | ✓  |
| Customer 2 | Immediate need<br>Ability to pay<br>Possibility of meeting |                                                | ✓                     |    |

## BUILD UP A RECORD OF POTENTIAL CUSTOMERS

### 4 ENTRY OF DATA COLLECTED

4.1 On the basis of data on five customers, candidates are expected to:

- a) choose the relevant data to record in the prospecting record, such as:
  - the name, address and telephone number of the customer
  - the customer's occupation
  - the number of dependants
  - the name of the person who referred the customer, if applicable

The list of data provided by the teacher must contain some irrelevant information.

- b) correctly record all the data selected

## **SELECT AN APPROACH TO BE USED WITH POTENTIAL CUSTOMERS**

### **5 CHOICE OF TYPE OF PROSPECTING**

#### **5.1 Choose a type of prospecting adapted to the customer's situation**

On the basis of a learning situation, candidates are expected to choose a type of prospecting adapted to the situation of the potential customer.

##### **Example of a learning situation:**

The company Flyaway receives a new line of suitcases called "PRO suitcases." In order to promote the suitcases, the company launches a two-month contest for its salespeople. The prize is a weekend for two in a luxury hotel in Québec City, all expenses paid. The supervisor, Claude Champagne, suggests that the salespeople choose a type of prospecting by taking into account the situation of each potential customer.

The following is a list of the customers that Louise Blanchard decides to approach:

##### **Customer 1:**

Her neighbour, an engineer, is working with a large number of professionals on a special reconstruction project in Saudi Arabia.

##### **Customer 2:**

Gerald Fortier is a member of the Rosemère golf club and represents the Association des golfeurs du Québec.

##### **Customer 3:**

Mark Lamarre is a representative of the Omadi company, which specializes in advertising. His work requires him to travel throughout Montréal, its suburbs and in the Laurentians.

What type of prospecting is appropriate for each of the three customers?

##### **Answers:**

Customer 1: indirect prospecting (by centre of influence)

Customer 2: direct prospecting

Customer 3: direct prospecting

## 5.2 Choose relevant prospecting methods

On the basis of the preceding learning situation, candidates are expected to choose one or more prospecting methods and to explain their choice.

### **Example for customer 3:**

Candidates are expected to choose a prospecting letter as the method of prospecting because this customer travels often and is difficult to reach otherwise.

## **ARRANGE APPOINTMENTS WITH POTENTIAL CUSTOMERS**

## 6 QUALITY OF THE PROSPECTING LETTER

On the basis of a learning situation, candidates are expected to write a prospecting letter in order to arrange a meeting with the potential customers (see the evaluation form for the prospecting letter).

### **Example of a learning situation:**

The company Tot-Wood has been in business for the last five years and specializes in manufacturing and selling children's furniture. It has just marketed a small multipurpose chair, that is, a chair that can be turned upside down and become a table or small stool.

Sales have exceeded expectations because the chair sells for the low price of \$25.

Given the presence of new daycares and kindergartens in Québec, Guy Lamarre, the company's owner, decides to explore this area.

He asks his two best salespeople to write a letter that he will send out.

### **The features of the chair:**

- in white melamine, cube shaped
- suitable for children 3 to 7 years old
- 45 cm x 45 cm x 45 cm (18" x 18" x 18")
- foldable, safe, etc.

## 7 QUALITY OF THE TELEPHONE CALL

The evaluation situation will consist in a simulation of a telephone call to make contact with a potential customer.

The scenario will include:

- a telephone record containing the following information: name of the company and contact person, subject of the call, steps previously taken, arguments to present, etc.
- information on the salesperson's company
- the characteristics of the speaker and a list of objections likely to be raised by him or her

It is important to note that in all cases, the speaker should accept the proposed appointment.

## EVALUATION FORM FOR THE APPOINTMENT

### PROFESSIONAL SALES

Program code: 5696

15 – Prospecting

Module code: 948 253

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| OBSERVATION                                                                          |                                                   | RESULT  |
|--------------------------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                                      | YES NO                                            |         |
| <b>DEFINE THE SALES TERRITORY</b>                                                    |                                                   |         |
| 1 DETERMINATION OF SECTORS WITH GOOD PROSPECTING POTENTIAL                           |                                                   |         |
| 1.1 Matched product with characteristics of the sectors chosen                       | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| 2 ESTIMATE OF THE TIME REQUIRED FOR PROSPECTING                                      |                                                   |         |
| 2.1 Realistically estimated the time required for prospecting                        | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| <b>TARGET POTENTIAL CUSTOMERS</b>                                                    |                                                   |         |
| 3 LINKS BETWEEN THE FEATURES OF THE PRODUCT OR SERVICE AND THE TARGET CLIENTELE      |                                                   |         |
| 3.1 Matched the features of the product or service offered with the target clientele | <input type="checkbox"/> <input type="checkbox"/> | 0 or 20 |
| <b>BUILD UP A RECORD OF POTENTIAL CUSTOMERS</b>                                      |                                                   |         |
| 4 ENTRY OF DATA COLLECTED                                                            |                                                   |         |
| 4.1 Collected relevant data                                                          | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 4.2 Accurately entered data collected                                                | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |

| OBSERVATION                                                                                                                                             |                                                   | RESULT  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                                                                                                         | YES NO                                            |         |
| <b>SELECT AN APPROACH TO BE USED WITH POTENTIAL CUSTOMERS</b>                                                                                           |                                                   |         |
| <b>5 CHOICE OF TYPE OF PROSPECTING</b>                                                                                                                  |                                                   |         |
| 5.1 Chose a type of prospecting adapted to the customer's situation                                                                                     | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 5.2 Chose relevant prospecting methods                                                                                                                  | <input type="checkbox"/> <input type="checkbox"/> | 0 or 10 |
| <b>ARRANGE APPOINTMENTS WITH POTENTIAL CUSTOMERS</b>                                                                                                    |                                                   |         |
| <b>6 QUALITY OF THE PROSPECTING LETTER</b>                                                                                                              |                                                   |         |
| 6.1 Prospecting letter was in accordance with the sample                                                                                                |                                                   |         |
| AIDA method                                                                                                                                             |                                                   |         |
| - introduction aimed at getting attention                                                                                                               | <input type="checkbox"/> <input type="checkbox"/> |         |
| - text aimed at raising interest and increasing the desire to purchase (highlighting the characteristics of the company in relation to its competition) | <input type="checkbox"/> <input type="checkbox"/> |         |
| - conclusion leading to an appointment                                                                                                                  | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 6.2 Included relevant content                                                                                                                           |                                                   |         |
| - inclusion of the features of the product or service                                                                                                   | <input type="checkbox"/> <input type="checkbox"/> |         |
| - inclusion of three arguments                                                                                                                          | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 6.3 Applied principles of written communication                                                                                                         |                                                   |         |
| - use of appropriate vocabulary (business language)                                                                                                     | <input type="checkbox"/> <input type="checkbox"/> |         |
| - correct sentence structure                                                                                                                            | <input type="checkbox"/> <input type="checkbox"/> |         |
| - correct grammar                                                                                                                                       | <input type="checkbox"/> <input type="checkbox"/> |         |
| - correct spelling                                                                                                                                      | <input type="checkbox"/> <input type="checkbox"/> |         |
| - correct punctuation                                                                                                                                   | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 6.4 Presented the letter in accordance with requirements                                                                                                |                                                   |         |
| - layout of text                                                                                                                                        | <input type="checkbox"/> <input type="checkbox"/> |         |
| - neatness                                                                                                                                              | <input type="checkbox"/> <input type="checkbox"/> |         |
| - legibility                                                                                                                                            | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |

| OBSERVATION                                                                |                          |                          | RESULT        |
|----------------------------------------------------------------------------|--------------------------|--------------------------|---------------|
|                                                                            | YES                      | NO                       |               |
| <b>7 QUALITY OF THE TELEPHONE CALL</b>                                     |                          |                          |               |
| <b>7.1 Observed the procedure for arranging appointments by telephone</b>  |                          |                          |               |
| - initial contact                                                          | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - personal introduction                                                    | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - demonstration (subject of the call and response to objections)           | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - conclusion (making of appointment)                                       | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - closure                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 5</b> |
| <b>7.2 Used statements related to the products and services</b>            |                          |                          |               |
| - asked questions about the product or service                             | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - responded to objections                                                  | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - persevered (did not conclude the conversation after the first objection) | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 5</b> |
| <b>7.3 Applied rules of communication:</b>                                 |                          |                          |               |
| - listened actively                                                        | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - used a calm, collected tone of voice                                     | <input type="checkbox"/> | <input type="checkbox"/> |               |
| - was courteous                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <b>0 or 5</b> |
| Total:                                                                     |                          |                          | <b>/ 100</b>  |
| Minimum performance standard for the entire examination: 80 marks          |                          |                          |               |

Comments:

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# **PROFESSIONAL SALES (5696)**

## **948 262 – JOB SEARCH TECHNIQUES (Module 16)**

### **INFORMATION ON THE EVALUATION**

In this practical examination, candidates will be evaluated on their ability to write a résumé and a job application letter and to undergo a selection interview.

#### **PLAN A JOB SEARCH**

Candidates are expected to comply with the usual rules of presentation for a résumé (approximately one to three pages).

Candidates are expected to present their résumé in printed form.

#### **DRAFT A JOB APPLICATION LETTER**

Candidates will be given a situation in which an employer offers them the position of salesperson and which describes the type of company, the job requirements and the qualifications sought. Candidates will be asked to write a job application letter in response to this offer.

Candidates are expected to present their letter in printed form.

#### **PREPARE AND UNDERGO A SELECTION INTERVIEW**

A selection interview of approximately 5 to 10 minutes will be simulated for each candidate. To do so, different scenarios will be provided; these will describe the type of company and job and the employer's requirements. The scenarios will be given to the candidates sufficiently ahead of time so that they may adequately prepare for the interview.

The role of the employer could be played by the teacher or, better yet, by a qualified resource person. The employer's comments should be identical for all the candidates.

It is strongly suggested that the interviews be recorded on video to facilitate the eventual evaluation of the candidates' performance.

## EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

16 – Job Search Techniques

Module code: 948 262

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐
☐

Examiner's signature: \_\_\_\_\_

| OBSERVATION                                                                |                                                   | RESULT  |
|----------------------------------------------------------------------------|---------------------------------------------------|---------|
|                                                                            | YES NO                                            |         |
| 1 APPLICATION OF RULES FOR WRITING A RÉSUMÉ                                |                                                   |         |
| 1.1 Presented relevant personal information                                |                                                   |         |
| - name, address and telephone number                                       | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 1.2 Presented relevant information on their education and skills           |                                                   |         |
| - level of schooling                                                       | <input type="checkbox"/> <input type="checkbox"/> |         |
| - diplomas obtained                                                        | <input type="checkbox"/> <input type="checkbox"/> |         |
| - other training, if applicable                                            | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 1.3 Presented relevant information on their work experience                |                                                   |         |
| - paid work                                                                | <input type="checkbox"/> <input type="checkbox"/> |         |
| - volunteer work, if applicable                                            | <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 2 PRODUCTION OF THE RÉSUMÉ                                                 |                                                   |         |
| 2.1 Produced a résumé that complies with rules of writing and presentation |                                                   |         |
| - precise, coherent style                                                  | <input type="checkbox"/> <input type="checkbox"/> |         |
| - no spelling mistakes                                                     | <input type="checkbox"/> <input type="checkbox"/> |         |
| - adequate layout of text                                                  | <input type="checkbox"/> <input type="checkbox"/> |         |
| - legibility of document                                                   | <input type="checkbox"/> <input type="checkbox"/> |         |
| - neatness of document (no erasures or stains)                             | <input type="checkbox"/> <input type="checkbox"/> | 0 or 15 |

| OBSERVATION |                                                                                                                                      | RESULT  |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------|---------|
|             | YES NO                                                                                                                               |         |
| 3           | APPLICATION OF RULES FOR WRITING A JOB APPLICATION LETTER                                                                            |         |
| 3.1         | Indicated knowledge of the job requirements <input type="checkbox"/> <input type="checkbox"/>                                        | 0 or 5  |
| 3.2         | Emphasized their aptitudes and personal qualities                                                                                    |         |
| -           | personal aptitudes <input type="checkbox"/> <input type="checkbox"/>                                                                 |         |
| -           | personal qualities <input type="checkbox"/> <input type="checkbox"/>                                                                 | 0 or 5  |
| 3.3         | Appropriately demonstrated interest in the job                                                                                       |         |
| -           | gave reasons                                                                                                                         |         |
| •           | related to tasks and responsibilities <input type="checkbox"/> <input type="checkbox"/>                                              |         |
| •           | related to the experience requested <input type="checkbox"/> <input type="checkbox"/>                                                |         |
| -           | made connections between the job requirements and personal skills <input type="checkbox"/> <input type="checkbox"/>                  | 0 or 5  |
| 3.4         | Indicated their availability to provide other information or meet for an interview <input type="checkbox"/> <input type="checkbox"/> | 0 or 5  |
| 4           | PRODUCTION OF THE JOB APPLICATION LETTER                                                                                             |         |
| 4.1         | Produced a job application letter that complies with rules of writing and presentation                                               |         |
| -           | precise, coherent style <input type="checkbox"/> <input type="checkbox"/>                                                            |         |
| -           | no spelling mistakes <input type="checkbox"/> <input type="checkbox"/>                                                               |         |
| -           | text layout in conformity with the usual rules of presentation for letters <input type="checkbox"/> <input type="checkbox"/>         |         |
| -           | legibility of the letter <input type="checkbox"/> <input type="checkbox"/>                                                           |         |
| -           | neatness of the letter (no erasures or stains) <input type="checkbox"/> <input type="checkbox"/>                                     | 0 or 10 |
| 5           | UNDERGO A SELECTION INTERVIEW                                                                                                        |         |
| 5.1         | Demonstrated good knowledge of the company, the type of job and the requirements                                                     |         |
| -           | presented a short summary on:                                                                                                        |         |
| •           | the type of company <input type="checkbox"/> <input type="checkbox"/>                                                                |         |
| •           | the type of job <input type="checkbox"/> <input type="checkbox"/>                                                                    |         |
| •           | the main job requirements <input type="checkbox"/> <input type="checkbox"/>                                                          | 0 or 5  |

| OBSERVATION                            |                                                | YES NO                   |                          | RESULT  |
|----------------------------------------|------------------------------------------------|--------------------------|--------------------------|---------|
| 5.2                                    | Showed interest in the job                     | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 5  |
| 5.3                                    | Gave relevant answers to questions             |                          |                          |         |
|                                        | - precise answers                              | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - well-structured answers                      | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 10 |
| 5.4                                    | Was well groomed                               |                          |                          |         |
|                                        | - appropriate clothing                         | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - good hygiene                                 | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 5  |
| 5.5                                    | Listened actively                              | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 5  |
| 5.6                                    | Formulated clear, precise statements           |                          |                          |         |
|                                        | - in general                                   |                          |                          |         |
|                                        | • used a normal speed of speaking              | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | • used adequate intonation                     | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 5  |
| 5.7                                    | Adopted attitudes appropriate to the situation |                          |                          |         |
|                                        | - self-confidence                              | <input type="checkbox"/> | <input type="checkbox"/> |         |
|                                        | - open-mindedness                              | <input type="checkbox"/> | <input type="checkbox"/> | 0 or 5  |
| Total:                                 |                                                |                          |                          | / 100   |
| Minimum performance standard: 80 marks |                                                |                          |                          |         |

Comments:

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# PROFESSIONAL SALES (5696)

## 948 278 – ENTERING THE WORK FORCE (Module 17)

### INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on observations made at certain times during the practicum by the teacher and the practicum supervisor at the host company. It will also be based on the candidates' achievements (notes on looking for a practicum position, observation sheets, questionnaires, journals, practicum report, etc.).

#### PHASE 1: PREPARATION FOR THE PRACTICUM

The teacher will provide candidates with documents to support and supervise them in gathering and synthesizing information.

#### PHASE 2: PARTICIPATION IN SELLING PRODUCTS OR SERVICES

The activities that the candidates should perform during their practicum must first be determined during a meeting between those in charge of the practicum at the host company and at the educational institution.

The evaluation must take into account the following aspects:

- an assessment of the candidate's participation by the practicum supervisor at the host company; it is recommended that instruments (checklists) be prepared for this person so that he or she can make a decision regarding:
  - the candidate's behaviour in performing the tasks assigned
  - the candidate's attitude in interpersonal relations (colleagues, practicum supervisor, customers)
  - compliance with company policies
  - compliance with the rules of professional ethics
  - application of the total quality approach
- the observations and information gathered by the teacher during visits to the practicum site
- the observations recorded by the candidate in the journal during the practicum

#### PHASE 3: EVALUATION OF THE PRACTICUM

In order to prepare for the group discussion, candidates will refer to:

- their journal
- the evaluation form completed by the practicum supervisor at the host company
- the evaluation form completed by the teacher in charge of supervising the practicum
- their self-evaluation
- their practicum report

## PARTICIPATION EVALUATION FORM

### PROFESSIONAL SALES

Program code: 5696

17 – Entering the Work Force

Module code: 948 278

Candidate's name: \_\_\_\_\_

School: \_\_\_\_\_ Permanent code: \_\_\_\_\_

Date of examination: \_\_\_\_\_ RESULT: PASS FAIL

☐☐

Examiner's signature: \_\_\_\_\_

| PARTICIPATION INDICATORS                                      |                                                                                                                                           | MARK                     |                          |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
|                                                               |                                                                                                                                           | YES                      | NO                       |
| <b>PHASE 1: PREPARATION FOR THE PRACTICUM</b>                 |                                                                                                                                           |                          |                          |
| 1                                                             | SEEK A PRACTICUM HOST, IN ACCORDANCE WITH INSTRUCTIONS                                                                                    |                          |                          |
| 1.1                                                           | Prepared a list of at least three companies contacted for the practicum, indicating the selection criteria used                           | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                               | - explained their choice in terms of aptitudes, preferences and interests                                                                 |                          |                          |
| 1.2                                                           | Identified the company selected and the person responsible for the practicum, and provided a confirmation of their commitment as trainees | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 2: PARTICIPATION IN SELLING PRODUCTS OR SERVICES</b> |                                                                                                                                           |                          |                          |
| 2                                                             | NOTE THE INFORMATION REQUIRED IN THE JOURNAL                                                                                              |                          |                          |
| 2.1                                                           | Noted the information on the company and their practicum experience                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2                                                           | Noted the features of the company's products or services                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3                                                             | DEMONSTRATE A PROFESSIONAL ATTITUDE WHEN CARRYING OUT TASKS                                                                               |                          |                          |
| 3.1                                                           | Cooperated in carrying out the tasks assigned                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                               | - demonstrated availability, open-mindedness, flexibility and interest                                                                    |                          |                          |
| 3.2                                                           | Showed concern for applying the rules of professional ethics                                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                               | - respect, attentiveness to others, dependability                                                                                         |                          |                          |

| PARTICIPATION INDICATORS                                                                                   |                                                                                                                                                                                    | MARK                     |                          |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
|                                                                                                            |                                                                                                                                                                                    | YES                      | NO                       |
| 3.3                                                                                                        | Complied with the company's policies and requirements<br>- good attendance, punctuality, compliance with work methods established in the company                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4                                                                                                        | Adopted intrapreneurial behaviours during the practicum<br>- feeling of belonging, respect for others' property, sense of initiative, etc.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5                                                                                                        | Showed concern for applying a total quality approach to each task carried out                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>PHASE 3: EVALUATION OF THE PRACTICUM</b>                                                                |                                                                                                                                                                                    |                          |                          |
| 4                                                                                                          | <b>DRAFT A PRACTICUM REPORT</b>                                                                                                                                                    |                          |                          |
| 4.1                                                                                                        | Presented a report describing:<br>- the company (type of business)<br>- the characteristics of the clientele<br>- sales methods<br>- promotional approach<br>- after-sales service | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2                                                                                                        | Presented in their report their analysis files of products or services                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3                                                                                                        | Presented in their report a self-evaluation of the practicum                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5                                                                                                          | <b>EXPRESS AN OPINION ON THE PRACTICUM</b>                                                                                                                                         |                          |                          |
| 5.1                                                                                                        | Shared their opinion of their practicum experience with the teacher and with the group of students                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Minimum performance standard: 10 YESes out of 13, including 1.2, 2.1, 3.1, 3.3, 3.5, 4.1, 4.2, 4.3 and 5.1 |                                                                                                                                                                                    |                          |                          |

Comments:

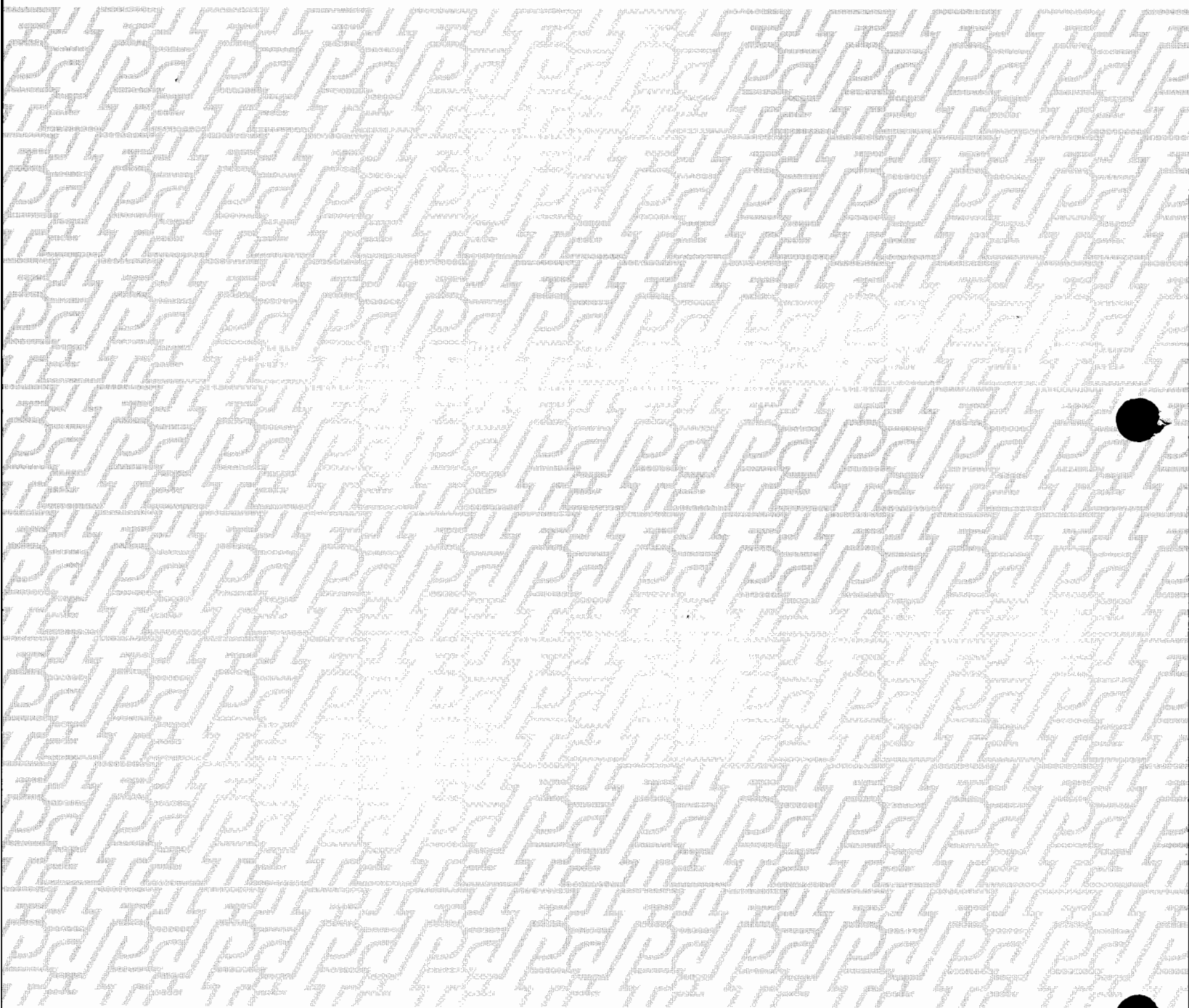
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