



ADMINISTRATION, COMMERCE AND SECRETARIAL STUDIES

SECRETARIAL STUDIES

PROGRAM OF STUDY
5637

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5637***

***PRELIMINARY VERSION
January 1994***

SECRETARIAL STUDIES

PROGRAM OF STUDY 5637

The *Secretarial Studies* program leads to the Secondary School Vocational Diploma (SSVD) and prepares the student to practise the occupation of

SECRETARY

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INTRODUCTION

The *Secretarial Studies* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a **Secondary School Vocational Diploma (SSVD)** for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 1350 hours, which includes 600 hours spent on the specific competencies required to practise the

trade or occupation and 750 hours on general competencies. The program of study is divided into 25 modules, which vary in length from 15 to 105 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work. Modules are divided into three blocks of 450 hours.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 25
 Duration in hours: 1350
 Credits: 90

Secretarial Studies
 SESAME: 5637

| SESAME | TITLE OF THE MODULE | HOURS | CREDITS * |
|--------|--|-------|-----------|
| 959011 | 1. The Occupation and the Training Process | 15 | 1 |
| 959025 | 2. Keyboarding | 75 | 5 |
| 959036 | 3. Applied Business English | 90 | 6 |
| 959044 | 4. Records Management | 60 | 4 |
| 959052 | 5. Operating System | 30 | 2 |
| 959062 | 6. Business Correspondence Layout | 30 | 2 |
| 959076 | 7. Bookkeeping | 90 | 6 |
| 959084 | 8. Basic Word Processing | 60 | 4 |
| <hr/> | | | |
| 959094 | 9. Database Software | 60 | 4 |
| 959102 | 10. Time Management | 30 | 2 |
| 959112 | 11. Payroll | 30 | 2 |
| 959122 | 12. Communication | 30 | 2 |
| 959136 | 13. Bilingual Communications | 90 | 6 |
| 959147 | 14. Business Correspondence Production | 105 | 7 |
| 959153 | 15. Basic Electronic Spreadsheet | 45 | 3 |
| 959164 | 16. Basic Computerized Accounting | 60 | 4 |
| <hr/> | | | |
| 959172 | 17. Quality | 30 | 2 |
| 959183 | 18. Labour Laws | 45 | 3 |
| 959194 | 19. Advanced Word Processing | 60 | 4 |
| 959204 | 20. Desktop Publishing | 60 | 4 |
| 959216 | 21. Document Production | 90 | 6 |
| 959223 | 22. Business Meetings | 45 | 3 |
| 959231 | 23. Document Updates | 15 | 1 |
| 959242 | 24. Job Search Techniques | 30 | 2 |
| 959255 | 25. Entering the Work Force | 75 | 5 |

* 15 hours = 1 credit

Modules are divided into blocks of 450 hours.

This program leads to a Secondary School Vocational Diploma in Secretarial Studies.

Bilingual Communications
 Department of Education

2. PROGRAM TRAINING GOALS

The training goals of the *Secretarial Studies* program are based on the general goals of vocational education and take into account the specific nature of the occupation. These goals are:

To develop effectiveness in the practice of an occupation.

- To teach students to perform tasks and activities correctly, at an acceptable level of competence for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
 - the intellectual skills needed to make sound decisions on the job
 - the ability to analyze and solve problems on the job
 - a sense of precision and efficiency in carrying out various secretarial tasks
 - a concern for communicating effectively with superiors and colleagues, demonstrating a good command of English as the primary language of work and French as the second language
 - the development of professional ethics and a sense of responsibility
 - a constant concern for occupational health and safety

To ensure integration into the working world.

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

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

To foster the development of occupational knowledge.

- To foster independence and creativity and instill a sense of responsibility, initiative and the desire to succeed.
- To encourage students to strive for excellence.
- To help students understand the concepts related to techniques and work tools that are constantly evolving.
- To help students acquire effective work methods.

To ensure job mobility.

- To help students obtain a solid basic education.
- To help students develop a positive attitude toward technological change and new situations.
- To encourage further learning and research.
- To prepare students for a creative job search.

3. COMPETENCIES

The competencies to be developed in the *Secretarial Studies* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency.

The symbols (\blacktriangle) and (\bullet) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

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

| GRID OF LEARNING FOCUSES SECRETARIAL STUDIES | | FIRST-LEVEL OPERATIONAL OBJECTIVES | DURATION (IN HOURS) | WORK PROCESS (major steps) | | | GENERAL COMPETENCIES (technology, personal development, etc.) | | | | | | | | | | | | | | | TOTALS | |
|---|---|------------------------------------|---------------------|----------------------------|---------------|-------------------|---|--|-------------------------------------|-------------------------|--------------------------------|---|-----------------------|--|----------------------------------|---|--|---|--|--|---------------------------|----------------------|---------------------|
| | | | | Organize their work | Do their work | Verify their work | Apply a keyboarding technique | Apply English language skills to business correspondence | Apply records management procedures | Use an operating system | Format business correspondence | Use the basic functions of word processing software | Use database software | Apply time management principles and practices | Communicate in an office setting | Use the basic functions of spreadsheet software | Use the basic functions of accounting software | Understand and identify with various management approaches to quality | Use the advanced functions of word processing software | Apply desktop publishing concepts to document production | Use job search techniques | NUMBER OF OBJECTIVES | DURATION (IN HOURS) |
| | MODULES | | | | | | 2 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | 12 | 15 | 16 | 17 | 19 | 20 | 24 | 15 | |
| | FIRST-LEVEL OPERATIONAL OBJECTIVES | | | | | | B | B | B | B | B | B | B | S | B | B | S | B | B | S | | | |
| | DURATION (IN HOURS) | | | | | | 75 | 90 | 60 | 30 | 30 | 60 | 60 | 30 | 30 | 45 | 60 | 30 | 60 | 60 | 30 | | 750 |
| 1 | Determine their suitability for the occupation and the training process | S | 15 | Δ | Δ | Δ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| 7 | Keep the accounting records of service and commercial enterprises | B | 90 | ▲ | ▲ | ▲ | ○ | ● | ○ | ○ | | | | ○ | ○ | ○ | ○ | ○ | | | | | |
| 11 | Carry out payroll tasks | B | 30 | ▲ | ▲ | ▲ | ○ | ● | ● | ○ | | | | ○ | ○ | ○ | ○ | ○ | | | | | |
| 13 | Handle bilingual communications in an office setting | B | 90 | Δ | ▲ | Δ | ○ | ● | ● | ○ | ○ | ○ | ○ | ● | ● | | | ○ | | | | | |
| 14 | Produce business correspondence | B | 105 | ▲ | ▲ | ▲ | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | | ○ | | | | | |
| 18 | Handle requests regarding labour laws | B | 45 | Δ | ▲ | Δ | ○ | ● | ● | ● | ○ | ○ | | ○ | ● | ○ | ○ | ○ | | | | | |
| 21 | Produce business documents | B | 90 | ▲ | ▲ | ▲ | ● | ● | ● | ● | | ● | ○ | ○ | ○ | ● | ○ | ○ | ● | ● | | | |
| 22 | Prepare business meetings | B | 45 | ▲ | ▲ | ▲ | ○ | ● | ○ | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ● | ● | | | |
| 23 | Update documents | B | 15 | ▲ | ▲ | ▲ | ○ | ● | ● | ● | ○ | ● | ● | ● | ○ | ● | ○ | ● | ● | ● | | | |
| 25 | Enter the work force | S | 75 | Δ | ▲ | Δ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| NUMBER OF OBJECTIVES | | 10 | | | | | | | | | | | | | | | | | | | | 25 | |
| DURATION (IN HOURS) | | | 600 | | | | | | | | | | | | | | | | | | | | 1350 |

B: Behavioural objective
S: Situational objective

Δ Correlation between a step and a specific competency
○ Correlation between a general and a specific competency

▲ Correlation to be taught and evaluated
● Correlation to be taught and evaluated

BLOCKS

4. GENERAL OBJECTIVES

The general objectives of the *Secretarial Studies* program are presented below, along with the major statement of each corresponding first-level operational objective.

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

- Determine their suitability for the occupation and the training process.
- Use job search techniques.
- Enter the work force.

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

- Apply English language skills to business correspondence.
- Apply a keyboarding technique.
- Apply records management procedures.
- Understand and identify with various management approaches to quality.
- Apply time management principles and practices.
- Apply desktop publishing concepts to document production.
- Format business correspondence.

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

- Use an operating system.
- Use database software.

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

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

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

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

- Produce business correspondence.
- Produce business documents.
- Handle requests regarding labour laws.
- Update documents.
- Prepare business meetings.
- Keep the accounting records of service and commercial enterprises.
- Carry out payroll tasks.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

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

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

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

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

SESAME: 959011

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the occupation and the training process.**

SPECIFICATIONS

At the end of this module, the students will:

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

LEARNING CONTEXT

PHASE 1: Information on the Occupation

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

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on and Participation in the Training Process

- Discussing the skills, aptitudes, attitudes and knowledge required to practise the occupation.
- Becoming familiar with the training process.
- Discussing how the training program prepares them for secretarial work.
- Sharing their initial reactions to the occupation and the training process.

PHASE 3: Evaluation and Confirmation of Career Choice

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

INSTRUCTIONAL GUIDELINES

The teacher should:

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

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

The students should:

PHASE 1:

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

PHASE 2:

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

PHASE 3:

- Sum up their preferences, interests, aptitudes and strengths.
- Clearly explain how they arrived at their career choice.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before undertaking the activities in each of the phases:

1. Be receptive to information about the occupation and the training program.
2. Be willing to share their views on the trade with other members of the group.

Before undertaking the activities of Phase 1:

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

Before undertaking the activities of Phase 2:

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

Before undertaking the activities of Phase 3:

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

MODULE 2: KEYBOARDING

SESAME: 959025

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While keyboarding two different, simple, double-spaced texts of approximately 200 words each (1000 keystrokes) requiring no formatting except paragraph indents
- Using an electric or electronic typewriter, or a microcomputer

GENERAL PERFORMANCE CRITERIA

- Minimum net speed of 30 words per minute for three minutes for one of the two texts

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Use the basic keys of the keyboard.
- B. Use the keys on the "home" row and on the upper and lower rows.

SPECIFIC PERFORMANCE CRITERIA

- Fingers kept on basic keys
- Eyes kept on text being keyed
- Fingers kept on basic keys
- Correct fingering technique
- Eyes kept on text being keyed

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

C. Use the numeric keys.

- Fingers kept on basic keys
- Correct fingering technique
- Eyes kept on text being keyed

D. Use all the keys of the keyboard.

- Fingers kept on basic keys
- Correct fingering technique
- Eyes kept on text being keyed

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to use the basic keys of the keyboard (A):

1. Be aware of the importance of observing ergonomic rules.
2. Identify the parts of a typewriter or microcomputer.
3. Make the preliminary adjustments necessary for using a typewriter or microcomputer.
4. Calculate the net speed per minute.
5. Appreciate the importance of using a correct fingering technique to develop speed.

MODULE 3: APPLIED BUSINESS ENGLISH

SESAME: 959036

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply English language skills to business correspondence** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on situations representative of the workplace which involve:
 - taking dictation of a text containing spelling and grammatical difficulties
 - summarizing in ten lines a one-page written text (approximately 500 words)
 - taking notes of a verbal message based on a learning situation of approximately one minute
- Without using reference materials for the dictation

GENERAL PERFORMANCE CRITERIA

- Correct spelling and grammar

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Analyze texts grammatically.

SPECIFIC PERFORMANCE CRITERIA

- Correct identification of the kind and function of words
- Correct identification of the singular and plural form

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

B. Observe the basic rules of English grammar.

- Correct subject-pronoun agreement
- Correct subject-verb agreement
- Proper tense, mood and sequence of tenses
- Proper syntax

C. Use correct spelling in texts.

- Correct spelling of words

D. Punctuate texts.

- Proper choice of punctuation
- Appropriate placement of punctuation

E. Correct texts.

- Appropriate use of business vocabulary
- Correct simple and complex sentence structure
- Absence of gallicisms
- Correct punctuation
- Correct word agreement

F. Take notes of a verbal message.

- Correct identification of subject
- Inclusion of main ideas
- Inclusion of important details

G. Summarize written texts.

- Correct identification of subject
- Inclusion of main ideas
- Appropriate links between ideas
- Logical sequence of ideas
- Personalized summaries

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to analyze texts grammatically (A):

1. Use a grammar book and dictionary.
2. Interpret business vocabulary.

Before learning how to use correct spelling in texts (C):

3. Describe how to use ordinary reference materials.

MODULE 4: RECORDS MANAGEMENT

SESAME: 959044

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply records management procedures** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

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

GENERAL PERFORMANCE CRITERIA

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

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Prepare an inventory list of the types and series of documents.

- Correct application of methods used
- Selection of appropriate approach
- Exact location of places for storing and using information

B. Interpret a classification plan and a records retention schedule.

- Establishment of relevant links between the classification plan and the organization of an enterprise
- Correct identification of the type, series and cross reference of a document
- Correct identification of the importance of documents
- Indication in the retention schedule of the appropriate conservation periods
- Correct identification of the person authorized to establish conservation periods

C. Classify documents.

- Correct identification of the subject of each document
- Determination of the document code in accordance with the classification plan
- Observance of conservation periods
- Inclusion of all elements required for classifying documents

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

D. File documents.

- Selection of appropriate media
- Order of documents in accordance with rules pertaining to:
 - alphabetical filing
 - numeric filing
 - alphanumeric filing

E. Process semiactive and inactive documents.

- Correct application of methods regarding information confidentiality
- Observance of conservation periods
- Observance of procedures for transferring documents
- Observance of procedures for disposing of documents
- Observance of procedures for updating a classification plan

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to prepare an inventory list of the types and series of documents (A):

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

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

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

Before learning how to file documents (D):

11. Describe the principles pertaining to the physical organization of storage space.
12. Explain the rules involved in filing.

MODULE 5: OPERATING SYSTEM

SESAME: 959052

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use an operating system** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using:
 - a microcomputer
 - an operating system
 - a data diskette containing certain files
- On the basis of learning situations and the teacher's instructions
- Without using a reference manual

GENERAL PERFORMANCE CRITERIA

- Use of correct commands
- Observance of time limit
- Observance of rules for using computer equipment and materials

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Load the operating system and access the menu.
- B. Display the information contained on the data diskette or hard disk.

SPECIFIC PERFORMANCE CRITERIA

- Appearance of main menu on the screen
- Appearance of information appropriate to a given need

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

C. Format diskettes.

- Correct formatting procedures

D. Create text files using the text editor.

- Compliance with instructions
- Correct information in the edited file

E. Print:

- the contents of the screen;
- a file.

- Correct printout

F. Customize the operating environment of a workstation.

- Appropriate modifications using the text editor to:

- AUTOEXEC.BAT files
- batch files
- CONFIG.SYS files

- Inclusion of the commands and parameters in the files in accordance with instructions

G. Manage the use of a hard disk.

- Presence of directories in accordance with instructions
- Appropriate location of directories
- Presence of requested files when copying:

- a file
- a selection of files
- files from one directory to another
- diskettes

- Deletion of files and sub-directories in accordance with instructions

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

H. Make backup copies.

I. End the work session.

**SPECIFIC PERFORMANCE
CRITERIA**

- Presence of files in accordance with instructions
- Correct designation of backup copies with regard to:
 - content
 - date
 - order of diskettes
- Observance of procedures for exiting the operating system
- Cleanliness and neatness of workstation

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to load the operating system and access the menu (A):

1. Be aware of the importance of observing ergonomic rules.
2. Be aware of the importance of respecting copyrights.
3. Identify the different parts of a microcomputer and its peripherals.
4. Differentiate between the various types of software.
5. Differentiate between the various types of memory.
6. Define the terms relating to a microcomputer and its operation.
7. Identify the various code systems for characters.
8. Refer to the user's guides of the operating system and computer peripherals.
9. Identify the ways in which computer viruses are transmitted.
10. Differentiate a standalone workstation from a network workstation.

Before learning how to display the information contained on the data diskette or hard disk (B):

11. Formulate file names.

Before learning how to print the contents of the screen and of a file (E):

12. Differentiate between the various methods of configuring printers.
13. Explain the purpose of printer drivers.

Before learning how to customize the operating environment of a workstation (F):

14. Explain the advantages and disadvantages of using a customized operating environment.
15. Explain the purpose of a mouse, a keyboard, a menu and memory management programs.

MODULE 6: BUSINESS CORRESPONDENCE LAYOUT

SESAME: 959062

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While formatting and keyboarding a letter
- Using an electric or electronic typewriter, or a microcomputer

GENERAL PERFORMANCE CRITERIA

- Correct use of equipment
- Correct application of keyboarding technique

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Select the layout style.
- B. Set the left, right, top and bottom margins.

SPECIFIC PERFORMANCE CRITERIA

- Selection of a style appropriate to the content
- Proper use of punctuation
- Setting of margins appropriate to style
- Correct determination of number of characters per line

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

C. Set the tabs.

- Tab settings appropriate to style

D. Keyboard the text.

- Observance of established margins
- Appropriate spacing of various parts of the text
- Correct placement and appearance of all parts
- Presence of all parts

E. Revise the text.

- Correct, thorough verification of text

Field of Application: envelopes, memos and business correspondence such as requests for information, responses to inquiries, letters of acknowledgment, claim letters and responses to claims, credit applications, collection letters, reminder letters, formal notices, invitations, thank-you letters, adjustment letters, reservations, circulars, notices of meeting, recommendation letters and various inquiries.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to select the layout style (A):

1. Differentiate between the various types of business letters.
2. Differentiate between the various types of memos.
3. Differentiate between the various envelope formats.

MODULE 7: BOOKKEEPING

SESAME: 959076

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **keep the accounting records of service and commercial enterprises** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- While making entries using:
 - source documents
 - a general journal, cash receipts journal, cash disbursements journal, sales journal and purchase journal
 - a petty cash record
 - a ledger
 - a bank statement
- Using:
 - a chart of accounts
 - a business calculator

GENERAL PERFORMANCE CRITERIA

- Observance of accounting procedures
- Appropriate verification of work
- Legible entries
- Neat documents
- Accurate calculations
- Correct spelling and grammar
- Filing of source documents in appropriate files

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Organize the work to be done.

- Classification of source documents according to the order in which tasks are performed
- Matching of source documents with corresponding files

B. Prepare the deposit of cheques.

- Correspondence between the information and amounts on the cheques and the deposit slip
- Recording in appropriate journal
- Accuracy of information and amounts recorded in the journal

C. Process the source documents pertaining to the ordering of merchandise.

- Correct preparation of purchase orders
- Placement of orders in accordance with needs
- Appropriate follow-up of orders

D. Process invoices.

- Correspondence between the invoice to be paid and the receiving slip
- Observance of terms of payment
- Correct preparation of cheque
- Recording in appropriate journal
- Accuracy of information and amounts recorded in the journal

E. Invoice clients.

- Correspondence between the delivery slips and the invoices
- Correct preparation of invoices
- Recording in appropriate journal
- Accuracy of information and amounts recorded in the journal

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

F. Handle the petty cash fund.

- Presence of petty cash vouchers
- Accuracy of balance available
- Reconciliation of petty cash fund
- Recording of the entry to replenish the petty cash fund in the appropriate journal
- Accuracy of information and amounts recorded in the journal

G. Prepare a bank reconciliation statement.

- Observance of the procedure for ticking off cheques and other items
- Accurate determination of:
 - the total amount of outstanding cheques
 - other expenses incurred
- Correspondence between the bank reconciliation and the bank statement
- Recording of unrecorded items in the appropriate journals
- Accuracy of information and amounts recorded in the journals

H. Carry out end-of-period procedures.

- Accurate calculations of the column totals of the journals used
- Correct posting to the ledgers
- Correct preparation of the trial balance
- Correct preparation of the list of:
 - accounts receivable
 - accounts payable
- Correct preparation of the clients' statements of account
- Accurate calculations of tax remittances

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

I. Perform year-end tasks.

**SPECIFIC PERFORMANCE
CRITERIA**

- Accurate transcription of
information provided

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

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

1. Identify the different parts of a calculator.
2. Use correct keyboarding techniques with a calculator.
3. Interpret the vocabulary related to the basic accounting of a small business.
4. Understand the importance of observing rules of ethics.
5. Differentiate between the various forms and types of enterprises.
6. Explain basic accounting concepts.
7. Differentiate between the various types of services offered by financial institutions to businesses.
8. Use various methods of locating errors.

Before learning how to prepare the deposit of cheques (B):

9. Interpret the information on a cheque.

Before learning how to process the source documents pertaining to the ordering of merchandise (C):

10. Appreciate the importance of finding the best value for the money before ordering a product.
11. Interpret the documents related to placing orders.

Before learning how to process invoices (D):

12. Use a procedure for verifying the goods received.
13. Explain the advantages of using the purchase discount.
14. Appreciate the importance of respecting payment terms.
15. Use methods for calculating interest.
16. Interpret different bank forms pertaining to disbursements.

Before learning how to invoice clients (E):

17. Appreciate the importance of issuing an invoice quickly.
18. Interpret the methods of calculating the GST and QST.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to handle the petty cash fund (F):

19. Explain the purpose of the petty cash fund in a business.

Before learning how to prepare a bank reconciliation statement (G):

20. Interpret a bank statement.

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

21. Explain the usefulness of a trial balance and a work sheet.
22. Describe the audit work done at the end of the year.

MODULE 8: BASIC WORD PROCESSING

SESAME: 959084

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While formatting and modifying a text which is representative of the workplace and requires the use of the basic functions of word processing software
- Using:
 - a microcomputer
 - word processing software
 - spell and grammar checking programs
 - a printer
- Following the teacher's instructions
- Without using a reference manual

GENERAL PERFORMANCE CRITERIA

- Use of correct commands
- Observance of instructions and time limit
- Observance of rules for using computer equipment and materials

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Determine the size and appearance of characters. | - Appropriate selection of font and size of characters |
| B. Determine the margins and alignments. | <ul style="list-style-type: none"> - Appropriate horizontal centring - Appropriate vertical centring - Appropriate setting of margins and indents |
| C. Format text: <ul style="list-style-type: none"> • on a line; • in columns created by tabs; • on a page; • for an entire document. | <ul style="list-style-type: none"> - Correct hyphenation - Appropriate text justification - Appropriate line spacing - Correct header and footer settings - Appropriate page size - Correct page numbering |
| D. Save and retrieve files. | <ul style="list-style-type: none"> - Use of correct saving and retrieval procedures - Presence of files saved on the diskette |
| E. Create document summaries and descriptions. | <ul style="list-style-type: none"> - Correct creation of summary - Inclusion of required information |
| F. Move and copy blocks of text. | <ul style="list-style-type: none"> - Blocks moved to correct location - Blocks copied correctly |
| G. Search and replace characters. | <ul style="list-style-type: none"> - Correct search and replacement of: <ul style="list-style-type: none"> • characters in one file • characters in a list of files |
| H. Use spell and grammar checking programs. | <ul style="list-style-type: none"> - Correct use of: <ul style="list-style-type: none"> • dictionary • thesaurus • grammar check |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

I. Print documents.

- Selection of appropriate print functions
- Accurate determination of:
 - the number of copies to be printed
 - the pages to be printed

J. Insert dates in documents.

- Selection of appropriate formats
- Presence of dates in appropriate places

K. Merge texts with lists of data from files of the same software.

- Successful merge
- Presence of all information
- Correct location of information on:
 - the letter
 - the envelope

L. Import files from database software.

- Selection of appropriate import mode

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to determine the size and appearance of characters (A):

1. Describe the features of word processing software.
2. Describe how this software works.
3. Refer to the user's guide of the word processing software.
4. Use the keys required to input a text on a microcomputer.
5. Differentiate between the various types of character fonts.
6. Display the codes.
7. Display a directory.

Before learning how to merge texts with lists of data from files of the same software (K):

8. Explain the purpose and content of primary and secondary files.

Before learning how to import files from database software (L):

9. Explain the procedure for importing files from a database.

MODULE 9: DATABASE SOFTWARE

SESAME: 959094

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

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

GENERAL PERFORMANCE CRITERIA

- Observance of instructions and time limit
- Use of correct commands
- Observance of rules for using computer equipment and materials

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Design the set-up of the database.

- Appropriate explanation of choices regarding the set-up
- Appropriate selection of each type of field
- Appropriate size of each field
- Presence of all required fields

B. Input the data.

- Correspondence between the data to be input and the records
- Absence of typographical errors

C. Make backup copies of the database.

- Presence of data on the backup diskettes

D. Modify:

- the set-up of a database;
- the data.

- Modification of set-up in accordance with instructions
- Correspondence between the data to be modified and the records
- Absence of typographical errors

E. Classify data.

- Appropriate classification in terms of:
 - the order of the data
 - the contents of the file created

F. Extract data.

- Accuracy of criteria used
- Presence of all required data

G. Create links between files.

- Creation of links between appropriate fields
- Presence of all required data

H. Produce reports.

- Correct production in terms of:
 - the formatting of the header, headings and sub-headings
 - the selection of fields
 - the content

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

- I. Produce labels.

- J. Prepare data for export to:
 - word processing software;
 - spreadsheet software.

**SPECIFIC PERFORMANCE
CRITERIA**

- Appropriate format for labels
- Correct layout of information on labels

- Creation of appropriate files for export

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to design the set-up of the database (A):

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

MODULE 10: TIME MANAGEMENT

SESAME: 959102

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply time management principles and practices** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- While planning activities
- On the basis of situations representative of the workplace and dealing with planning and time management
- With time management tools used in business

GENERAL PERFORMANCE CRITERIA

- Observance of time management principles and practices
- Optimal use of time

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Classify activities.

SPECIFIC PERFORMANCE CRITERIA

- Classification of activities in terms of:
 - productivity
 - deadline
 - complexity of tasks

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

B. Plan how activities will be carried out.

- Realistic assessment of the time needed to carry out the activities
- Accurate determination of priorities
- Setting aside appropriate periods for the unexpected
- Determining when activities will be carried out in accordance with the classification of activities and priorities
- Appropriate use of time management tools

C. Determine the activities that can be delegated to others.

- Accurate identification of activities to be delegated
- Determination of appropriate persons
- Correct transmission of information regarding delegated activities

D. Overcome the obstacles to carrying out activities.

- Accurate identification of main obstacles
- Identification of useful ways to overcome obstacles

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to classify activities (A):

1. Evaluate how they use their time.

Before learning how to plan how activities will be carried out (B):

2. Understand the importance of planning activities efficiently.
3. Describe the personal qualities required for managing time efficiently.
4. Differentiate between the various types of agendas.
5. Describe the components of a work plan.
6. Identify the tools used to prepare a work plan.
7. Explain the methods of using computerized time management tools.

MODULE 11: PAYROLL

SESAME: 959112

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While recording entries pertaining to the payroll using:
 - source documents
 - a general journal and payroll journal
 - a ledger
- Using:
 - a chart of accounts
 - a business calculator
 - a schedule of deductions

GENERAL PERFORMANCE CRITERIA

- Observance of accounting procedures
- Appropriate verification of work
- Legible entries
- Neat documents
- Accurate calculations
- Correct spelling and grammar

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Organize the work to be done.

- Selection of all documents required to carry out the tasks
- Classification of source documents according to the order in which the tasks are carried out
- Matching the source documents with the corresponding files

B. Calculate the employees' salaries.

- Accurate calculation of gross earnings and deductions for each employee
- Appropriate filing of source documents
- Recording of entries in the appropriate books
- Accurate entries

C. Issue the employees' pay cheques.

- Accurate calculation of total amount of salaries to be paid to all employees
- Accurate, complete recording of information on cheques and pay statements
- Presence of signatures
- Appropriate filing of copies of cheques

D. Calculate the employer's contributions.

- Recording of entries in the appropriate books
- Accurate entries
- Accurate postings to the ledger

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

E. Complete the forms required by law and the remittance cheques to various organizations.

**SPECIFIC PERFORMANCE
CRITERIA**

- Accurate information written on forms
- Accurate, complete recording of information on remittance cheques
- Appropriate filing of documents

Field of Application: service or commercial enterprises.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to calculate the employees' salaries (B):

1. Open a file for each employee and keep it updated.
2. Interpret the information on a time sheet.
3. Interpret the documents used for the payroll deductions required by law.
4. Differentiate between the types of non-government deductions that may vary from one enterprise to another and from one employee to another.
5. Appreciate the importance of keeping personal information confidential.
6. Differentiate between the various methods of calculating employee salaries.

MODULE 12: COMMUNICATION

SESAME: 959122

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

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

SPECIFICATIONS

At the end of this module, the students will:

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

LEARNING CONTEXT

PHASE 1: The General Principles of Communication

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

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Teamwork

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

PHASE 3: Application of Communication Techniques in Various Work Situations

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

PHASE 4: Evaluation of Their Communication Techniques

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

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that encourages students to be confident and open.
- Make extensive use of role-play techniques and learning situations representative of the workplace.
- Facilitate the exchange of ideas by means of group work techniques.
- Encourage and support students with communication problems.
- Encourage students to try out new behaviours.
- Favour work in small groups, ensuring that each student has the opportunity to participate in and observe learning situations.
- Provide students with checklists to help them observe and analyze learning situations.
- Help students evaluate the way they communicate by providing them with the appropriate tools (questionnaires or analysis checklists).

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

The students should:

PHASE 1:

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

PHASE 2:

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

PHASE 3:

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

PHASE 4:

- Assess the way they communicate.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before undertaking the activities of Phase 2:

1. Identify the obstacles to creativity.

MODULE 13: BILINGUAL COMMUNICATIONS

SESAME: 959136

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of case studies, learning situations and role-play in English and in French
- Using:
 - telecommunications and computer equipment normally used in business
 - forms for taking messages and sending mail
 - excerpts from telephone directories and reference documents related to postal services

GENERAL PERFORMANCE CRITERIA

- Appropriate use of equipment
- Performance of activities at appropriate time
- Observance of proper etiquette
- Clear speech in English and in French
- Relevant comments
- Appropriate vocabulary

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Greet visitors.

- Observance of proper etiquette
- Correct interpretation of inquiries
- Appropriate responses

B. Take and transfer telephone calls.

- Proper telephone etiquette
- Correct interpretation of requests
- Appropriate screening of calls
- Correct procedures for transferring calls
- Transmission of coherent messages
- Inclusion of all pertinent information on the message form
- Preparation of clear messages for the answering machine

C. Make telephone calls.

- Proper telephone etiquette
- Clear explanations given regarding:
 - the reasons for the call
 - requests for information

D. Process incoming mail.

- Correct interpretation of the content of documents
- Accurate determination of the importance of documents
- Determination of the code in accordance with the classification plan
- Correct application of procedures for receiving and forwarding mail

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

E. Process outgoing mail.

**SPECIFIC PERFORMANCE
CRITERIA**

- Selection of appropriate method
- Accurate estimate of costs
- Correct use of telecommuni-
cations technology such as:
 - fax
 - modem
 - electronic mail

Field of Application: oral and written communications in English and French.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to greet visitors (A):

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

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

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

Before learning how to process incoming mail (D):

9. Differentiate between the various ways of forwarding mail.
10. Differentiate between the various ways of processing mail.

Before learning how to process outgoing mail (E):

11. Differentiate between the various ways of sending mail.
12. Use a postal code directory.

MODULE 14: BUSINESS CORRESPONDENCE PRODUCTION

SESAME: 959147

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Using:
 - a microcomputer
 - word processing software
 - database software for some assignments
- Doing a first assignment that consists in writing, formatting, keyboarding and filing business correspondence:
 - according to instructions pertaining to the content of the correspondence to be written and a classification plan
 - using spell and grammar checking programs
- Doing a second assignment that consists in keyboarding a running text without errors for a duration of 4 minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules for using computer equipment and materials
- Absence of typographical errors
- Correct spelling and grammar
- Mastery of software functions
- Observance of time limit
- Content of correspondence in accordance with instructions

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Organize the work to be done.

- Correct interpretation of instructions
- Gathering of all required documents and information

B. Prepare the outlines.

- Inclusion of main ideas
- Logical order of ideas

C. Write the texts.

- Observance of the established outline
- Observance of conventions regarding:
 - the layout of the letter
 - the vocabulary used
- Links established between the main ideas and the different paragraphs
- Relevant comments

D. Keyboard the texts.

- Appropriate setting of all style sheet parameters
- Correct keyboarding of text in terms of:
 - style
 - punctuation
 - inclusion of all elements
- Correct conversion of database files
- Net keyboarding speed of 40 words per minute for 4 minutes for the running text

E. Revise the texts.

- Thorough revision of texts:
 - rereading of texts
 - use of spell and grammar checking programs

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

F. Classify the correspondence.

- Correct determination of the importance of the document
- Determination of the code in accordance with the classification plan

G. Address the envelopes.

- Correct use of a database to generate labels
- Observance of formatting rules
- Inclusion of all elements

H. Forward the documents.

- Appropriate preparation in terms of:
 - document enclosures
 - signatures
 - envelope

Field of Application: memos, business correspondence, envelopes.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to write the texts (C):

1. Differentiate between the various styles of letters.
2. Describe the characteristics of a business letter.
3. Describe the characteristics of effective written communication.
4. Analyze the content of letters used in different situations.

MODULE 15: BASIC ELECTRONIC SPREADSHEET

SESAME: 959153

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

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

GENERAL PERFORMANCE CRITERIA

- Use of correct commands
- Observance of instructions and time limit
- Observance of rules for using computer equipment and materials

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Create spreadsheets.

- Appropriate determination of rows and columns
- Appropriate selection of type of cell for:
 - text
 - numbers
 - formulas
- Appropriate size of cells
- Presence of all elements of the spreadsheet
- Absence of typographical errors

B. Save and retrieve spreadsheets.

- Determination of appropriate saving and retrieval
- Presence of saved files on the diskette

C. Modify spreadsheets.

- Correct modifications to a cell or cell range in terms of:
 - the layout of cells
 - the number of rows or columns
 - a change in the type of data
 - the deletion of files, data, columns, rows and cell range

D. Move and copy cells.

- Correct selection of the cell range
- Movement to correct location
- Correct copy of cells

E. Perform calculations using operators.

- Correct use of operators
- Accurate results

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

F. Perform simple calculations using built-in functions.

- Correct use of:
 - financial functions
 - statistical functions
 - logical functions
- Accurate results

G. Create graphs.

- Presence and appropriate location of all parameters:
 - titles and subtitles
 - pagination
 - legend
 - X and Y axes
- Correspondence between graphs and data
- Determination of appropriate saving and retrieval
- Presence of saved graphics files

H. Print data and graphs.

- Accuracy of all parameters required for printing
- Creation of appropriate types of files to print:
 - in spreadsheet format
 - in text format
 - in graphics format
- Appropriate layout of spreadsheets

I. Import and export files.

- Correct conversion of files:
 - from a database to a spreadsheet file
 - from a spreadsheet to a word processing file
- Insertion of converted files in appropriate place
- Presence of all data in imported and exported files

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

J. Make backup copies of the spreadsheet.

**SPECIFIC PERFORMANCE
CRITERIA**

- Presence of data on backup
diskettes.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to create spreadsheets (A):

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

Before learning how to perform simple calculations using built-in functions (F):

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

MODULE 16: BASIC COMPUTERIZED ACCOUNTING

SESAME: 959164

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While performing operations using the accounting software's features
- Using:
 - a microcomputer
 - accounting software
 - a printer
- Using accounting software that has already been set up and the corresponding chart of accounts
- On the basis of source documents and the teacher's instructions
- Without using a reference manual

GENERAL PERFORMANCE CRITERIA

- Observance of instructions and time limit
- Appropriate use of the software's features
- Observance of rules for using computer equipment and materials

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

- | | |
|--|---|
| A. Enter data in the accounting software. | - Correct modifications made to parameters pertaining to the: <ul style="list-style-type: none">• enterprise• chart of accounts |
| B. Input the entries in the accounting software's modules. | - Correct modifications made to data pertaining to the: <ul style="list-style-type: none">• suppliers• clients• employees• inventory |
| C. Produce reports. | - Recording of entries in the correct modules |
| D. Close the books at the end of an accounting period. | - Accuracy of entries relating to transactions and corrections |
| E. Make backup copies. | - Observance of steps involved in generating the reports available with the software |
| | - Correspondence between printed copy and the type of report requested |
| | - Observance of end-of-period procedures |
| | - Production of appropriate end-of-period reports |
| | - Backups made at appropriate times |
| | - Presence of data on the backup diskettes |

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to enter data in the accounting software (A):

1. Interpret the vocabulary related to the use of accounting software.
2. Explain how an integrated accounting system works.
3. Describe how the menus work.
4. Explain the connection between inventory data and client transactions.
5. Refer to the user's guide of the accounting software.

Before learning how to input the entries in the accounting software's modules (B):

6. Use a method for detecting entry errors.

Before learning how to make backup copies (E):

7. Appreciate the importance of having backup copies.

MODULE 17: QUALITY

SESAME: 959172

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **understand and identify with various management approaches to quality.**

SPECIFICATIONS

During this module, the students will:

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

LEARNING CONTEXT

PHASE 1: Learning about Total Quality

- Learning about the extent to which integral quality management is used in manufacturing and service enterprises.
- Learning about integral quality management in terms of the management principles involved, how it is implemented and the conditions under which it can be used effectively.
- Examining the personal attitudes and behaviours which promote total quality.
- Learning about the impact of an office employee's work on total quality.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Analyzing an Enterprise's Level of Quality and Proposing Means to Improve It

- Comparing, on the basis of case studies, various business management methods with the integral quality management method and identifying the enterprises that promote total quality.
- Identifying the aspects that an enterprise should improve and developing a quality improvement plan.

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

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

INSTRUCTIONAL GUIDELINES

The teacher should:

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

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

The students should:

PHASE 1:

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

PHASE 2:

- List the strengths and weaknesses of various enterprises, assessing the extent to which they have achieved the goals associated with total quality.
- List the aspects which an enterprise should improve.
- Prepare a brief quality improvement plan, using a checklist.

PHASE 3:

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

MODULE 18: LABOUR LAWS

SESAME: 959183

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on case studies and learning situations
- Using current legal claim forms that can be completed by hand, on a typewriter or with a microcomputer

GENERAL PERFORMANCE CRITERIA

- Evidence of attitudes appropriate to the situation
- Observance of the limits of their responsibility
- Concern for effective communication with the person making the request
- Good command of English

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Interpret requests.

SPECIFIC PERFORMANCE CRITERIA

- Correct identification of the important elements of a situation
- Identification of laws applicable to a situation

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

B. Give information to persons making requests.

- Accurate information regarding:
 - possible types of recourse
 - procedures to be followed
 - deadlines to be met
 - resources to be consulted

C. Gather the information to be submitted with the claims.

- Collection of all relevant information and source documents
- Collection of information within prescribed time limits
- Recording of information in the appropriate files

D. Prepare the claim documents.

- Accuracy of information provided
- Inclusion of relevant source documents
- Compliance with instructions regarding the completion of the forms
- Presence of the required signatures
- Correct spelling and grammar

E. Follow up the claims.

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

Field of Application: labour standards, human rights and freedoms, unemployment insurance, occupational health and safety, access to documents held by public bodies and the protection of personal information, individual contracts, collective agreements and consumer-related contracts.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to interpret requests (A):

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

MODULE 19: ADVANCED WORD PROCESSING

SESAME: 959194

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

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

GENERAL PERFORMANCE CRITERIA

- Use of correct commands
- Observance of instructions and time limit
- Observance of rules for using computer equipment and materials

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Produce personalized documents.

- Correct use of merge commands
- Presence of all information in the:
 - data files
 - personalized documents
- Correct location of merged data
- Correct insertion of data from a database
- Absence of errors

B. Produce forms and input data.

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

C. Sort text and data.

- Appropriate selection of type of sort
- Correct selection of sort criteria

D. Adapt the software to specific needs.

- Adjustment of default settings in accordance with the needs of the workstation

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

E. Work with two documents active in memory at the same time.

- Selection of appropriate type of window
- Mastery of use of windows in terms of:
 - entering text in the two documents
 - transferring text from one document to another

F. Input text in column form.

- Selection of appropriate type of columns
- Correct determination of:
 - number of columns
 - space between columns
 - column margins
- Absence of typographical errors

G. Use automatic numbering and create text banks and macros.

- Appropriate use of automatic numbering in terms of:
 - type of numbering
 - position of levels
 - number of levels
- Correct creation and use of text banks
- Creation of functional macros
- Absence of typographical errors

H. Produce lists, indexes, tables of contents and tables of authorities.

- Correct determination of:
 - position of levels
 - number of levels
 - numbering style
- Correct determination of all sections of the lists, indexes, tables of contents and tables of authorities
- Correct marking of text to be included in the lists, indexes, tables of contents and tables of authorities

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

I. Produce tables and do calculations.

- Correct determination of:
 - number of rows and columns
 - size of rows and columns
 - format of content of cells
 - appearance of content of cells
- Use of math functions in accordance with needs
- Correct insertion of work sheets from a spreadsheet

J. Export and import files.

- Selection of appropriate conversion mode
- Import of files in appropriate location
- Creation of export files in accordance with needs

K. Manage document printing.

- Appropriate selection of print options
- Successful interruption of a print job in progress
- Correct selection of printer drivers

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to use automatic numbering and create text banks and macros (G):

1. Explain the importance of automating functions.
2. Select the elements that should be included in text banks.

MODULE 20: DESKTOP PUBLISHING

SESAME: 959204

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply desktop publishing concepts to document production** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

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

GENERAL PERFORMANCE CRITERIA

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

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Determine the appearance of titles, subtitles, key words and running text.

- Appropriate choice of fonts
- Correct proportion between different type sizes
- Spacing between sections of text proportionate to type size

B. Determine the content and the appearance of headers and footers.

- Correct determination of:
 - text to include
 - character size
 - character font
- Proper layout of graphic components
- Proper positioning of header and footer components

C. Divide up a text on several pages.

- Format appropriate for:
 - size of page
 - content of text

D. Create shaded areas.

- Correct positioning of shaded areas
- Correct choice of types of lines and shaded areas
- Accurate dimensions of internal and external printable areas
- Inclusion of legends

E. Insert graphs.

- Proper creation of graphs using screen capture software and scanners
- Observance of procedures for importing graphs from:
 - graphics banks software
 - drawing software
- Correct positioning of graphs
- Correct size of graphs

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

F. Design cover pages.

- Correct layout of elements in relation to one another
- Appearance of characters appropriate for document

G. Format an entire document.

- Layout of components appropriate for type and content of document
- Balanced layout
- Appearance of various sections of text appropriate for type and content of document
- Creative layout
- Appropriate use of graphs and illustrations
- Inclusion of all components of document

Field of Application: desktop publishing applied to the production of leaflets, business cards, invitations, advertising material, reports, magazine articles, studies, etc.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

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

1. Interpret the terminology related to desktop publishing.
2. Explain how to plan a document.
3. Explain how highlighting affects page layout.
4. Explain the rules governing the numbering of sections in a document.

Before learning how to divide up a text on several pages (C):

5. Explain punctuation rules specific to desktop publishing.

Before learning how to create shaded areas (D):

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

MODULE 21: DOCUMENT PRODUCTION

SESAME: 959216

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While working on a first assignment that consists in formatting, entering, completing and classifying a business document:
 - based on a classification plan and on general ideas presented orally, in writing or on a dictating machine
 - using spell and grammar checking programs
- Working on a second assignment that consists in entering a five-minute running text, without errors
- Using a microcomputer with word processing software (and spreadsheet software for some assignments)

GENERAL PERFORMANCE CRITERIA

- Observance of rules for using computer equipment and materials
- Mastery of word processing functions
- Correct application of desktop publishing concepts

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work to be done.

SPECIFIC PERFORMANCE CRITERIA

- Collection of all documents and information needed for the work
- Correct interpretation of general ideas provided

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Organize the work to be done. (cont'd)

- Determination of types of documents appropriate for general ideas provided

B. Write business documents.

- Observance of general ideas provided
- Appropriate links among ideas
- Correct application of rules governing:
 - spelling and grammar
 - syntax
 - punctuation
 - formatting
- Use of appropriate terminology

C. Input business documents.

- Appropriate adjustment of all style sheet parameters
- Absence of typographical errors
- Correct conversion of files from spreadsheet software
- Inclusion of all parts of the documents
- Net input speed of 50 words per minute for five minutes for the running text

D. Verify the content of business documents.

- Use of spell and grammar checking programs

E. Classify business documents.

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

Field of Application:

Keyboarding: Forms, tables, reports, records of proceedings, minutes, press releases, advertising material, calls for tenders, tenders, contracts.

Writing: Forms, tables, records of proceedings, press releases, advertising material.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

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

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

Before learning how to classify business documents (E):

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

MODULE 22: BUSINESS MEETINGS

SESAME: 959223

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Using the computer equipment and software commonly used in business:
 - database
 - word processing
 - electronic mail
- Using excerpts from telephone directories and reference documents related to postal services, means of transportation and lodging

GENERAL PERFORMANCE CRITERIA

- Appropriate use of means of communication
- Efficient time management
- Observance of rules for using computer equipment and materials

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Become familiar with instructions.

- Correct interpretation of requests
- Correct determination of needs

B. Verify the availability of resources.

- Verification of participants' agendas
- Verification of availability and reservation of premises and material resources
- Determination of most appropriate time to hold meetings

C. Organize the work to be done.

- Correct determination of steps involved in planning meetings
- Determination of realistic schedules for:
 - the work to be done
 - calling the meeting

D. Produce notices of meetings and supporting documents.

- Correct format and production of all necessary documents:
 - notice of meeting
 - agenda
 - record of proceedings
 - minutes of meeting
 - reports, tables, summaries
- Absence of typographical errors
- Correct spelling and grammar
- Appropriate classification of documents
- Correct software use:
 - database
 - word processing (basic and advanced functions)
- Correct application of desktop publishing concepts

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

E. Forward the documents needed for the meetings.

- Selection of appropriate forwarding methods
- Appropriate documents forwarded
- Documents forwarded at appropriate time

F. Make travel arrangements.

- Appropriate means of transportation
- Correct reservation procedures
- Correct preparation of itineraries
- Correct preparation of travel expense claims

G. Arrange meeting rooms.

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

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to verify the availability of resources (B):

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

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

3. Classify activities according to productivity and deadline.

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

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

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

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

MODULE 23: DOCUMENT UPDATES

SESAME: 959231

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While modifying a file containing several documents (Instructions concerning the modifications come from various sources or media such as a dictating machine, telecommunications equipment, written material or handwritten notes.)
- Using the computer equipment and software commonly used in business:
 - database
 - spreadsheet
 - word processing
 - electronic mail

GENERAL PERFORMANCE CRITERIA

- Correct use of computer equipment
- Conformity of updates with instructions
- Absence of errors
- Concern for total quality

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Organize the work to be done.

- Determination of a work plan appropriate for the amount and duration of the tasks
- Establishment of a schedule that respects priorities
- Appropriate selection of tools

B. Add and remove data from documents.

- Correct retrieval of data from various sources such as:
 - printed documents
 - dictating machine
 - telecommunications equipment
- Appropriate modification of documents when:
 - adding or deleting text
 - adding or deleting chapters
 - adding glossaries or indexes
- Adjustment of pagination and table of contents in accordance with additions and deletions
- Correct insertion of illustrations, tables and graphs

C. Change formatting elements of the documents.

- Appropriate formatting changes concerning:
 - use of fonts for titles, subtitles, key words and running text
 - style settings for the entire document
- Correct application of desktop publishing concepts

D. Reorganize lists of data.

- Correct merge of fields in different databases
- Inclusion of all data

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

E. Produce new versions of documents.

- Correct application of printing procedure
- Correct determination of number of copies required

F. Reorganize the work.

- Correct application of verification procedure for:
 - comparing the schedule with the duration of the tasks carried out
 - comparing the modifications in the plan with the final versions
 - assessing the type of tool selected

G. Follow up on or forward the updated documents.

- Determination of appropriate codes for the new documents
- Determination of appropriate forwarding method

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

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

1. Evaluate how they organize their time.

MODULE 24: JOB SEARCH TECHNIQUES

SESAME: 959242

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **use job search techniques.**

SPECIFICATIONS

During this module, the students will:

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

LEARNING CONTEXT

PHASE 1: Preparing for a Job Search

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

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Implementing a Job Search Plan

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

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

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

INSTRUCTIONAL GUIDELINES

The teacher should:

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

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

PHASE 1:

- Consult the information sources available.
- Collect information.

PHASE 2:

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

PHASE 3:

- Assess their experience in a realistic and coherent manner.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before beginning the activities in Phase 2:

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

MODULE 25: ENTERING THE WORK FORCE

SESAME: 959255

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to enter the work force.

SPECIFICATIONS

During this module, the students will:

- Become familiar with their role in an enterprise.
- Carry out activities related to the occupation.
- Become familiar with how their views may change at the end of their practicum.

LEARNING CONTEXT

PHASE 1: Collecting Information on the Practicum

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

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

- Observing the activities to be carried out during the practicum.
- Participating in and carrying out various tasks.
- Ensuring that the practicum supervisor is satisfied with the activities carried out.
- Keeping a personal journal that lists observations about the workplace and the tasks carried out in the enterprise.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

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

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

INSTRUCTIONAL GUIDELINES

The teacher should:

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

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

The students should:

PHASE 1:

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

PHASE 2:

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

PHASE 3:

- Sum up their experience in the workplace by indicating how this experience affects their career choice.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before undertaking the activities of Phase 1:

1. Describe the steps involved in planning a practicum search.
2. Appreciate the importance of exhibiting the appropriate attitudes when looking for a practicum.

Before undertaking the activities of Phase 2:

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

