

ANALYSIS AND PLANNING TABLES

SUPPORT FOR PEDAGOGICAL PLANNING

PROFESSIONAL SALES

5696

NOVEMBER 2000

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INTRODUCTION

This document is intended to facilitate the work required for implementing the *Professional Sales* program of study. It may be considered an interface between the program produced by the Ministère de l'Éducation and the pedagogical planning work done by teachers in school boards and vocational education centres, in particular with respect to learning activities and teaching and evaluation materials. It has been designed to provide greater consistency between instructions pertaining to learning and those pertaining to evaluation. It also makes pedagogical planning easier by presenting all this information in one document.

The document is divided into two parts. Part One provides general information on the program and the pedagogical approach. In order to facilitate the selection of learning activities, it contains a brief description of the pedagogical planning process as well as an outline of the phases involved in acquiring a competency. These texts are accompanied by a synoptic table of the program, a grid of learning focuses for the Professional Sales program, a logic diagram of the sequence in which the different modules should be taught, as well as three other tables related to the competency acquisition process.

Part Two contains information on how to understand the analysis and planning tables, as well as a table for each of the program modules with information on learning and evaluation.

PART ONE

INFORMATION ON THE PROGRAM

TABLE 1**SYNOPTIC TABLE****PROFESSIONAL SALES**

Code: 5696

Number of modules: 17
 Duration in hours: 900
 Credits: 60

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

* 15 hours = 1 credit

Dotted line indicates the end of a block.

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

TABLE 2

GRID OF LEARNING FOCUSES PROFESSIONAL SALES		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)				GENERAL COMPETENCIES (technology, personal development, etc.)								TOTALS	
				Plan their activities	Carry out the activities	Assess the results	Send feedback to their company	Communicate in the workplace	Interpret consumer behaviour	Ensure the quality of customer service	Present a file on a product or service	Manage their time and organize their work	Process sales data on a computer	Exhibit intrapreneurship in the sales sector	Use job search techniques	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODUL	MODULE							2	3	4	5	7	11	14	16		
	FIRST-LEVEL OPERATIONAL OBJECTIVES							S	B	S	B	B	B	S	B	8	
	DURATION (IN HOURS)							60	45	45	45	30	75	30	30		360
1	Determine their suitability for the occupation and the training process	S	30					F	F	F	F	F	F	F	F		
6	Apply the consultation process in the sale of a product or service	B	120	△	▲	▲	▲	M	M	M	M	F	F	F			
8	Begin acquiring practical on-site sales experience	S	60	▲	▲	▲	▲	M	M	M	F	F	F	F	F		
9	Perform financial operations	B	30	△	▲	△	△	M		M			F				
10	Perform supply-related operations	B	45	▲	▲	△	△	M		M	F	M	F				
12	Promote a product and a service	B	45	▲	▲	▲	▲	F	F	M	M	F	F	F			
13	Perform telephone sales operations	B	45	▲	▲	△	△	M	M	M	M	F	F	F			
15	Canvass a sales area	B	45	▲	▲	▲	▲	M	M	M	M	M	M	M			
17	Enter the work force	S	120	▲	▲	▲	▲	M	M	M	M	M	M	M	M		
NUMBER OF OBJECTIVES		9														17	
DURATION (IN HOURS)			540														900

S: Situational objective

B: Behavioural objective



Correlation between a step and a specific competency



Correlation to be taught and evaluated

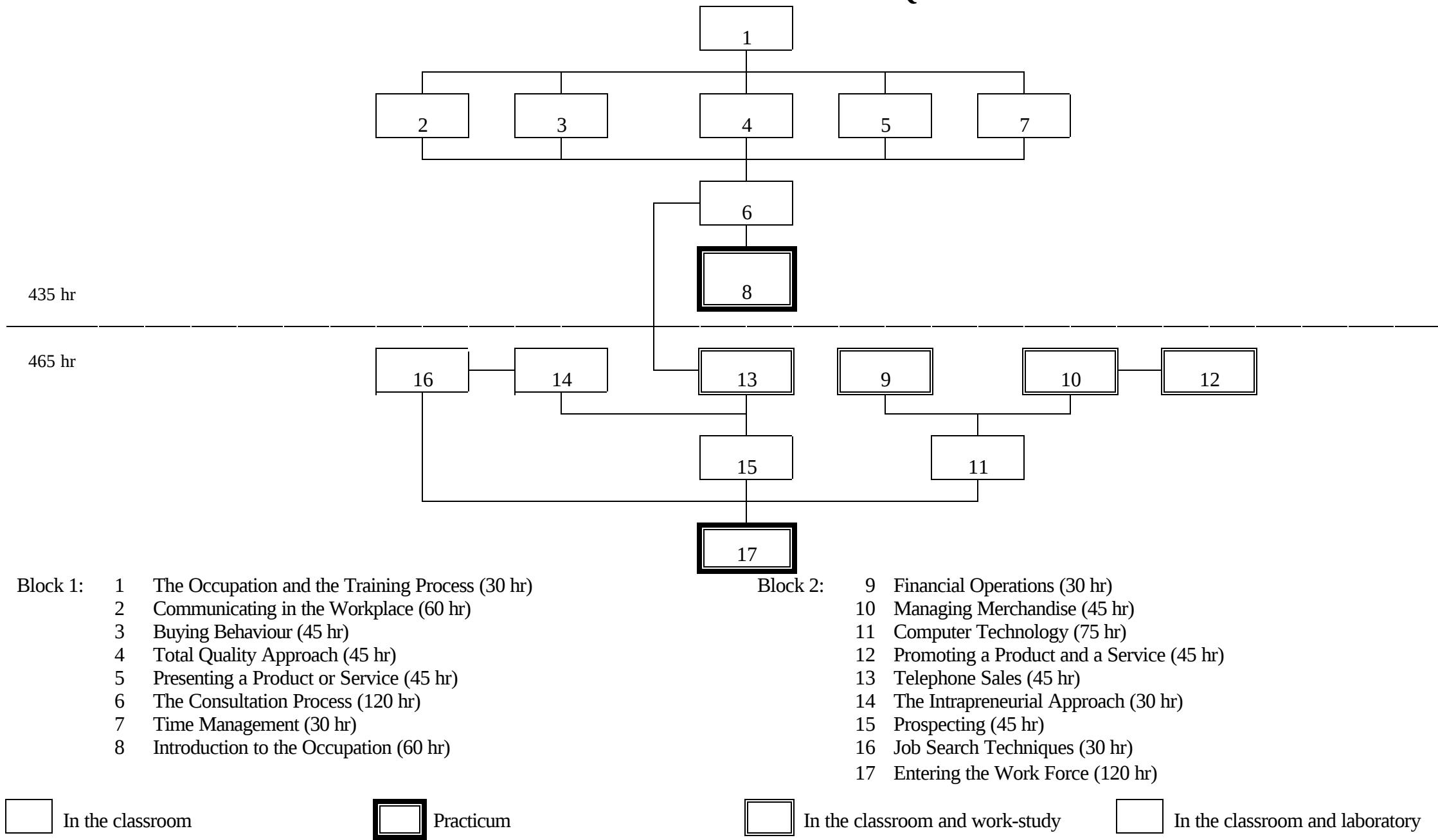


Correlation between a general and a specific



Correlation to be taught and evaluated

TABLE 3 ¼ LOGIC DIAGRAM SHOWING THE SEQUENCE OF TEACHING



PEDAGOGICAL PLANNING PROCESS

In vocational education, the pedagogical planning process comprises the following steps:

- Step 1: Becoming familiar with the program of study
- Step 2: Establishing pedagogical goals and identifying ways of achieving them
- Step 3: Becoming familiar with the learning focuses, guidelines related to content and instructions regarding evaluation
- Step 4: Defining the learning and evaluation activities
- Step 5: Determining the arrangements and contexts related to the learning and evaluation activities

Step 1: Becoming familiar with the program of study

The pedagogical planning process begins with the teacher carefully reading the program, in particular the grid of learning focuses* and the operational objectives. The teacher should also read the logic diagram, which indicates the sequence in which the modules should be taught, and should take into account the time required for teaching, evaluation for certification purposes, and remedial instruction, as mentioned in the introduction to the program. In practice, an average of one hour out of fifteen is reserved for evaluation for certification purposes, and two hours out of fifteen should be used for remedial instruction, including formative evaluation.

* *See Tables 1, 2 and 3*

Step 2: Establishing pedagogical goals and identifying ways of achieving them

Pedagogical goals are used to guide activities with students in a certain direction each time an appropriate situation presents itself. These goals, which are ongoing, allow students to develop habits and attitudes that have not generally been the focus of specific objectives, but which are nonetheless important. Teachers should explain these pedagogical goals to students and should indicate the means that will be used to help students attain them.

The following are examples of pedagogical goals:

- Developing a sense of professional ethics and respect for others
- Developing autonomy, initiative and a sense of responsibility
- Developing personal discipline and effective work methods
- Developing a concern for excellence
- Developing a concern for protecting the environment

The following are examples of the means that could be used for “developing a concern for excellence”:

- Informing students of the criteria that will be used to evaluate the quality of their work
- Respecting these criteria in teaching the program
- Recognizing students’ efforts in this regard (reward system)

Step 3: Becoming familiar with the learning focuses, guidelines related to content and instructions regarding evaluation

Teachers should review the tables for the program modules. This review presupposes, among other things, an understanding of the process involved in acquiring a competency.* Teachers should also consult the program in order to have an overview of the competencies that need to be acquired.

* See “*Phases Involved in Acquiring a Competency*” and Table 4

Step 4: Defining the learning and evaluation activities

Teachers are responsible for defining the learning and evaluation activities. Learning activities may be designed on the basis of learning focuses, which are themselves defined by giving due consideration to the phases involved in acquiring a competency.* Teachers should also take into consideration the criteria presented on this subject at the beginning of Part Two of this document.

* See Table 5

Formative evaluation activities should take place at the same time as learning activities. With regard to evaluation for certification purposes, teachers must comply with the instructions regarding evaluation presented in the analysis and planning tables, as they are compulsory. Teachers may also refer to the document “Descriptions of Examinations and Evaluation Forms” (forthcoming).

Step 5: Determining the arrangements and contexts related to the learning and evaluation activities

In order to determine the type of arrangement or context that is required, teachers may refer to the logic diagram.* They may also consult the table “Training Process and Environment.”**

* See Table 3

** See Table 6

PHASES INVOLVED IN ACQUIRING A COMPETENCY

In order to organize the analysis process, it is helpful to refer to the general process of competency acquisition. Five major phases lead to the acquisition of a competency:

- exploration
- basic learning
- practice
- transfer
- enrichment

The **exploration phase** is intended to highlight the relevance of the competencies to be acquired so as to increase students' motivation and facilitate learning. It also allows students to confirm their career choice and facilitates their transition into the program.

The **basic learning phase** focuses on the cornerstones of the competencies, that is, all of the knowledge, skills in various areas, attitudes and perceptions that make it possible for students to adequately perform an occupational task or activity. In a sense, the “genetic baggage” of the individuals and the potential aspect of the competency are developed in this phase.

The **practice phase** relates to the more “operational” dimension of the competency. The focus is on the assimilation of basic knowledge involved in performing a task or activity. During this phase, students learn how to perform a task or activity by gradually practising the various steps involved, until finally, the students are able to perform the task or activity in full, in accordance with predetermined performance standards.

The **transfer phase** refers specifically to the adaptations required to transfer and apply the competency (the basics of which have already been acquired) to a real or simulated working environment, in accordance with performance standards required for entry into the work force.

The **enrichment phase** makes it possible to occasionally go beyond the minimum performance standard when applying the competency. It may also focus on the acquisition of additional competencies.

It is important to note that for a competency to be fully acquired, at least these three major phases must be involved: basic learning, practice and transfer. Also, learning activities should ideally be preceded by activities related to the exploration phase because such activities highlight the relevance of the competencies that the students are preparing to develop and they allow students to situate themselves in relation to the occupation and the program of study. The table on the following page shows the major phases involved in the competency acquisition process and emphasizes the progressive assimilation of learning.

TABLE 4
MAJOR PHASES INVOLVED IN ACQUIRING A COMPETENCY

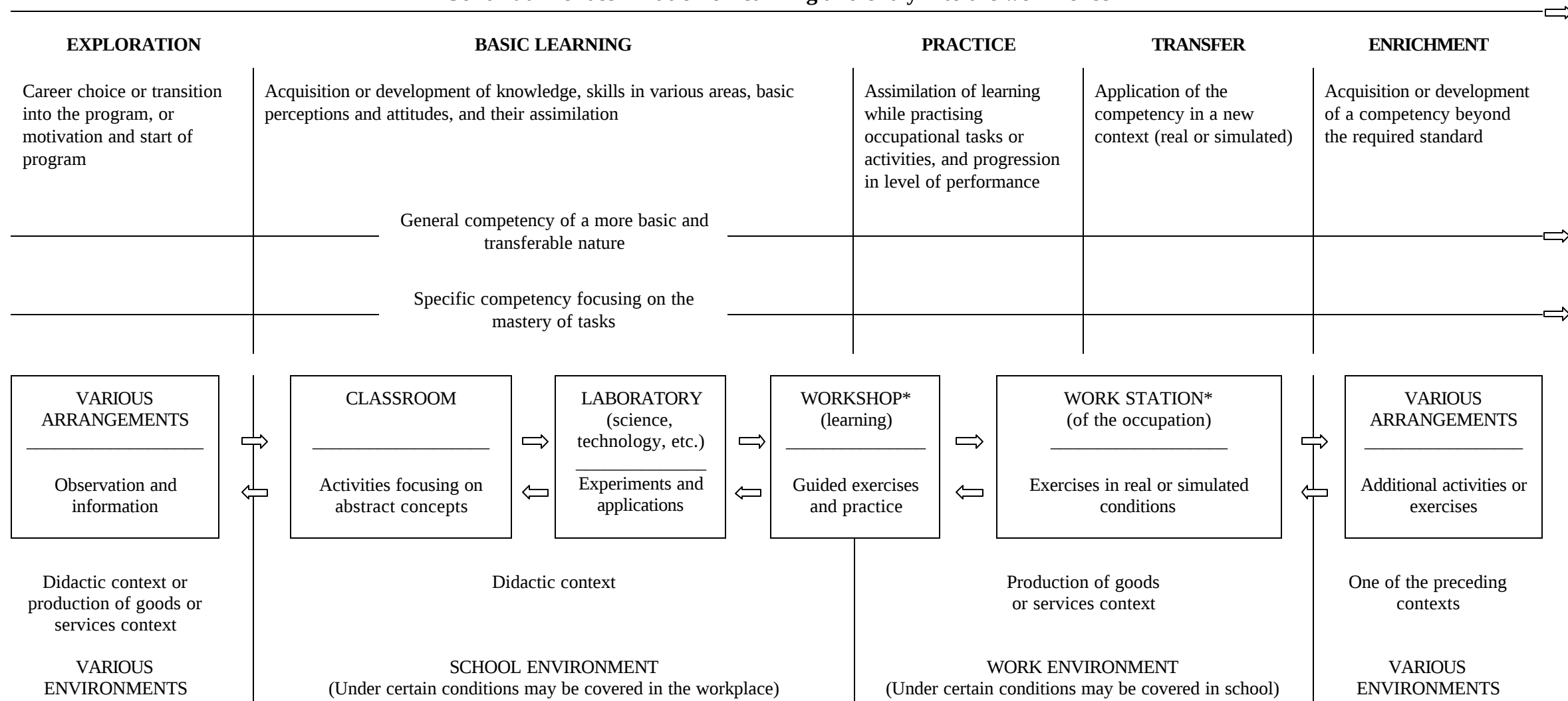
Continuum of assimilation of learning and entry into the work force						
EXPLORATION		BASIC LEARNING		PRACTICE	TRANSFER	ENRICHMENT
Career choice or transition into the program, or motivation and start of program		Acquisition or development of knowledge, skills in various areas, basic perceptions and attitudes, and their assimilation		Assimilation of learning while practising occupational tasks or activities, and progression in level of performance	Application of the competency in a new context (real or simulated)	Acquisition or development of a competency beyond the required standard
		General competency of a more basic and transferable nature				
		Specific competency focusing on the mastery of tasks				

This table is a snapshot of the general process involved in acquiring a competency and is intended to facilitate the analysis process. In reality, this process involves movements back and forth between phases, and some reversal and combinations of activities. This process should therefore not be viewed as strictly linear or compartmentalized. In Table 6, the arrows between the major phases of the process indicate these numerous possibilities.

TABLE 5
BREAKDOWN OF A COMPETENCY

	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
CATEGORIES OF LEARNING FOCUSES	Knowledge of the environment, the requirements, etc. of the occupation and the training required (at the beginning of the program) Start of the learning process and motivation (at the beginning of a course or specific learning)	KNOWLEDGE: notions, principles, concepts, etc. SKILLS: gestures, movements and coordination thereof; use of tools, operation of machinery, application of knowledge, etc. PERCEPTIONS: recognition of odours, noises, colours, heat, etc.; determination of the source, cause, etc.; intuitive understanding, representation of objects, etc. ATTITUDES: general behaviours, way of being and acting, especially in terms of ethics, occupational health and safety, quality control, interpersonal relations, etc.	Performance of the occupational task or activity, progression in the level of performance and assimilation of basic learning (Guided activities, considerable supervision and support: relatively limited autonomy in performing the task or activity)	Application of learning in a context of production of goods or a service, including any necessary adaptations (A greater degree of autonomy in performing the task or activity)	Development of the competency beyond the required performance standard or the acquisition of new competencies (A limited time allotted within the program. Additional time may be allotted, especially in the case of a work-study program.)
NATURE OF LEARNING ACTIVITIES	a) Observation and information activities: conferences, visits to companies and training centres; library research, etc. b) Introduction activities aimed at raising awareness of the relevance and usefulness of the learning	a) Activities involving listening, reflection, discussion, etc. b) Activities involving research, observation, analysis, etc. c) Observation and analysis activities involving noises, odours, etc. d) Activities involving the observation and performance of gestures, actions, etc.	e) Activities allowing for the assimilation of basic learning, as practice activities are introduced f) Activities involving practising parts of tasks or activities g) Activities involving practising a more complete task or activity	h) Adaptation activities i) Activities involving the performance in a work environment (real or simulated conditions) of a task or activity that has essentially been learned	Various activities depending on the competency or the part of the competency in question

TABLE 6
TRAINING PROCESS AND ENVIRONMENT
 ALLOWING THE ACQUISITION AND DEVELOPMENT OF A COMPETENCY
Continuum of assimilation of learning and entry into the work force



*Note: “Classroom” and “laboratory” facilities usually replace “workshop” and “work station” in the case of non-technical general competencies.

PART TWO

PRESENTATION OF ANALYSIS AND PLANNING TABLES

The analysis and planning tables contain information on learning and evaluation for each module of the *Professional Sales* program. They also contain an “Activities” column, which teachers must complete.

A) LEARNING

ACQUISITION PHASE

Each competency has been analyzed by giving due consideration to the competency acquisition process presented in Part One of this document. The figure appearing in the “Ph” (phase) column indicates the phase under which the learning focus falls.

LEARNING FOCUSES

The learning focuses refer to all the learning required of students in order to acquire and practise the competency. The development team used the program’s operational objectives to define the learning focuses.

With respect to behavioural objectives, the learning focuses include basic learning (knowledge, skills, perceptions, attitudes) as well as certain elements of the competency and the entire occupational task or activity. In the case of situational objectives, the focuses cover some basic learning and correspond to the instructions presented in the learning situation for the objective.

It should be noted that the learning focuses are not exhaustive and may be enriched in order to meet the specific needs of certain groups of students.

Also note that in the “Learning Focuses” column, the focuses related to phase 1 are not numbered. The focuses related to phases 2 and 3 are presented in order of sequence and are accompanied by specifications of the expected behaviour. The learning focuses corresponding to the specifications of the expected behaviour are presented in boldface type. The focuses for phase 4 correspond to the competency as a whole.

Example:

<u>Ph</u>	<u>Learning Focuses</u>
2	E.1 List the negotiable elements of a sale.
2	E.2 Apply rules of negotiation.
3	E Negotiate conditions of sale.

CONTENT

Guidelines related to the content have been indicated for each learning focus. These guidelines comprise small elements of content that correspond to the learning focus. This list is not exhaustive and is primarily intended to allow teachers to determine the scope of the learning focuses.

ACTIVITIES (REFERENCES)

This column is reserved for teachers' use. Via the Internet, teachers can record learning activities that they have developed or make additions to the activities already included by their colleagues. Internet use will thus make it easier to create a bank of activities accessible to all teachers. The activities related to Module 4 "Total Quality Approach" and Module 7 "Time Management" appear in the analysis and planning tables as examples of situational and behavioural objectives.

In developing learning activities, the following criteria must be respected:

- ensure that the activity is relevant to the learning focus; will the suggested activity result in students learning what they need to? Some learning focuses related to the acquisition of psychomotor or socioaffective skills require learning activities in which students play a very active role;
- vary the activities so as to spark an interest and facilitate the desired learning;
- ensure progress toward the acquisition of the competency; begin with less complex activities and gradually incorporate the learning acquired;
- take into account any constraints related to physical and material conditions (availability of required facilities and educational materials);
- alternate activities where the teacher plays a more active role (such as presentations) with learning activities where the student takes the lead;
- as needed, cover several focuses in the same activity in order to make more effective use of time and make the learning more coherent;
- after a series of basic learning activities, plan an activity related to the practice phase in order to have students gradually assimilate the knowledge and skills that have been acquired separately;
- plan an activity designed to enable students to assimilate the competency as a whole.

This column may also include information on media-graphic sources (written or audio-visual materials). It is important to provide a detailed description so that other teachers may consult the materials mentioned.

DURATION

This column contains information on the duration of the training required for all of the learning focuses related to a specification of a first-level operational objective. This information is expressed as a percentage of the total duration of the various learning activities.

B) EVALUATION

GENERAL PRINCIPLES

Curriculum-based approach

Evaluation is closely related to the program. The evaluation focuses (that which is evaluated) stem from components of the operational objective that specify the task or activity that the competency allows to be performed. They also stem from essential elements of the competency such as the knowledge, skills, perceptions and attitudes to be acquired. From this perspective, the evaluation procedure is both analytical, because it is based on an analysis of each competency of the program, and global, because it takes into account the program as a whole.

Criterion-referenced interpretation

According to this approach, students are not compared with one another; rather, the teacher verifies the degree to which each student has attained the objectives defined in the program.

Evaluation strategies

a) Behavioural objectives

The following may be evaluated:

- practical knowledge: in this case, the examination may cover the knowledge applied to the occupation and generally comprises a series of written questions (e.g. associate a client's behaviour with one of his or her characteristics);
- the product: in this case, the examination focuses on the object that a student must produce and the evaluation is based on a list of observations related to the characteristics expected of the product (evaluation form) that the teacher completes (e.g. a display, a plan);
- the process: in this case, the examination covers the work process that the student follows and the evaluation is based on an evaluation form related to the steps involved in the process (e.g. welcoming the client, repairing brakes).

b) Situational objectives

For a situational objective, what is evaluated is the degree to which a student participates in an activity and not his or her performance during the activity. However, students may be required to present relevant information on a given topic.

PROCESS FOR DEVELOPING THE “EVALUATION” SECTION OF THE ANALYSIS AND PLANNING TABLES

The result of the program analysis is reflected in the tables of specifications. Once validated, these tables are prescriptive. In the context of the analysis and planning tables, the five columns under the “Evaluation” heading correspond to the tables of specifications.

a) Specifications of the Expected Behaviour

The *specifications of the expected behaviour* (taken from the program) serve as the starting point for creating these tables; for each competency, a meaningful and representative sample of the focuses to be evaluated is selected. These focuses are also selected by taking into account the program as a whole, so as to simplify the evaluation process. For example, if the task “welcome clients” appears in several competencies, then this aspect would be evaluated at the most appropriate time to ensure that it has been acquired. Occasionally, a specification may not be selected for evaluation for practical reasons (e.g. navigating the Internet).

b) Performance/Participation Indicators

For each specification of a behavioural objective (or learning focus A, B, C, D...), *performance indicators* are formulated. These indicators present an aspect to be evaluated or specify how this element of the competency will be evaluated.

In the case of a situational objective, participation indicators are used.

c) Criteria

The *Criteria* column indicates the criteria used to determine whether the performance evaluated is satisfactory.

d) Weighting

The relative weighting of indicators (W_I) represents the weighting assigned to the indicator in relation to the competency as a whole. The weighting assigned to all of the indicators is generally 100 points.

The relative weighting of criteria (W_C) represents the weighting assigned to each criterion. The weighting of all of the criteria associated with an indicator must equal the weighting of that indicator.

e) Evaluation strategy

Evaluation may take place using one of the strategies previously described: practical knowledge (PK), product (PT) and process (PS). An examination may also contain more than one of these strategies.

DEVELOPMENT OF EXAMINATION DESCRIPTIONS AND EVALUATION FORMS

The “Evaluation” section of the analysis and planning tables is used to write a brief description of an examination and an evaluation form (if applicable) so as to assist school boards in developing their examinations. It is therefore up to the teachers to use these descriptions and forms to prepare their examinations.

Uniform ministry examinations will be prepared for three modules of the *Professional Sales* program.

a) Evaluation Forms

The evaluation forms list the performance indicators and criteria and specify what needs to be observed for evaluation purposes. Teachers may then check off the appropriate boxes on a form for each student.

b) Marks

In vocational education, marks are given in a dichotomous manner: students may obtain either zero or all of the marks assigned for each criterion component. For example, if criterion component 3.2 is worth 10 marks, then the teacher has a choice of only two marks, 0 or 10. The acquisition of a competency is also indicated in a dichotomous manner, that is PASS or FAIL, which is determined on the basis of a minimum performance standard.

c) Error Tolerance

If applicable, the number of errors allowed (tolerance) without loss of any marks is given for a criterion component.

d) Duration of the examination

The duration of the examination is given for information purposes in the description of the examination.

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

PROFESSIONAL SALES (5696)

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

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Determine their suitability for the occupation and the training process

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 112 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Be receptive to information about the occupation and the training process.	Conditions for being receptive: - favourable atmosphere - interest - concentration - physical and psychological well-being							
2	A.2 Be willing to share their views on the occupation with other members of the group.	Advantages of communicating their views and listening to those of others							
2	A.3 Find the relevant information.	Work method: - determine what one is looking for - determine available sources of information - prepare to identify the important points - record these points							
2	A.4 Determine how to record and present information.	Methods of taking notes: - summaries - tables - syntheses, etc.							
2	A.5 Explain the main rules governing group discussions.	Rules governing group discussions: - participating - taking turns - staying with the subject - paying attention to others - accepting different points of view							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 112 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.6 Learn about the job market in professional sales.	Information on: - types of companies - job prospects - salaries - promotion and transfer opportunities - hiring criteria							
2	A.7 Learn about the nature and requirements of the occupation.	Information on: - tasks - evaluation criteria - working conditions - rules of personal and professional ethics - rights and responsibilities of workers							
2	A.8 Learn about the responsibilities of a self-employed worker.	- budget planning - remittance of sales tax - report writing - remittance of advance taxes - conservation of support documents related to expenses - liability insurance - etc.							
2	A.9 Look into the possibility of starting their own business or becoming a self-employed worker.	Links between the current economic situation and the field of sales Characteristics of an entrepreneur Motivation to start a business Main steps involved in becoming an entrepreneur Sources of available information							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
November 2000

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

Competency		Learning			Evaluation					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W ₁	Criteria	W _C	St	
2	A.10 Present the information gathered in a group meeting and discuss their views on the occupation.	Methods of presentation: - notes - summaries - tables - syntheses - oral presentations Advantages, disadvantages and requirements of the occupation								
	PHASE 1: Information on the occupation			40	1 Gather information on most of the topics to be covered.	30	1.1 Produced relevant information on at least two of the following topics: - work environment (type of company, products) - job prospects - salaries - promotion and transfer opportunities - hiring criteria 1.2 Produced information on at least two of the following topics: - tasks - working conditions - evaluation criteria - rules of personal and professional ethics - workers' rights and responsibilities	10	10	

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 112 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
							1.3 Produced information on one of the following topics: - personal characteristics required to be an entrepreneur - requirements for working as an entrepreneur	10	
					2 Express their views on the occupation during a group discussion, relating them to the information they have gathered.	15	2.1 Presented at least one example of an advantage, disadvantage or requirement of the occupation.	15	
2	B.1 Differentiate among skills, aptitudes, attitudes and knowledge.	Skill: possibility of reproducing a behaviour Aptitude: natural, innate disposition Attitude: way of being or behaving in different situations Knowledge: idea, concept, comprehension							
2	B.2 Discuss the skills, aptitudes, attitudes and knowledge required to practise the occupation.	Review of the rules governing group discussion							
2	B.3 Describe the nature, purpose and content of a program of study.	Objectives of the program Links between modules Procedure followed to develop a program							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 112 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
	B.4 Learn about the education plan.	Program of study Training process Methods of evaluation Certification of studies							
2	B.5 Discuss how the training program prepares them for work as sales consultants.	Links between the different program competencies and the practice of the occupation E.g.: Time management is an indispensable tool for practising the occupation.							
2	B.6 Share their initial reactions to the occupation and the training process.								
	PHASE 2: Information on and participation in the training process			40	3 Give their opinions on certain requirements for practising the occupation. 4 Share their views on the training program during a group discussion.	10 10	3.1 Gave their opinion on the validity of at least two requirements of the occupation (skills, attitudes or knowledge), basing their opinion on a relevant argument. 4.1 Gave their opinion on the relevance or usefulness of at least one of the elements of the training program, basing their opinion on a relevant argument.	10 10	
2	C.1 Differentiate among preferences, aptitudes and interest.	Definition of terms							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 112 - THE OCCUPATION AND THE TRAINING PROCESS (Module 1)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.2 Describe the main parts of a report confirming their career choice.	Summary of preferences, aptitudes and interests Summary of requirements for practising the occupation Parallel between the two preceding aspects Brief conclusion explaining their career choice							
3	C.3 Write a report.								
	PHASE 3: Self-evaluation and confirmation of career choice			20	5 Write a report that sums up their preferences, interests and aptitudes, and that clearly explains how they arrived at their career choice, given the characteristics of the occupation. 6 Discuss their career choice with the teacher.	25 10	5.1 Included in the report at least three arguments relating their preferences, aptitudes and interests to certain aspects or requirements of the occupation. 5.2 Presented in their report explanations on their career choice. 6.1 Actively participated in a discussion on their career choice with the teacher.	15 10 10	

PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)

Duration: 60 hours

STATEMENT OF THE COMPETENCY: Communicate in the workplace

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Take part in an activity to demonstrate the difficulties inherent in the act of communicating.	Obstacles to communication: - prejudices - subjectivity - preconceived ideas - etc.							
2	A.2 Demonstrate the elements of communication using examples from everyday life.	Aspects of communication: - framework, self-confidence, listening, clarity of expression, self-control, openness toward others, context, language - physical, intellectual and emotional barriers - etc.							
2	A.3 Learn about the elements of the communication process and the factors that influence the process.	Elements: - transmitter, receiver, coding, channel, decoding, context, feedback Factors: - perception - environment - education - culture - etc.							
2	A.4 Learn about the different forms of communication.	Forms of communication: - verbal - non-verbal							

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PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.5	Learn about the benefits of effective communication in the workplace.	Connections between the advantages of effective communication and the requirements of the workplace in terms of communication						
	PHASE 1: Information on the general principles of communication			25	1 Gather information on the topics to be covered.	10	1.1 Presented the main information on at least two of the following topics: - communication process - forms of communication - advantages of effective communication	10	
2	B.1	Learn about the factors that influence the choice of words and how ideas are discussed.	Factors: - culture - socio-economic environment - age - education - etc.						
2	B.2	Become familiar with the features of effective verbal communication.	Features: - simplicity - clarity - relevance - etc.						
2	B.3	Discuss assertive communication and non-assertive communication.	Assertive communication: - expressing feelings - listening to how others feel Non-assertive communication: - passive behaviour - manipulative behaviour - aggressive behaviour						

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.4 Become familiar with the features of non-verbal communication.	Features of non-verbal communication: - gestures - expressions - intonation - posture - look							
	PHASE 2: Familiarity with the different aspects of verbal and non-verbal communication			10	2 Gather information on the topics to be covered.	10	2.1 Presented the main information on at least two of the following topics: - features of verbal communication - features and importance of non-verbal communication - assertive and non-assertive communication	10	
2-3	C.1 Take part in group activities in which they can practise the different communication techniques used in selling.	Communication techniques: - active listening - questions - paraphrasing, etc.							
2-3	C.2 Take part in learning situations in which they adopt attitudes and behaviours appropriate to different types of customers.	Attitudes and behaviours: - adopting an active attitude - showing empathy - no interrupting - etc. Types of customers: - aggressive, impulsive, informed, demanding, determined, anxious, etc.							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2-3	C.3	Take part in learning situations in which they learn attitudes and behaviours for different sales situations.	Attitudes and behaviours to adopt with different types of customers in the following situations: - requests for information - dealing with complaints - specific situations						
	PHASE 3: Awareness of communication techniques and the selling relationship			25	3 Take part in group activities.	25	3.1 Participated in activities that allow them to practise communication techniques adapted to a sales context. 3.2 Participated in learning situations that allow them to adopt attitudes and behaviours adapted to different types of customers and different sales situations.	10 15	
2	D.1	Learn about the basic elements related to group dynamics.	Elements of group dynamics: - goals shared by members - procedural rules - relationships among members - role of each member						
2	D.2	As part of a team, analyze the factors that influence group dynamics.	Factors: - commitment - leadership style - decision-making method - cooperation, competition etc.						

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PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	D.3 Learn about the factors that affect cooperation between team members.	Elements conducive to a climate of cooperation: - clarification of roles of each member: owners, directors, managers - interpersonal relations (listening, empathy) - positive attitude (recognition of strengths and limits of each)							
2	D.4 Discuss the attitudes and behaviours most likely to generate a climate in which a group will be unable to work effectively.	Unfavourable climate: - hostile relations between participants - heavy emotional climate - etc.							
2	D.5 Take part in learning situations in which they can question their own attitudes and behaviours as team members.	Identification of their own attitudes and behaviours within the work team							
2	D.6 Learn about the elements to be considered with respect to planning, holding and following up on a meeting.	Before the meeting: - set objectives - plan how to achieve them - decide who will be invited - decide when the meeting will take place							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
		During the meeting: - start on time - review and confirm the objectives - ensure that the group stays focused - be prepared to change tools, if the one being used is not satisfactory - determine steps to be taken and responsibilities - set the date, place and objectives for the next meeting							
		After the meeting: - prepare the minutes - follow up the steps taken and plan the next meeting							
2-3	D.7 Participate in meetings at which they can exercise leadership and apply facilitation techniques.	Application of facilitation techniques in terms of: - procedure - atmosphere - content Leadership styles							
	PHASE 4: Awareness of the techniques and principles of teamwork			20	4 Gather information on teamwork. 5 Take part in role plays.	10 15	4.1 Discussed the factors that influence cooperation within a team. 5.1 Participated in learning situations that allow them to question themselves on their own attitudes and behaviours as team members.	10 15	

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
3	E.1 Analyze situations to pinpoint the strengths and weaknesses of their communication skills and their ability to work as part of a team.	Analysis checklist of their behaviours in terms of communication and teamwork							
3	E.2 Produce a report describing the strengths of their communication skills, the aspects to be improved and their ability to work as part of a team.	Elements of the report: - their strengths and weaknesses in terms of communication and teamwork - their objectives - means of improving communication and teamwork							
	PHASE 5: Evaluation of communication skills and ability to work as part of a team			20	6 Produce a report that describes their strengths and the aspects to be improved with regard to communication and teamwork.	30	6.1 Included in their report at least one strength and one aspect to be improved in terms of their communication skills. 6.2 Included in their report at least one strength and one aspect to be improved in terms of their ability to work as part of a team. 6.3 Included in their report at least two ways in which they could improve their communication skills and their ability to work as part of a team.	10 10 10	

PROFESSIONAL SALES (5696)

948 133 – BUYING BEHAVIOUR (Module 3)

Duration: 45 hours

STATEMENT OF THE COMPETENCY: Interpret consumer behaviour

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 133 - BUYING BEHAVIOUR (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Describe the main demographic characteristics of various groups of consumers.	Demographic characteristics: - age, gender, schooling, family size, family life cycle, ethnic origin Other factors: - population density, urban and rural population distribution, concentration of markets, mobility of population							
2-3	A.2 Explain the impact that demographic characteristics can have on a consumer's buying behaviour.	Examples of buying behaviour related to demographic characteristics (E.g. the elderly making small, frequent purchases at the grocery store)							
2	A.3 Describe the main socio-cultural characteristics of various groups of consumers.	Socio-cultural characteristics: - culture, reference groups, social classes, ethnic groups, social role and status							
2-3	A.4 Explain the impact that socio-cultural characteristics can have on a consumer's buying behaviour.	Examples of buying behaviour related to socio-cultural characteristics (E.g. adolescents purchasing fad items that appeal to their age group)							
2-3	A.5 Describe the main psychological characteristics of various groups of consumers.	Psychological characteristics: - motivation, perception, learning, attitude							

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PROFESSIONAL SALES (5696)

948 133 - BUYING BEHAVIOUR (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2-3	A.6	Explain the impact that psychological characteristics can have on a consumer's buying behaviour.	Impact of psychological characteristics on consumer behaviour (E.g. the fear of change and the purchase of brand names)						
2	A.7	Describe the main economic characteristics of various groups of consumers.	Economic characteristics: - economic conditions, purchasing power, borrowing power, income prospects, inflation forecasts						
2-3	A.8	Explain the impact that economic characteristics can have on a consumer's buying behaviour.	Impact of economic characteristics on consumer behaviour (E.g. high discretionary income and high RRSP contribution)						
3	A	Establish links between the characteristics of different customer groups and their buying behaviour.		25	1 Links between the characteristics and buying behaviour of the consumer	30	1.1 Determined the type of consumer characteristics (demographic, socio-cultural, psychological or economic). 1.2 Associated a customer's buying behaviour with a characteristic.	15 15	PK PK
2	B.1	Illustrate the process of identifying a consumer's needs.	Process of identifying a need: - perception of the gap between what the consumer wants and what he or she currently has - confrontation between the gap and attributes of the product or service, the lifestyle and values						

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PROFESSIONAL SALES (5696)

948 133 - BUYING BEHAVIOUR (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.2 Define the different needs of consumers.	Principal types of needs: psychological and physiological Hierarchy of human needs according to Abraham Maslow: security, self-esteem, love, belonging, power, self-determination, self-actualization Any other classification of needs							
2	B.3 Describe the psychological type of consumers in order to identify their needs.	Types: - thinkers, positive, negative, nice, generalizers, specific, ambitious, fearful							
2-3	B.4 Use questioning techniques to identify a need.	Questioning techniques: - open-ended, closed-ended, leading, specific, etc.							
3	B Identify the reasons why customers buy.			35	2 Classification of needs	15	2.1 Associated a customer's need with an aspect of a hierarchical scale of needs.	15	PK
					3 Techniques for identifying needs	20	3.1 Identified a satisfactory formulation of a customer's buying need.	20	PK
2	C.1 Describe the process by which a customer decides to purchase.	Decision-making process: - identification of problem, need or desire - research - comparison of available options - decision to purchase - post-purchase behaviour Degree of involvement: - low - high							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 133 - BUYING BEHAVIOUR (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2-3	C.2 Determine which stage a customer is at with respect to his or her decision-making process.	Indicators of different stages: (E.g. request for pamphlets → research; Does it come in red? → decision to purchase)							
3	C Situate a customer according to his or her decision-making process.			25	4 Links between the decision-making process and the buying behaviour	35	4.1 Determined the stage of the process associated with the buying behaviour. 4.2 Established links between the stages of the process and the buying behaviour.	15 20	PK PK
2	D.1 Become aware of the influence of the attitude and behaviours of the sales consultant when dealing with customers.	Favourable attitudes and behaviours: - professionalism, sincerity, self-confidence, knowledge of product or service, good listening skills, enthusiasm Unfavourable attitudes and behaviours: - poor listening skills, lack of interest in the customer, lack of sincerity, lack of self-confidence, etc.							
	D.2 Describe the characteristics of an approach likely to produce a favourable effect on the buying behaviour.	Characteristics of an approach used by the sales consultant: - create a climate conducive to good communication (empathy, active listening) - identify and understand the customer's needs - guide and help the customer with the buying process AIDA Sales Model: - attention, interest, desire, action							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 133 - BUYING BEHAVIOUR (Module 3)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
3	D Recognize the characteristics of an approach used by sales consultants that is likely to have a positive impact on a consumer's behaviour.			15	Characteristics of the approach used by the sales consultant		- Identified an approach likely to influence the consumer's behaviour		
4	Interpret consumer behaviour.	The entire competency							

PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)

Duration: 45 hours

STATEMENT OF THE COMPETENCY: Ensure the quality of customer service

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PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline	The teacher asks the students about their negative purchasing experiences. The students share their experiences with the class. Then the teacher highlights the importance of providing quality service in order to be successful in sales. In small groups and using a diagram to be completed, the students establish links between this competency and the other program competencies. With the entire class, the students share the links they have established. The teacher completes any missing information and presents the course outline. [Reference: program of study]						
1	A.1 Be receptive to information on the total quality approach.	Distinction between being receptive and not being receptive	Using examples from everyday life, the teacher makes the distinction between being receptive and not being receptive, and asks students to find examples that demonstrate the importance of being receptive to new information.						

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PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	A.2 Describe the conditions conducive to productive group discussions.	Find the requested information Be willing to share information and give their opinion As a group, find the rest of the information and go into more detail on various topics	The teacher briefly talks about the conditions conducive to fruitful exchanges of information.						
2	A.3 Differentiate between the concepts of quality and non-quality.	Definition of the concepts of quality and non-quality: - origin of these concepts - scope of the phenomenon	Presentation The teacher gives the students a list of actions that reflect quality or non-quality. Individually, the students find actions that reflect quality. Discussion and correction as a group						
2	A.4 Learn how to apply the principles of total quality in the product marketing process, from production to distribution.	Principles of quality. (E.g. giving power to those at the centre of the process) Links between applying principles of quality and the different steps involved in marketing a product	The teacher gives a presentation on the application of principles of quality in a marketing process. Individually, the students look for examples of how principles of quality are applied in pamphlets or advertising that promotes a product. Class discussion						

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PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.5 Learn how to apply the principles of total quality in a company.	Aspects of quality: - concepts of customers - business project - cycle of quality - just-in-time - Deming approach - conditions for success - PDCA Cycle · plan · do · check · act	The teacher gives a presentation in which each of the aspects of quality is defined. Using a questionnaire prepared by the teacher, the students must then do research on how various aspects of quality are applied in a company. The students share their findings during a class discussion. Reference: <i>Guide CEMEQ</i> , on quality, pages 1.20 to 1.24 (<i>Secretarial Studies</i> program)						
2	A.6 Consider personal attitudes and behaviours conducive to total quality in customer service.	Favourable attitudes and behaviours: - openness to change - teamwork - flexibility - commitment - initiative - rigour - creativity Unfavourable attitudes and behaviours: - individualism - pride - bitterness - path of least resistance - indifference, etc.	The teacher shows the video “Les paradigmes” (Association québécoise de la qualité) and leads a discussion on the attitudes and behaviours conducive to applying a total quality approach.						

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PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.7 Learn about the effects of the total quality approach on customers.	Effects of the total quality approach Means of verifying total quality: evaluation form for customer service management (e.g. André Coupet's form or any other form)	The teacher asks the students to describe purchasing experiences that they found satisfying. The students should focus on the aspects that contributed to their being satisfied. Class discussion						
	PHASE 1: Awareness of total quality			40	1 Gather information on the topics to be covered. 2 Demonstrate the attitudes and behaviours conducive to total quality in customer service.	15 20	1.1 Presented the information gathered on the total quality approach in terms of: - principles of application - conditions of application - the means used 2.1 Indicated attitudes and behaviours conducive to attaining total quality in customer service. 2.2 Indicated the consequences of the total quality approach on the work of a sales consultant.	15 10 10	

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PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.1 Observe real-life examples of quality service, or lack thereof, in selected companies.	Aspects to observe: - leadership of managers - information disseminated by the company - planning of the total quality approach - human resources management and development - level of quality in production - after-sales service - customer satisfaction	On the basis of the observation made in A.5 and the content proposed, the students make a second visit to a predetermined company and note their observations on a form (we suggest André Coupet's form on page F.19 of the CEMEQ guide). Class discussion						
2	B.2 Think about the improvements that could be made to enhance the quality of the customer service.	Determination of actions to be taken to ensure quality: - training of personnel - definition of tasks - means of emulation - commitment of management - visits to other companies - delegation of power - customer reactions or comments	The teacher proposes a role play where one student is in charge of quality in the company visited and identifies the strengths and the points to be improved. The student should then tell the class what the priority should be in order to improve the service and how this improvement will be achieved. The other students each take a turn suggesting ways in which quality in this company could be improved. The teacher comments on the relevance of the students' suggestions.						
2-3	B.3 Compare their own everyday attitudes and behaviours with the total quality approach.	Links between the requirements of applying a total quality approach and the attitudes and behaviours of each person	In pairs, the students discuss their attitudes and behaviours and identify which aspects they should improve so that they personally apply a total quality approach. Students then share their ideas with the class.						

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PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
	PHASE 2: Observation and participation in the total quality approach			40	3 Take part in activities to analyze the degree of quality attained in various companies.	15	3.1 Identified the strengths and weaknesses of the companies chosen in terms of the total quality approach. 3.2 Identified priorities in terms of improving total quality in a company.	5 10		
3	C.1 Think about their ability to adopt an attitude consistent with total quality management in customer service.	Definition and explanation of a personal plan of action Steps in the plan of action: - identify a problem - analyze the problem - correct the problem - measure the results - prevent future problems	Based on the preceding exercise, students each prepare a plan of action with a view to improving an attitude or behaviour so as to promote quality in customer service. Reference: Denis Ouimet <i>Leaders d'aujourd'hui</i>							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.2 Set objectives and identify methods to improve their personal performance in achieving the company's total quality objectives.	Distinction between an objective and a method Knowledge of personal objectives and those of the company Selection of methods to attain objectives Attitudes and behaviours to adopt in order to attain objectives	With the teacher, the students set objectives so that they can improve the atmosphere in the classroom in terms of a total quality approach and to facilitate learning: - in a class discussion, the students list the methods that they will use to attain their objectives - individually, they determine the attitudes and behaviours that they must change or develop in order to promote the attainment of objectives - in a class discussion, the students who wish to do so share their commitment - lastly, the teacher declares himself or herself to be the “guardian” of the objective						
2	C.3 Write down the results of their reflections in a report.	Content of report: - evaluation of their ability to adopt the attitudes and behaviours related to the total quality approach - plan of their personal objectives for improvement Characteristics of a good report: - clear - precise - logical - conclusion that summarizes the topic	The students write an individual report according to the plan distributed by the teacher. The teacher corrects and makes comments on the report.						

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PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
	PHASE 3: Evaluation of their ability to progress in an environment designed to achieve quality in customer service			20	4 Write a report evaluating their ability to develop in an environment dedicated to total quality.	50	4.1 Presented a report in which they give an example of each of the following attitudes: - commitment - rigour - initiative - creativity - team spirit 4.2 Presented in their report a list of the aspects that need improving in terms of their attitudes and behaviours. 4.3 Presented in their report a plan of action containing their objectives and the methods selected to attain them.	30 10 10		

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

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

Duration: 45 hours

STATEMENT OF THE COMPETENCY: Present a file on a product or service

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PROFESSIONAL SALES (5696)

948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Define the concept of product.	Nature: - tangible goods (e.g. school materials) Characteristics of the product: - tangible - standard - can be stocked Material aspect of the product: - technical viewpoint · composition · dimensions · consumption · performance, etc. - commercial viewpoint · price · delivery time · sales conditions · use and maintenance Intangible aspect of a product: - advantages - brand image - expected service - feeling of self-worth							

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PROFESSIONAL SALES (5696)

948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.2 Define the concept of service.	Nature of service: - activity which represents an economic value without corresponding to the production of a material good Characteristics of service: - is not tangible - is not standard - cannot be stocked (e.g. the purchase of an airplane ticket)							
2	A.3 Explain the product life cycle.	Phases of the product life cycle: - introduction - growth - maturity - decline Interaction with sales, benefits and competition							
2	A.4 List the product classification criteria.	Classification criteria according to L.V. Aspinwall: (yellow, orange, red) - repeat purchasing - gross margin - service required - life span - duration of research Criteria according to Malvin T. Copeland: - convenience goods (basic and impulse) - shopping goods - specialty goods							

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PROFESSIONAL SALES (5696)

948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.5 Describe the different product sales systems.	Consumer goods distribution channels: - production - intermediaries - department stores - discount stores - specialized stores - convenience stores - pharmacies - grocery stores - mail orders - automatic vending machines - door-to-door sales - independent stores - warehouses - fairs - exhibitions - etc.							
2	A.6 Define the quality-price ratio for the sale of a product or service.	Relationship between quality and price Quality of the product in terms of specialized manufacturing techniques, labour force skills, quality of materials used and company reputation Relative importance of price in terms of the advantages that the product or service offers the customer							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.7 Differentiate the factors to be considered in market trends.	Factors: - consumer preferences and needs - technological developments - standardization of products - globalization of competition - variation in price of consumer goods: · value-added · GST and QST · etc. - product life cycle							
2	A.8 Describe the different forms of competition.	Competition in terms of products: - between companies - between the same types of product - brand name wars Competition in terms of price: - supply and demand - introduction of new products at promotional prices Competition in terms of conditions: - layaway - discount coupons - payment methods - free delivery - extended warranty - etc.							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.9 Determine what is important to know when studying a product.	Elements to know: - type of product - technical and common vocabulary - features - manufacturing process - use - conditions of use and maintenance - warranty - competitive products, etc.							
2	A.10 Identify the sources of information for a product.	Sources: - supplier catalogues - magazines - specialized publications - promotion of new products by suppliers - trade shows - exhibitions - accompanying pamphlets - package labels							
2	A.11 List the features of products and services to be included on an analysis sheet.	Features: - technical - commercial - psychological							
3	A Gather information on the features of a product of service.			50	1 Choice of sources of information 2 Production of technical data sheet	10 10	1.1 Chose appropriate sources of information. 2.1 Produced a sheet containing all the information required for a detailed presentation of the product or service.	10 10	PT PT
2	B.1 Explain the importance of establishing a presentation scenario.	Usefulness of a scenario: - complete presentation - interesting presentation - informative presentation							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2-3	B.2 Prepare presentation strategies.	Strategies to use: - visual presentation - lecture-type presentation with visual support - product demonstration - request for group participation								
2-3	B.3 Select methods of presentation.	Methods: - camera - video - film - projector - board - questionnaire - catalogues - magazines - pamphlets, etc.								
2-3	B.4 Prepare a presentation plan.	Writing of technical data sheet for product or service Preparation of required materials Evaluation of time required								
3	B Design presentation scenarios.			25	3 Production of a presentation plan for a product or service	30	3.1 Selected a strategy that showed the product in the best light. 3.2 Chose a method adapted to the product or service. 3.3 Followed the steps involved in writing a plan.	10 10 10	PT PT PT	
2	C.1 Review the characteristics of different types of customers.	Reference: Module 3								

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 153 – PRESENTING A PRODUCT OR SERVICE (Module 5)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2-3	C.2 Review the communication techniques to be used with customers.	Reference: Module 2								
3	C Make a presentation according to a specific scenario.			15	4 Quality of the information presented 5 Quality of the communication during the presentation	10 30	4.1 Presented all elements of the file. 5.1 Was energetic and enthusiastic during the presentation. 5.2 Used appropriate vocabulary. 5.3 Showed good listening skills and empathy.	10 10 10 10	PS PS PS PS	
2	D.1 Become aware of the importance of analyzing the presentation and scenario objectively.	Aspects of self-evaluation Attitudes conducive to an objective analysis: - open-mindedness - openness to constructive criticism								
3	D Evaluate the presentation.			10	6 Analysis of the presentation.	10	6.1 Completed a self-evaluation form for the presentation.	10	PT	
4	Present a file on a product or service.	The entire competency								

PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Apply the consultation process in the sale of a product or service

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Define the concept of sale.	Sale: customer assistance The field of sales Ethics in sales							
2	A.2 Understand the importance of the role of the sales staff in an organization.	Role of sales staff with respect to the organization's requirements: - establish a link between the customer and the organization - develop in the customer a preference for a product or service - know the products and sales techniques - establish a long-lasting relationship with customers - etc.							
2	A.3 Define the different types of sales.	Types of sales: - counter - home - correspondence - telephone - personal selling - etc.							
2	A.4 List the qualities that a sales consultant should have.	Qualities required for sales: - moral - psychological - intellectual - social - physical							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	A.5 Interpret buying behaviours.	Behaviours according to: - personality - trends related to a new product - social behaviour Reference: Module 3								
2	A.6 Have a positive and professional attitude.	Attitudes and behaviours to adopt with different types of customers: calmness, patience, understanding, politeness, empathy, etc.								
2	A.7 Describe the rules to apply when making contact.	Creation of a favourable impression when making contact: - neat appearance adapted to the customer - listening to customer - courteousness - mental preparation								
2-3	A.8 Apply different welcoming techniques.	Different welcoming techniques: - talking about the product or service - offering their services - establishing a link between the customer and the product or service - etc.								
2	A.9 Determine an appropriate time for making contact.	Selection of opportune time according to the customer's attitude (e.g. attitude of a customer who stops to look at a product)								
3	A Welcome the customer.			10	1 Personal appearance	5	1.1 Was well groomed.	5	PS	
					2 Use of a welcoming technique	5	2.1 Used an appropriate welcoming technique.	5	PS	

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.1 Associate an approach with different types of customers or situations.	Product- or service-based approach Customer-based approach							
2	B.2 Review communication techniques.	Conditions for communicating effectively with a customer: - being clear, concise, logical, eloquent - being open to the customer's participation - being concerned with listening to the customer - Principles of effective listening: do not attempt to listen if you are preoccupied by something else - do not let yourself get distracted etc. Non-verbal communication related to effective listening: - facial expressions - changes in attitude - etc. [Reference: Module 2]							
2	B.3 Indicate the advantages of the different types of questions used to study needs.	Types of questions: - open-ended: what, how, why - closed-ended: yes, no - leading							
2-3	B.4 Formulate different types of questions aimed at establishing the needs of a customer.	Ways of formulating different types of questions Asking questions that are tailored to the customer							

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2-3	B.5	Apply paraphrasing techniques in order to establish the needs of a customer.	Techniques for restating a customer's answers so as to: - encourage the customer to develop ideas - obtain more details from the customer - verify the customer's understanding of the situation - refocus the meeting							
3	B	Establish the needs of the customer.		20	3	Application of a procedure for establishing needs	20	3.1 Selected a sales approach appropriate for the situation. 3.2 Chose appropriate questions to ask the customer. 3.3 Applied principles of effective communication. 3.4 Correctly restated the customer's needs.	5 5 5 5	PS PS PS PS
2	C.1	Describe the main categories of goods and services sold by companies.	Main categories: - durable goods - non-durable goods - consumer goods - industrial goods							

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)											
COMPETENCY		LEARNING			EVALUATION						
Ph	Learning Focuses		Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	C.2	Differentiate among the terms “feature,” “advantage,” and “benefit” of a product or service.	Feature: - an element that allows a distinction to be made between one product or service and another product or service - Advantage: satisfaction obtained with the product or service - Benefit: a gain resulting from the product for a customer								
2	C.3	Transform the features of a product or service into advantages and benefits.	Presentation of product or service by making a link among: - features - advantages - benefits								
2	C.4	Describe the main elements of a process for developing arguments.	Prerequisites: - know their product or service - know their customer Elements of the process for developing arguments: - research - information analysis - development of arguments								
3	C	Present the product or service.			20	4	Choice of sales arguments	20	4.1 Selected the features of the product or service that best met the customer’s needs. 4.2 Emphasized the features of the product or service by presenting the advantages and benefits it offers.	10 10	PS PS
						5	Application of presentation techniques	5	5.1 Used appropriate means during the presentation or demonstration.	5	PS

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	D.1 List the main objections a customer may raise.	Definition of an objection Categories of objections: - objection related to the product or service - objection related to the price - objection related to a lack of interest - etc.							
2	D.2 Describe the main steps in responding to objections.	Steps involved in dealing with objections: - listening - anticipating - sympathizing - clarifying - restating the objection - responding to the objection: - adapted arguments - confirming the response - following up Or any other technique for responding to objections							
3	D Respond to any objections.			15	6 Use of a technique for responding to objections	20	6.1 Aptly restated the customer's objection. 6.2 Aptly refuted the customer's objection.	5 15	PS PS
2	E.1 List the negotiable elements of a sale.	Negotiable elements: - payment methods - discounts - transportation charges - price of product or service - etc.							

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	E.2 Apply rules of negotiation.	Principles to observe during negotiations: - take into account the other party's needs - be prepared to make a compromise to resolve a problem - keep in mind the win/win principle - accept conflict - look for all the issues and analyze them well - be patient - deal with stress and pressure - know how to listen well - ignore personal attacks - etc.							
3	E Negotiate conditions of sale.			5	Application of negotiation techniques		- Discussed only the negotiable elements. - Applied the basic principles of negotiation.		
2	F.1 Recognize verbal and non-verbal cues revealing a desire to purchase.	Verbal cues: - customers who ask questions (e.g. Do you deliver?) - etc. Non-verbal cues from customers: - handling the product with interest - smiling - making sure they have their wallet, credit cards - etc.							

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	F.2 Describe different sales conclusion methods.	Conclusion methods: - direct conclusion - conclusion based on choice - conclusion based on speculation - etc.							
2	F.3 Describe the different behaviours of a sales consultant in the event that the sale is not concluded.	Behaviours of a sales consultant in the event that a sale is not concluded: - avoid sarcasm - respect the customer's point of view - be empathetic - give the customer a brief summary of the advantages and disadvantages of the meeting - make a last attempt to change the "no" into a "yes" - try to arrange another meeting - thank the customer - etc.							

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	F.4 Explain the legal framework of a sale.	Concepts related to contracts: - definition of sales contract - conditions necessary for a contract to be valid - obligations of the sales consultant and buyer - Role of the Office de la protection du consommateur: - contracts governed by law - information that must be included in a contract - provisions aimed at informing and protecting consumers in matters of: · sales conditions, price and quality · advertising and sales promotions								
2	F.5 Name the different types of sales contracts.	Contracts for services: - tenancy, sales, arm's length, with secured credit, instalment sales, lease, etc.								
2	F.6 Complete a sales contract.	Recording of information on the contract								
3	F Conclude a sale.			15	7 Use of a sales conclusion technique	20	7.1 Recognized verbal and non-verbal cues from the customer. 7.2 Applied an appropriate conclusion technique.	5 15	PS PS	
2	G.1 Differentiate between complementary products or services and additional products or services.	Complementary products: e.g. suit and shirt or tie Additional products: e.g. suit and trench coat								

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2-3	G.2 Apply suggestive sales techniques.	Suggestive sales techniques: - suggest that the larger format is more economical and practical - offer the buyer more than one sample of the product - suggest a related article (complementary products or services)								
2-3	G.3 Apply cross-selling techniques.	Cross-selling techniques: - offer the buyer another product not related to the first E.g.: - point out an article on sale - point out a new line of products etc.								
3	G Propose complementary or additional products or services.			4	8 Proposal of complementary and additional products or services	5	8.1 Presented the advantages or benefits of the additional product or service.	5	PS	
2	H.1 Be aware of the importance of customer follow-up.	Goals of customer follow-up: - verify customer satisfaction - anticipate problems - resolve problems - instill customer loyalty etc. Methods of ensuring customer follow-up: - calls: · update of customer files · making appointments · after-sales follow-up and satisfaction survey · dealing with complaints · etc.								

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	H.2 Define the concepts of after-sales service, merchandise returns and warranty.	Concepts of: - after-sales service - merchandise returns - warranty - etc.							
2	H.3 Describe the type of information that can be gathered in support of techniques to instill customer loyalty and develop business.	Type of information: customer satisfaction - clientele profile - frequency of visits and purchases - needs identified - search for potential customers via the current clientele - etc.							
2-3	H.4 Apply techniques for instilling customer loyalty.	Techniques for instilling customer loyalty: E.g.: - suggest leasing instead of purchasing - offer a range of products that are replaced and improved from year to year - etc.							
2-3	H.5 Prepare customer records.	Content of customer record: - name of person - address, telephone and fax number - birthdate - occupation - owner or tenant - information on the purchase							
2-3	H.6 Update customer records.	Information to be updated in a customer record							
3	H Carry out after-sales service.			3	Update of customer record		- Gathered information required for updating the record.		

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
					Application of a technique to instill customer loyalty		- Selected an appropriate technique for instilling customer loyalty.		
2	I.1 Understand the importance of feedback in the sales process.	Advantages of feedback: - improving the product - improving the service - making suggestions - improving the company's image - instilling customer loyalty etc.							
2-3	I.2 Analyze sales results.	Analysis of sales results: - sales forecasts - results - corrections to be made etc.							
2	I.3 Describe the different methods of providing feedback, and advantages and disadvantages of each method.	Means: - letter - telephone call - report							
2-3	I.4 Write a sales report.	Content of report: - subject - explanation of the problem - exploration of causes of the problem - presentation of suggestions or recommendations - conclusion							
3	I Give feedback to the company.			3	Selection of information and recommendations to be communicated		- Communicated relevant information.		

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PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	J.1 Understand the importance of dealing with complaints.	Estimate the cost resulting from dissatisfied customers: - loss of clientele - loss of company's reputation - etc.							
2	J.2 Describe the steps involved in processing a complaint.	Steps involved in processing a complaint: - listening - restating the problem - expressing empathy - questioning the customer for details of the problem - asking the customer what he or she expects of you - suggesting a solution - obtaining the customer's agreement							
3	J Process complaints.			5	Use of a technique for processing complaints		- Correctly restated the complaint. - Suggested an appropriate solution. - Obtained the customer's agreement.		
4	Apply the consultation process in the sale of a product or service.	The entire competency							

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Manage their time and organize their work

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline	Individually, the students reflect on the usefulness of sales consultants managing their time. In small groups, and using a diagram to be completed, the students establish links between this competency and the other program competencies. In a class discussion, the students share the links they have established. The teacher provides any missing information and presents the course outline. [Reference: program of study]						
2	A.1 Define and demonstrate the main concepts related to time management.	Time management, time-wasting activities, procrastination, Pareto's Law	The teacher gives a presentation to define the various concepts. The students take notes and find examples of the concepts from their personal experience. The students share their ideas with the class. [Reference: K.L. Godefroy <i>Du temps en plus pour vendre plus</i>]						

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PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.2 Associate tools with time-management activities.	Analysis tools: - time sheets, priority sheets Planning and organizational tools: - calendar for internal organization, personal planner, electronic agenda, daily plan, delegation sheet	The teacher gives the students examples of different time-management tools and explains how they are used. The teacher proposes learning situations where students have to decide which tools are the most useful. Class discussion [Reference: K.L. Godefroy <i>Du temps en plus pour vendre plus</i>]						
2	A.3 Become aware of the importance of adopting certain attitudes conducive to time management.	Positive attitude, sense of responsibility, organized and methodical, punctual, respect for one's needs and limitations, versatile and flexible, realistic	On the basis of short case studies showing the difficulties related to time management, the students identify the attitudes in question. Class discussion and identification of main attitudes conducive to effective time management						
2	A.4 Recognize the various types of activities.	- Type of activities: occupational, social, personal, family	The teacher gives a brief presentation on the various types of activities. The class views the first part of the video “30 façons de gagner du temps.” Individually, the students identify and classify the activities of the main character in the video. Class discussion						

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PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2-3	A.5 Recognize the main time-wasting activities.	- Main time-wasting activities: telephone calls, unexpected visits, etc. - Distinction between time-wasting activities, disruptions and obligatory activities	Viewing of the second part of the video. Individually, the students identify some time-wasting activities. Class discussion to determine the true time-wasting activities							
2-3	A.6 Identify methods for countering the effects of time-wasting activities.	Methods adapted to the types of time-wasting activities: - delegating tasks - eliminating tasks - postponing tasks	On the basis of the previous activity, the students suggest ways of countering the effects of time-wasting activities. Class discussion to determine the main ways							
3	A Analyze the use of their time.		Individually, the students produce a list of their activities during the preceding week. They then classify their activities, identify time-wasting activities and determine ways of countering the effects of these time-wasting activities. The teacher will check and comment on the work of each student.	25	1 Recognition of time-wasting activities in a list of activities 2 Determination of ways of countering time-wasting activities	10 10	1.1 Included all time-wasting activities. 1.2 Chose satisfactory ways of countering time-wasting activities.	10 10	PK PK	
2	B.1 Differentiate between a goal and an objective.	Definition and characteristics of a goal Definition and characteristics of an objective	The teacher gives a presentation of the definitions to the class. The teacher gives the students a list of goals and objectives. In pairs, the students differentiate between the two. The exercise is corrected in class. [Reference: <i>CEMEQ</i> Gestion du temps - 2.4, 2.5 and 2.6 (<i>Professional Sales</i> program)]							

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PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	B.2 Apply the rules for formulating objectives.	Rules: what, where, how Qualities: realistic, measurable, attainable	The teacher presents the rules for formulating objectives. Individually, the students analyze and reformulate objectives using a list that is given to them. The teacher ensures that the students understand the rules and apply them correctly.							
3	B Set objectives.		Individually, the students set objectives regarding: - learning during the course - their personal life - their working life In pairs, the students evaluate the application of rules and the quality of their objectives. In a class discussion, the teacher comments on some of the objectives formulated.	10	3 Formulation of objectives 4 Quality of objectives	10 10	3.1 Determined what, when and how. 4.1 Formulated realistic, measurable and attainable objectives.	10 10	PK PK	
2	C.1 Describe the process for planning activities.	Selection of activity Classification according to yield Setting of priorities Estimate of duration Determination of methods of monitoring Delegation	Presentation Exchange of ideas with students Case studies: in pairs, the students analyze a situation in which the steps have not been followed. They must identify the steps of the process that have not been undertaken. Correction as a group. [Reference: <i>Guide CEMEQ</i> , 3.10]							

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PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.2 Identify activities according to their yield.	High-, average- and low-yield activities Criteria for establishing the yield of activities	The teacher gives a presentation on the yield of activities Individually, the students determine a series of activities that will help them achieve an objective related to the occupation of salesperson. Then, the students determine the yield of each activity in order to justify their choice. Class discussion [Reference: <i>Guide CEMEQ</i> , 3.4 to 3.6]						
2	C.3 Use an activity-planning tool.	Personal planner (different models)	The teacher gives a presentation on the usefulness of a personal planner and an explanation of the different headings. Individual exercise: the students enter their activities from the preceding exercise under the different headings of the personal planner provided by the teacher. The teacher collects and corrects the students' work.						

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.4 Be aware of the importance and difficulties of delegating tasks.	Disadvantages related to the lack of or insufficient use of delegation Reasons for delegating: gaining time, motivating personnel, training personnel Obstacles to delegation: - doubt - the need to feel indispensable - fear, resistance	Using the case of Mr. Winniger (copy provided), the students identify situations where the main character is having time-management problems. Individually, the students determine which activities Mr. Winniger could delegate and present the advantages of delegating these activities. Class discussion						
2	C.5 Describe the conditions for effective delegation.	Types of delegation: - horizontal - vertical - reverse Conditions: - showing trust - giving clear instructions - communicating expected results, methods of monitoring and support, timetable	The teacher establishes the link with the preceding activity in order to introduce the types of delegation and the conditions required for effective delegation. Exchange of ideas with students [Reference: F. Gamonet <i>Savoir mieux gérer son temps</i>]						
2	C.6 Describe the delegation process.	Determination of activities to be delegated Determination of the person to whom to delegate Determination of objectives and timetable Statement of methods of monitoring Clear communication of information Follow-up report	Presentation Exchange of ideas with students. Case study: analysis of a case where the steps were bypassed Identification of missing steps by students Class discussion						

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.7	Communicate instructions and requirements when delegating.	Definition of mandate Communication rules: - clarity - precision - methods of support during the process	Exercise in groups of three: the students each take a turn communicating mandates prepared by the teacher. One plays the role of observer and uses a checklist prepared by the teacher. This student then transmits the result of the observation in terms of clarity, precision and relevance of methods proposed.					
3	C	Plan activities.	Individually, using a case study, the students produce an assignment in which they go through the different steps in the planning and delegation process. The teacher checks and comments on each student's work.	35	5 Application of delegation process 6 Application of planning process	20 20	5.1 Correctly determined activities to be delegated. 5.2 Clearly communicated instructions. 6.1 Included all aspects of planning: - classification of activities according to order of priority - classification of activities according to yield - estimate of duration of activities - determination of methods of monitoring	15 5 20	PT PT PT

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	D.1 Describe the advantages and disadvantages of various filing systems.	Methods: - alphabetical - numerical - by sector of activity - by subject - by title, etc.	The teacher gives a presentation using transparencies to demonstrate each of the filing systems. Copies of transparencies are distributed to students. Students discuss the relevance of using each system, depending on the situation. [Reference: Travail de bureau]						
3	D File records.		Individually, using customer records, magazine articles, catalogues, etc., the students select and use one or more filing systems. The teacher checks the relevance of each student's choice and use of systems.	5	Choice of a filing system		- Used a filing system that allows records to be located quickly.		
2	E.1 Identify the different headings in a personal planner.	Headings: - to do - telephone calls - write - carry forward - appointments - expenses - etc.	On the basis of different models of personal planners, the teacher explains the different headings and how they can be useful. [Reference: QuoVadis]						

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	E.2 Enter activities and deadlines in a personal planner.	Types of activities: - appointments, visits, telephone calls, correspondence, training activities, meetings, business development, follow-ups, processing of complaints, expenses, etc.	The teacher provides students with a list of activities (15) with specific deadlines and asks them to enter them under the various headings. The teacher then gives instructions regarding changes: carrying forward activities, cancellation of visits, unexpected visits, etc. The students make the required changes to their personal planner. Class discussion							
3	E Keep a personal planner.		Each student keeps a personal planner for one week. The teacher checks and comments on the entries made in the planner.	5	7 Entry of activities	20	7.1 Included all activities under the appropriate headings. 7.2 Included free periods for unexpected activities. 7.3 Carried forward uncompleted activities.	10 5 5	PT PT PT	

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	F.1 Be aware of the importance of a positive attitude and careful grooming.	Positive attitude with respect to: - oneself - customers - work Characteristics of careful grooming: - cleanliness - appropriate clothing - etc.	The teacher explains what is meant by a positive attitude and careful grooming. [Reference: Conference. “50 minutes pour réussir” <i>Attitude mentale positive</i> AMP.] The students reflect on their purchasing experiences and on the impact of a salesperson’s attitude and behaviours. They identify aspects that positively or negatively affect their attitude. Class discussion during which the teacher emphasizes the importance of developing a positive attitude						
2	F.2 Plan their trips.	Use of maps Estimate of time required Choice of itinerary	In pairs, on the basis of a list of customers to visit, maps and a starting point, the students plan an itinerary for the visits and estimate how much travel time will be required. The teacher evaluates the feasibility of each team’s planning.						

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PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	F.3 Arrange appointments.	Elements to be considered when arranging appointments: approach, personal appearance, presentation of the company, reason for the call, request for appointment, confirmation and closing Different methods for arranging an appointment (telephone call, letter, personal contact) Entry in personal planner Visits without appointments (cold calls)	Presentation Role playing: - The teacher presents a situation where two students volunteer to play the roles of salesperson and customer. The salesperson makes an appointment with a customer who has already received a promotional brochure. The situation is videotaped: · The teacher comments on the presence or absence of elements to be considered when arranging appointments by using excerpts from the video. · The students redo the simulation, taking into account the teacher's comments. - The same procedure is used for a situation involving a cold call.						
2	F.4 List the materials required for demonstrating a product or service.	Catalogues Pamphlets Kits Samples Contracts Technical data sheets Paper, pen	Presentation The teacher specifies the importance of having all the materials required for the demonstration.						

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
3	F Manage their sales territory.		Case study: - Individually, the students sell a given product or service in a specific sector. They identify the clientele likely to purchase their product or service, plan their trips and select ways of arranging appointments. - The teacher checks and comments on how students have managed their respective sales territories.	15	Identification of target clientele Planning of trips Use of methods for arranging appointments		- Identified the location of the target clientele in the sales territory. - Planned the trips in a detailed manner. - Used methods for arranging appointments.		
4	Manage their time and organize their work.	The entire competency	The teacher presents the students with a series of situations covering all of the specifications of the first-level operational objective: analyze the use of their time; set objectives; plan activities; file records; keep a personal planner; manage their sales territory. The various situations should include deficiencies in terms of time organization that the students will identify and correct. Class discussion The teacher gathers the students' assignments and corrects them individually so as to evaluate the degree to which each student has acquired the competency. The students who have not attained the minimum performance standard do additional exercises related to the area or areas in which they experienced difficulties.	5					

PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)

Duration: 60 hours

STATEMENT OF THE COMPETENCY: Begin acquiring practical on-site sales experience

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate the competency in relation to the program.	Reason for the competency, usefulness in terms of other competencies, progression of learning Presentation of the module							
2	A.1 Describe their areas of interest, expectations and concerns about the practicum.	Personal and occupational interests Common concerns: - fears - not being familiar with the environment - not knowing anybody - etc.							
2	A.2 Describe the steps that should precede a practicum interview.	Grooming and consideration of the image they wish to project Preparation of interview questions Simulation interviews							
2	A.3 Learn about the conditions of the practicum.	Objectives of the practicum Duration Conditions regarding support and supervision Participation criteria Practicum report							
2	A.4 Set company selection criteria.	Selection criteria related to: - type of company - line of products or services - size of company - location of company - the company's projects							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.5 Identify the companies that are likely to accept student trainees.	Consultation of various sources: - employment centres - classified ads - personal contacts - teachers - etc.							
2	A.6 Take steps to have their candidacy accepted by the selected company.	Contact with the company by: - letter - telephone - a visit							
	PHASE 1: Preparation for the practicum				1 Find a company that meets the criteria for their practicum.	20	1.1 Prepared a list of at least three companies contacted for the practicum, indicating the selection criteria used. 1.2 Indicated the company selected and the person responsible for the practicum, and produced a confirmation of the students' commitment as trainees.	10 10	
2	Identify the main sources of information about the products or services sold.	Written documentation provided by the company: - catalogues - promotional brochures - technical documents - verbal information · training · explanations - information on the labels							
2	B.1 Learn about any safety measures to be taken.	Company policies and rules							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.2 Explain the expression “born salesperson.”	Feeling of belonging to the company Entrepreneurial attitude							
2	B.3 Review the ethics applicable to the profession.	Professional behaviours and attitudes: - respect for other people’s property - sense of responsibility - rules of professional ethics							
2	B.4 Observe the working context.	Socio-economic environment Company’s operational structure Functions and tasks of personnel Working conditions Company policies Etc.							
2	B.5 Establish initial contact with the sales team.	Relations with: - the employer - the personnel supervisor - colleagues Demonstration of: - courtesy - discretion - tact - assistance - initiative - etc.							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.6 Learn about the products or services.	Types of products sold Features of products or services Advantages of each product or service Components Conditions of use, etc.							
2	B.7 Learn about the company's marketing strategy.	Positioning in terms of the competition: - types of clientele - variety - price range - promotional programs, advertising, etc.							
2	B.8 Observe the sales staff at work and participate in sales-related tasks.	Elements to be observed Steps involved in the sales process: - definition of customer needs - presentation of merchandise - choice of sales arguments appropriate for a given customer - response to objections - conclusion of sale							
	PHASE 2: Observation of the workplace and participation in the process of selling products or services				2 Obtain the information required on the workplace. 3 Take part in sales activities.	10 40	2.1 Completed the questionnaire on the workplace. 3.1 Carried out tasks in compliance with the company's policies. 3.2 Showed concern for applying rules of professional ethics.	10 10 10	

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
							3.3 Adopted intrapreneurial behaviours during the practicum. 3.4 Showed concern for applying the total quality approach to each task carried out.	10 10	
2	C.1 Become familiar with how the practicum report is to be organized.	Structure and content of the practicum report							
2	C.2 List the criteria related to evaluating themselves during the practicum.	Aspects related to self-evaluation: - preferences - aptitudes - attitudes - dedication to work - performance - etc.							
2	C.3 Prepare a practicum report.	Application of rules for writing a report							
2	C.4 Exchange points of view with the teacher on the content of their personal report and the report submitted by the practicum supervisor.	Company evaluation Self-evaluation							

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PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	C.5 Participate in a group meeting to pool the experience gained and the learning acquired during the practicum.									
	PHASE 3: Evaluation of their practicum experience				4 Prepare a practicum report.	20	4.1 Presented a report describing: - the company (type of business) - the characteristics of the clientele - sales methods - promotional approach - after-sales service - etc.	10		
					5 Express an opinion on the practicum experience.	10	4.2 Presented in their report a self-evaluation of their practicum. 5.1 Expressed their view of: - the work environment - the occupation by basing their arguments on their practicum experiences.	10 10		

PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Perform financial operations

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Define the concept of price.	Price versus store image Price in terms of competition Etc.							
2	A.2 Define terms related to pricing.	Terms related to pricing: - sales price - cost price - list price - profit margin - fixed and variable costs - etc.							
2	A.3 Explain the objectives of pricing.	Objectives of pricing: - profitability - sales - marketing strategies - etc.							
2	A.4 Define the methods to be used and the factors to be considered in pricing.	Methods used for pricing according to: - costs - demand - competition - etc. Factors influencing pricing: - internal factors: · objectives of price, marketing strategy, costs, organization - external factors: · market and demand, market structure, price-quality ratio, competition, etc.							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.5 Explain the elements to be considered when establishing a pricing policy.	Pricing policy: - rebates (discounts) - psychological price - promotional price - cost price - etc.							
2	A.6 Explain the types of prices and their functions.	Types of prices - cost price - sales price - promotional price - etc.							
2	A.7 Calculate the percentage of a figure.	Definition of percentage Calculation of percentage $P = B \times R$ P = percentage; B =base; R = rate							
2	A.8 Calculate commission.	Methods of calculation: of total sales, production quotas, additions to base salary, productivity (bonus)							
2	A.9 Calculate the profit margin.	Profit margin formulas: - on sales price: $M = \frac{SP - CP}{SP}$ - on cost price: $M = \frac{SP - CP}{CP}$ (M = profit margin; SP = sales price; CP = cost price) Interpretation of results							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.10 Explain the life cycle of a product.	Steps in the life cycle of a product - product creation and development - introduction - growth - maturity - decline							
3	A Calculate a sales price.			10	1 Determination of sales price	10	1.1 Determined the sales price on the basis of the cost price and the percentage of profit on the sales price. 1.2 Determined the sales price on the basis of the cost price and the percentage of profit on the cost price.	5 5	PT PT
2	B.1 Describe the different sections of an invoice.	Sections of an invoice: - company address - customer name - invoice number - date - quantity, description, unit price, amount - etc.							
2	B.2 Explain the different types of discounts offered by manufacturers, suppliers and merchants.	Types of discounts: - cash discount - quantity discount - successive discount - etc.							
2	B.3 Calculate discounts and rebates.	Method of calculating a discount and rebate Formulas to use							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses		Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.4	Calculate sales taxes.	Tax-related calculations							
2	B.5	Calculate remittances in foreign currency.	Use of main foreign currencies							
2	B.6	Become aware of the importance for an independent worker to be able to perform basic financial operations.	Financial operations for an independent worker: - invoicing - calculating taxes - establishing a unit price (hourly rate) etc.							
3	B	Prepare an invoice, and do the necessary calculations.			20	2 Preparation of an invoice	20	2.1 Recorded accurate and complete data.	10	PT
								2.2 Accurately determined the total amount of the invoice.	10	PT
2	C.1	Recognize the material and equipment needed to operate a cash register.	Cash register, terminal, cash drawer, second cash drawer Optical scanner Cash float Calculator Credit card Etc.							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.2 Perform operations for opening a cash register.	Steps involved in preparing the cash register: - retrieve and check the cash float - reset the register memory to zero - enter the date and user code - check the availability of material and refills							
2	C.3 Describe the transactions related to cash register operations.	Current transactions: - payments (cash, cheque, debit cards, credit cards) - exchanges - refunds - layaways - etc.							
2	C.4 Describe the different payment methods and how to process them.	Cash: - collecting and checking cash amounts - giving back change Credit card: - checking validity (date) - checking credit - completing the slip (purchase, credit, deposit); checking the signature Personal cheque: - checking the date, amount, signature and ID - compliance with company policies (staledated and postdated cheques) Traveller's cheques and foreign currency: - cheque signature Debit card							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.5 Explain company policy and rules concerning the handling of funds.	Explanation of the company's different policies and procedures: - payment, price, discounts, etc. - handling cash - commercial papers - negotiation of commercial papers with or without interest - opening and closing of cash register etc.							
2	C.6 Explain the different refund policies that companies have.	A company's refund policies: - exchange - credit - refund, etc.							
2	C.7 Observe rules of courtesy.	Observance of rules of courtesy: - discretion - sympathetic attitude in problem situations - etc.							
2-3	C.8 Perform operations for closing a cash register.	Closing operations: - take a reading of the cash register - compile vouchers and cash on hand - identify errors (cash overage or shortage) - complete the cash register report - prepare the float for re-opening Preparation of a deposit slip Security measures to be taken when making the deposit at a banking machine							
2-3	C.9 Perform cash register operations using a computer system.	Use of cash management software							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
3	C Operate a cash register.			70	3 Application of a process for opening the cash register 4 Performance of current cash register operations 5 Application of procedure for closing the cash register	10 35 25	3.1 Checked operations. 3.2 Checked the amount of the float. 4.1 Selected forms relevant to the transaction. 4.2 Entered complete, accurate data and observed an appropriate procedure for operating the cash register for each transaction. 4.3 Observed appropriate security measures. 4.4 Observed rules of politeness and courtesy. 4.5 Performed the cash register operations in the time allotted. 5.1 Used an appropriate method for the cash register reading. 5.2 Adequately prepared a cash report. 5.3 Adequately prepared a deposit slip.	5 5 5 15 5 5 5 5 10 10	PS PS PS PS PS PS PS PS PS PS	
4	Perform financial operations.	The entire competency								

PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)

Duration: 45 hours

STATEMENT OF THE COMPETENCY: Perform supply-related operations

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Describe the types of intermediaries and their roles in the distribution channels from producer to consumer.	Distribution channel without intermediary - manufacturer - user Distribution channel with intermediary: - types and roles · manufacturer - retailer - user · manufacturer - wholesaler – user · manufacturer - wholesaler – retailer – user · manufacturer - broker – retailer – user · manufacturer - broker – wholesaler - retailer – user							
2	A.2 Describe the different forms used for receipt of merchandise.	Forms related to the receipt of merchandise: - bill of lading - waybill - arrival notice - freight note - delivery receipt - shipping order - purchase order - invoice							
2	A.3 Complete and send the commercial documents used for receipt and checking of merchandise.	Information to be recorded on the following documents and methods of forwarding them: - purchase order - arrival notice - delivery order							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses		Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.4	List the reasons for which merchandise may be returned to the supplier, and explain the conditions.	Reasons justifying the return of merchandise: - missing merchandise - damaged merchandise - merchandise with a description that does not match the purchase order - eventual claim with the carrier Conditions related to returning merchandise to the suppliers							
2	A.5	List the precautions to be taken when handling merchandise.	Precautions: - careful unpacking - checking the condition of the merchandise - attention to fragile material							
2	A.6	Check that the merchandise ordered matches the merchandise received and note any differences.	Steps and elements to be checked when receiving merchandise: - receipt versus delivery: · identification of packages · visual count of units shipped · check against delivery slip · external inspection of packaging · acceptance, refusal, claim within prescribed time limit - receipt versus unpacking: · quantity received versus quantity ordered · quality of ordered merchandise · condition · control of purchase orders and shipping orders · security measures Attachment of purchase order and invoice for payment purposes							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	A.7	Describe the stocking procedure currently in use.	Stocking procedure: - classification of merchandise according to: · suppliers · categories · mass, volume, dimensions, colour · service · frequency of use Inventory methods: - first in, first out - last in, first out							
3	A	Receive merchandise.		20	1	Checking of information in the purchase orders and delivery orders	15	1.1	Ensured that the purchase orders matched the delivery orders.	PT
2	B.1	Differentiate between the most commonly used types of labelling and tagging equipment.	Types of labelling and tagging equipment: - automatic - stamp - labels, tags and fasteners - bar codes - security, etc.							
2	B.2	Describe the main anti-theft methods related to labelling and tagging.	Means of countering theft: - solidity of labels and tags - magnetic tags - exploding ink tags for expensive merchandise - security chain - undetectability on label code							
2	B.3	Explain sign posting regulations.	Explanation of Bill 101 in terms of sign posting							

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PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)											
COMPETENCY		LEARNING			EVALUATION						
Ph	Learning Focuses		Content	Activities [References]	Duration (%)	Performance/Participation Indicators		W _I	Criteria	W _C	St
2	B.4	Describe the procedures to follow when preparing merchandise.	Application of a company’s coding rules: - codes: · universal code of products, colour code, manufacturer’s code, secret code Labelling and tagging of merchandise Selection of shelving and displays Arrangement of merchandise								
3	B	Prepare merchandise.			20	2	Preparation of price tags	15	2.1 Calculated the retail price.	5	PT
									2.2 Correctly recorded information on the product.	10	PT
						3	Observance of sign posting regulations	5	3.1 Identified signs in compliance with sign posting regulations.	5	PT
2	C.1	Explain the different ways in which products can be displayed in stores.	Means: - neatness of point of sale and displays - emphasis on products that are “good sellers” - aesthetic appeal of presentation - limited quantity of merchandise on display - choice of decorative elements - accessibility of merchandise								

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.2 Explain the consequences of shoplifting.	Consequences: - loss of revenue - increase in price - loss of jobs - loss of credibility (in the case of an employee) - shutdown of store							
2	C.3 Differentiate between internal theft and shoplifting.	Internal theft: - by personnel Shoplifting: - by customers							
2	C.4 Indicate the different ways in which shoplifting can be prevented.	Means of prevention: - layout of store: · visibility, location of cash register, camera surveillance, mirrors, surveillance in change rooms, having customers leave their bags at the counter when entering the store - protection of merchandise: · security hangers · chains · spot checks of merchandise · security personnel posing as customers · undetectable surveillance							
2	C.5 Understand the importance of being personally committed to preventing shoplifting.	Protection of one's job Responsible attitude Intrapreneurial attitude Personal pride Recognition by the employer							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.6	Explain the importance of professional ethics for sales consultants.	Review of rules of ethics seen in Module 1 – The Occupation and the Training Process						
3	C	Stock the counters, shelves and display units.		10	Application of a supply method		- Applied a stock rotation method. - Applied display principles.		
2	D.1	List the different kinds of inventories and their respective uses.	Types: - perpetual inventory - periodic inventory - physical inventory (at end of fiscal year) - spot-check inventory Advantages and disadvantages of each						
2	D.2	List the general information contained on inventory sheets.	Information to be recorded: - content of label (model, number, colour, size) - unit price - date of receipt (with order number) - date of sale (with invoice number) - quantity on sale - minimum quantity to be kept in inventory - shelf or rack number						
3	D	Take inventories.		20	4 Opening of inventory records. 5 Update of inventory records.	20 15	4.1 Entered the information required to open records. 5.1 Entered the information required to update records.	20 15	PT PT

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	E.1 Describe the different forms of supply.	Warehouse Suppliers Export Inter-store transfer							
2	E.2 Describe the different supply documents and their destination.	Documents: - purchasing plan - list of prices of products and services - inventory records - purchase orders - order or transfer documents - notice of receipt of merchandise Destination of each of these documents, depending on the: - buyer - ordering office - reception clerk - accounting personnel							
2-3	E.3 Choose suppliers.	Selection criteria: - solvency - availability of products or services - quick delivery time - compliance with the ordering company's standards							
2-3	E.4 Apply the principles of verbal communication.	See Module 2 – Communicating in the Workplace (Clarity and precision of information regarding the order)							

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PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	E.5	Explain the standard ordering procedures for companies.	Standard procedures: - request for tenders - more than one tenderer - wholesale purchases - negotiation: · price (quantity) · payment terms · delivery times · merchandise returns						
2-3	E.6	Complete forms.	Preparation of purchase orders and obtaining of purchasing authorization according to company regulations Forwarding of purchase orders to suppliers and copies of purchase orders to supply and accounting personnel						
3	E	Place orders.		15	6 Preparation of documents related to inter-store transfers of merchandise 7 Preparation of purchase order	10 10	6.1 Correctly completed the inter-store transfer form. 7.1 Recorded accurate and complete information on the purchase order.	10 10	PT PT
2	F.1	Describe the main shipping documents.	Documents: - request for purchase - purchase order - shipping order - bill of lading						
2	F.2	Describe the conditions required for shipping ordered merchandise.	Conditions required for shipping: - sufficient inventory - choice of transportation methods (in terms of cost versus performance) - reliability of suppliers						

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	F.3 List transportation methods.	Transportation methods: - truck, airplane, ship, train, courier service, cargo, mail, pipeline							
3	F Ship merchandise.			15	Choice of transportation method 8 Preparation of shipping order	10	- Chose an appropriate transportation method for the merchandise. 8.1 Recorded accurate and complete information on the shipping order.	10	PT
4	Perform supply-related operations.	The entire competency							

PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)

Duration: 75 hours

STATEMENT OF THE COMPETENCY: Process sales data on a computer

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Describe the various applications of word processing software.	Presentation of functions and advantages of word processing software: - business development letters - promotional letters - follow-up letters - after-sales service letters - etc.							
2	A.2 Describe the terms related to the use of word processing software.	Definition of terms related to the word processing software used: - font, style, margin, page, etc.							
2	A.3 Use the basic commands of word processing software.	Use of main commands of the software: - open, close, save, etc. - keyboard text, format it and print it							
3	A Produce documents using word processing software.			20	1 Use of word processing software in order to: - create a file - keyboard and make changes to a report - save a file - print a file	25	1.1 Accurately and completely keyboarded the text. 1.2 Inserted and deleted text according to instructions. 1.3 Moved text according to instructions. 1.4 Printed the documents.	10 5 5 5	PT PT PT PT

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.1	Describe the different applications of accounting software, in terms of updating inventory and invoicing.	Presentation of accounting software allowing the following: - updating inventories - determining profit margin - invoicing - layaways, cash purchases, credit card purchases						
2	B.2	Define the terms related to the use of an accounting program.	Definition of terms related to the accounting program used: - accounts receivable - general ledger - accounts payable - inventory - invoicing - etc.						
2	B.3	Use the basic commands of an accounting program.	Use of main commands: - moving around using arrows - creating a file - etc.						
2	B.4	Determine the information to record when updating inventory and invoicing.	Information related to updating inventory: - modification of prices, discounts, quantities, etc. Information related to invoicing: - quantities, price, discounts, etc.						
3	B	Update inventories and prepare invoices using accounting software.		20	2 Use of accounting software to enter and modify data related to updating inventory.	15	2.1 Accurately entered the data. 2.2 Modified information according to data.	10 5	PS/PT PS/PT
					3 Use of accounting software to enter and modify data related to preparing an invoice.	10	3.1 Produced an invoice that includes accurate and complete data.	10	PT

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PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.1 Describe the different uses of an electronic spreadsheet in sales.	Presentation of an electronic spreadsheet: - advantages - features							
2	C.2 Define the terms related to the use of an electronic spreadsheet.	Definition of terms: - worksheet - row - column - cell - address - cell pointer							
2	C.3 Use the basic commands of an electronic spreadsheet.	Functioning of command and sub-command menus: - create a spreadsheet - open a new worksheet - enter data (alphabetical, numeric, alphanumeric) - etc. Techniques for moving around and correcting data: - moving around using arrows or the mouse - writing, deleting - etc.							
2	C.4 Create a mathematical formula in a cell.	Creation of mathematical formulas in order to: - calculate percentages - calculate amounts - calculate averages - etc.							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.5	Apply basic arithmetic functions.	Application of arithmetic functions, according to the software: - statistical functions such as minimum, maximum, average, sum, etc.						
3	C	Create tables using an electronic spreadsheet.		25	4 Use of an electronic spreadsheet in order to: - enter or modify data - do calculations - save a file - print a file or part of a file	25	4.1 Entered or modified data according to instructions. 4.2 Produced accurate calculations. 4.3 Presented the documents requested.	10 10 5	PS/ PT PT
2	D.1	Briefly describe how the components of a computer work.	Functioning of computer components: - processing units - input units - output units - etc. Software: - operating system - applications - etc.						
2	D.2	Describe the main technical features of computer peripherals.	Keyboard Screen Disk drives Printers Etc.						

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	D.3 Use the basic commands of an operating system.	Basic commands of an operating system: - formatting - verification - copy - etc.							
2	D.4 Describe the main uses of a database in sales.	General presentation of databases used to prepare: - customer lists - business development lists - mailings							
2	D.5 Describe the terms related to the use of a database.	Definition of the following terms: - data - record - file - field - database							
2	D.6 Use the basic commands of a database.	Use of the following commands: - create a database - add or delete records - modify the content of a record - extract data from a file - print a file or part of a file							
2	D.7 Use the procedures for managing a database.	Procedures: - name fields - enter data (alphabetical, numeric, alphanumeric) - add or delete fields - add or delete records							

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PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	D.8 Determine the data to record on customer records and supplier records.	Information on customer records: - identification number - name - etc. Information on supplier records: - identification number - name - etc.								
3	D Create customer records and supplier records using database software.			25	5 Use of database software in order to: - add or delete records - modify the content of a record - extract data from a file	25	5.1 Correctly updated the file. 5.2 Accurately entered the data to be modified. 5.3 Extracted the data according to selection criteria. 5.4 Presented the printed records or file.	10 5 5 5	PS/ PT PS/ PT PT	
2	E.1 Describe the different Internet applications.	Different Internet applications: - information - promotion - communication - advertising - sale of product or service - etc.								
2	E.2 Define the terms related to the use of the Internet.	Definition of terms: - Web - E-mail - download - URL address - discussion group - etc.								

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PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	E.3 Describe the basic methods for surfing the Internet.	Using different search engines: - Toile du Québec - Alta Vista - Excite - etc.							
2	E.4 Use the E-mail system.	Send Receive							
2	E.5 Search for information.	Search methods: - using a search engine - specifying the desired information - using hypertext links related to the information sought							
3	E Surf the Internet.			10	Use of E-mail system Search for information		- Sent and received E-mail. - Effectively used a search engine. - Correctly used hypertext links related to the information sought.		
4	Process sales data on a computer.	The entire competency							

PROFESSIONAL SALES (5696)

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

Duration: 45 hours

STATEMENT OF THE COMPETENCY: Promote a product and a service

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Differentiate between advertising, sales promotion, free publicity, sponsorship and public relations.	Definition of each concept: - characteristics - objectives - types of activities - advantages and disadvantages of each Links between the different concepts							
2	A.2 Explain the concept of strategic marketing.	Definition Distinction between personalized marketing and other types of marketing Main participants Target clientele							
2-3	A.3 Collect information in order to establish a promotional strategy.	Consultation of sources of information available in terms of: - features and advantages of the product or service offered - target clientele - promotional budget - objective of the promotion							
2-3	A.4 Choose appropriate methods for promoting products and services.	Characteristics and advantages of the following methods of promotion: - television, newspapers, displays, Internet, radio - specialized journals - billboards - catalogues - pamphlets - novelty advertising							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
3	A Establish a promotional strategy.			25	1 Presentation of the promotional strategy	20	1.1 Presented a strategy that takes into consideration: - the objectives of the promotion - features of the product - target clientele - promotional budget	20	PT	
					2 Choice of promotional medium	15	2.1 Chose a medium in line with the promotional objective and budget.	15	PT	
2	B.1 Define the role of commercial displays.	Role: - to sell - to attract the customers' attention - to create an appropriate atmosphere - to show the merchandise - to speed up transactions - to convey the company's image - to protect the merchandise								
2	B.2 List the different types of displays and their functions.	Function of each of the following types of displays: - floor - counter - window - promotional - seasonal								

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.3 Explain the principles related to displays.	Reason for and illustration of different principles related to displays: - construct displays for products that sell well and that run out quickly - provide a prime location for goods typically bought on impulse - keep the displays clean and simple, do not overstock products - present products and displays appropriate for the season - use colour to attract attention and create an appropriate atmosphere - adopt a theme or story to bring together elements of a display - use movement - demonstrate how the merchandise is used - use appropriate lighting and decor - design the display in a manner that attracts customers' eyes to the merchandise you want them to see - appropriately use feminine and masculine symbols							
2	B.4 Explain the relationship between indoor store layout and target market.	Indoor store layout according to: - the quality and quantity of products - prices - target clientele - strategic locations							
2	B.5 Explain the law and regulations regarding sign postings.	Bill 101 regarding sign postings and ensuing regulations							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2-3	B.6 Determine the human and material resources required for the arrangement of different types of displays.	Points to consider in selecting human resources: - creativity - availability - interest - consideration of the objective Points to consider in selecting material resources: - availability of required materials - budget - space available							
3	B Prepare a display.			30	3 Quality of the planning 4 Quality of the presentation	20 15	3.1 Prepared a complete and detailed list of the elements required for the display. 3.2 Presented a sketch of the display. 4.1 Applied display principles.	10 10 15	PT PT PT
2	C.1 List the different objectives of an advertising message.	Objectives: - sell a specific item - attract customers to the store - project a particular image - introduce a new product or service							
2	C.2 List the criteria for selecting an advertising message.	Selection criteria: - advertising objectives - target market - commercial zones - expected impact on the market - technical ability to communicate the message - cost of advertising message in terms of the number of persons reached							

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PROFESSIONAL SALES (5696)

948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.3 Determine the content of an advertising message.	Content: - description of product's physical attributes - benefits obtained by using the product - features of the product (who uses it and why) Style of advertising message: - testimonial approach - humorous approach - “slice of life” approach - scientific approach - comparative approach Rules to observe: - regardless of the approach used, an advertising message must be developed on the basis of the AIDA model if it is to be effective							
2-3	C.4 Apply the principles for writing an advertising message.	Principles: - enthusiastic arguments - short sentences - motivating language - catchy title							
2	C.5 Determine the budget for an advertising message.	Methods for determining the budget for an advertising message based on: - the financial resources available - what the competition is spending - percentage of sales - determining objectives and tasks							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
3	C	Prepare an advertising message.		30	5	Choice of an advertising message	5	5.1 Chose a message appropriate for the: - objective of the promotion - target clientele	5	PT
					6	Quality of the design of the message	15	6.1 Chose the content that presents the features of a product or service and benefits for the consumer. 6.2 Adopted a style adapted to the: - features of the product or service - target clientele - medium chosen	5	PT
									5	PT
					7	Quality of the written message	10	6.3 Applied the AIDA model. 7.1 Observed rules for writing an advertising message.	5 10	PT PT
2	D.1	Explain the different ways of compiling results.	Assessment expressed as a percentage Graphics Comparative assessment Etc.							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 223 – PROMOTING A PRODUCT AND A SERVICE (Module 12)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2-3	D.2 Collect information with a view to assessing results.	Tests done before, during and after the advertising campaign The test will provide answers to the following questions: - has brand awareness increased? - have attitudes toward the brand changed? - are more (or fewer) people convinced that buying the brand in question is the best purchase they can make? Other means of collecting information: - study of sales reports							
2	D.3 Interpret results.	Elements to consider when interpreting results: - sales - expenses related to marketing operations - increase in clientele - etc.							
2	D.4 Choose means for reminder campaigns and repositioning strategies.	Reminder campaigns: E.g.: featuring a product or putting it on sale Repositioning strategies: E.g.: change a product's packaging							
2-3	D.5 Transmit results and recommendations.	Criteria for presenting results in a report							

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PROFESSIONAL SALES (5696)

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Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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PROFESSIONAL SALES (5696)

948 223 – TELEPHONE SALES (Module 13)

Duration: 45 hours

STATEMENT OF THE COMPETENCY: Perform telephone sales operations

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PROFESSIONAL SALES (5696)

948 233 – TELEPHONE SALES (Module 13)									
COMPETENCY		LEARNING							
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Define the term “telemarketing.”	Definition: - sales and customer service by telephone							
2	A.2 Indicate the contexts in which telephone sales can be carried out.	Context: - customer solicitation and consultation - support to salespersons - mailing campaign - customer service (complaints) - taking orders - reactivating dormant customer accounts, updating customer lists - promotion, advertising, market study - account collection, etc.							
2	A.3 Use correct sales terminology.	Review of the qualities of the language to use in sales: - clear, convincing, polite and courteous language							
2	A.4 Describe the main sales techniques.	Review of sales techniques: - welcome - study of needs - presentation of product or service - response to objections - closing of sale - offer of additional and complementary products							

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PROFESSIONAL SALES (5696)

948 233 – TELEPHONE SALES (Module 13)									
COMPETENCY		LEARNING							
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.5 Compare sales techniques used in person and those used in telephone sales.	Content: - voice - enthusiasm - clarity, precision and concision - identification of sales consultant - etc.							
2	A.6 Describe the rules of ethics applicable to telephone sales.	Rules of ethics: - avoid: · eating · putting the phone under one's chin · losing patience · being too familiar · hanging up before the customer does · repeating the customer's name more than three times · putting the customer on hold for more than 30 seconds							
2	A.7 Plan a sales scenario.	Elements of a sales scenario: - positioning (initial contact) - discovery - sales message - response to objections - conclusion of sale							
3	A Draft a sales scenario.			20	Consideration of the steps involved in the sales process		- Selected relevant information contained in the product file.		
2	B.1 Describe the main characteristics of the voice.	Characteristics of the voice: - volume, rhythm, tone, resonance, assurance, pauses, articulation							
2	B.2 Use an automatic dialler.	Operation of an automatic dialler							

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PROFESSIONAL SALES (5696)

948 233 – TELEPHONE SALES (Module 13)										
COMPETENCY		LEARNING								
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
3	B Establish contact with the customer.			10	1 Use of a technique for making contact with the customer 2 Quality of the telephone communication	15 15	1.1 Used an appropriate technique for making contact. 2.1 Observed telephone etiquette.	15 15	PS PS	
2	C.1 Describe Maslow's basic hierarchy of needs.	Needs of an individual: - review of Maslow's hierarchy								
2	C.2 Indicate the advantages of different types of questions in telephone sales.	Advantages: - open-ended question: · encourages customers to express their ideas - closed-ended question: · emphasizes the information useful to the telemarketer - leading question: · encourages customers to specify the information needed by the telemarketer								
3	C Determine the customer's needs.			30	3 Application of a process for determining needs	20	3.1 Selected an approach adapted to the situation. 3.2 Asked the customer appropriate questions. 3.3 Correctly restated the customer's need.	5 10 5	PS PS PS	
2	D.1 Use presentation techniques.	Presentation of features, advantages and benefits of the product or service Presentation of sales arguments								
3	D Present the product or service.			15	4 Choice of sales arguments	20	4.1 Chose the features of the product or service that best met the customer's needs.	10	PS	

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PROFESSIONAL SALES (5696)

948 233 – TELEPHONE SALES (Module 13)									
COMPETENCY		LEARNING							
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
					5 Presentation of the product or service using the scenario	5	4.2 Emphasized the features by presenting advantages and benefits. 5.1 Adapted the presentation to the context of telephone sales.	10 5	PS PS
2	E.1 Describe the steps involved in responding to objections.	Steps involved in responding to objections: - listening to the objection - restating the objection - clarifying the objection - refuting the objection - seeking agreement							
3	E Respond to objections.			10	6 Use of a technique for responding to objections	15	6.1 Correctly restated the customer's objection. 6.2 Correctly refuted the customer's objection.	5 10	PS PS
2	F.1 Describe the different techniques for concluding a sale.	Sales conclusion techniques: - direct conclusion - conclusion based on choice - conclusion based on supposition							
3	F Conclude a telephone sale.			15	7 Use of a sales conclusion technique	10	7.1 Recognized when to conclude the sale.	10	PS
4	Perform telephone sales operations.	The entire competency							

PROFESSIONAL SALES (5696)

948 242 – THE INTRAPRENEURIAL APPROACH (Module 14)

Duration: 30 hours

STATEMENT OF THE COMPETENCY: Exhibit intrapreneurship in the sales sector

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 242 – THE INTRAPRENEURIAL APPROACH (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Differentiate between entrepreneurship and intrapreneurship.	Definition of terms: - entrepreneurship - intrapreneurship							
2	A.2 Learn about the phenomenon of intrapreneurship in organizations, and in particular in the sales sector.	Phenomenon of intrapreneurship: - historical background of intrapreneurship - objective of intrapreneurship - benefits of intrapreneurship for the organization and for personnel etc.							
2	A.3 Learn about the personal qualities required for intrapreneurship.	Personal qualities related to intrapreneurship: - attitudes - interests - source of motivation - sense of responsibility - feeling of belonging - etc.							
2	A.4 Listening to an intrapreneur.	Testimonials of intrapreneurs who personify accessible models. Testimonials on: - factors that contributed to their success - obstacles that they overcame - methods that they used to compensate for any personal limitations							

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PROFESSIONAL SALES (5696)

COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	A.5 Exchange views on the role and importance of entrepreneurial spirit in their professional development and the development of their environment.	Role and importance of entrepreneurial spirit in: - their professional development: · increased autonomy · self-worth · etc. - development of their environment: · in a competitive market · in a context of globalization of markets and free trade of goods and services · etc.								
	PHASE 1: Information on the demonstration of intrapreneurship in sales			35	1 Gather information on the topics to be covered.	30	1.1 Presented the main information on the following topics: - the phenomenon of intrapreneurship in the sales sector - the personal qualities required for intrapreneurship 1.2 In the testimonial of an intrapreneur, identified: - at least two factors that contributed to the person's success - at least two obstacles that the person had to overcome - at least two methods that the person used to overcome these obstacles	15	15	

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PROFESSIONAL SALES (5696)

948 242 – THE INTRAPRENEURIAL APPROACH (Module 14)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.1 Draw up a list of professional, personal, social and family achievements, stating why they are sources of pride.	List of achievements: - different projects accomplished at work - changes and innovations within the organization following their proposals - mobilizing efforts for the good of a cause, using their leadership skills etc.							
2	B.2 On the basis of situations from their personal or professional lives, analyze their capacity to adapt to change, live with uncertainty, manage stress and accept responsibility.	Recognition and illustration of certain situations that show their capacity: - to adapt to change E.g. new supervisor - to live with uncertainty E.g. going from a fixed salary to commission - to manage their stress E.g. produce a report with a tight deadline - to take on responsibility E.g. take charge of a project							
2	B.3 Describe situations in which a sense of belonging to a group was clearly demonstrated.	Descriptions of a sense of belonging to a group: E.g.: - while developing a new project within the organization - while working on a group project at school							
2	B.4 Discuss the results of this process with the group.	Discussion on: - their professional and personal achievements - their capacity to deal with various situations							

Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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Ph: acquisition phase; W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PK: practical knowledge, PT: product, PS: process)
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948 242 – THE INTRAPRENEURIAL APPROACH (Module 14)										
COMPETENCY		LEARNING				EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
3	C.3 Write a report on the results of their analysis.	Report containing: - their intrapreneurial strengths and limitations - ways of improving								
3	C.4 Take part in a group discussion during which they present their reports.	Presentation of their report to the group.								
	PHASE 3: Assessment of their intrapreneurial potential			30	3 Write a report assessing their intrapreneurial potential. 4 Share the content of their report with the class.	30 10	3.1 Using examples, showed evidence of at least two personal characteristics required for intrapreneurship. 3.2 Using examples, identified two aspects they need to improve in order to increase their intrapreneurial potential. 4.1 Actively participated in a discussion on the content of their report with the class.	15 15 10		

PROFESSIONAL SALES (5696)

948 253 – PROSPECTING (Module 15)

Duration: 45 hours

STATEMENT OF THE COMPETENCY: Canvass a sales area

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 253 - PROSPECTING (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Define prospecting and its goals.	Nature: - procedure for identifying potential customers Usefulness and goals: - assurance of steady sales - maximization of results of advertising efforts - replacement of lost customers							
2	A.2 Explain the rules of professional ethics in the prospecting procedure.	Rules: - show of respect toward potential customers - keeping of commitments made - honest presentation							
2	A.3 Explain the consequences of regulations related to prospecting.	Importance of being familiar with the regulations (permits, fines, etc.)							
2	A.4 Explain the implications of the <i>Consumer Protection Act</i> for prospecting.	Rights and obligations: - for the consumer - for the company							
2	A.5 Explain the impact of the <i>Charter of Human Rights and Freedoms</i> on prospecting.	<i>Act respecting Access to documents held by public bodies and the Protection of personal information</i>							

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 253 - PROSPECTING (Module 15)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	A.6 Use road maps.	Legends-scales-index Estimate of distances Various types of maps								
2-3	A.7 In a given territory, determine the sectors with good prospecting potential.	Analysis of territory by sector, according to the product or service being offered								
2-3	A.8 Estimate the time required for prospecting a given territory.	Timing Number of potential customers Availability of potential customers Subdivision of territory Preparation of itinerary								
3	A Define the sales territory.			10	1 Determination of sectors with good prospecting potential 2 Estimate of the time required for prospecting	10 10	1.1 Matched product with characteristics of the sectors chosen. 2.1 Realistically estimated the time required for prospecting.	10 10	PK PK	
2	B.1 Define the concept of market.	Identification of market: - according to location (Jean-Talon market) - according to type of consumers (vocational education students) - as a class of products (car market)								
2	B.2 Define the concept of potential market.	Assessment of number of potential customers Assessment of sales potential in relation to demand								

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PROFESSIONAL SALES (5696)

948 253 - PROSPECTING (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.3 Describe the different types of markets.	Types of markets: - consumer - distribution - manufacturing - local, regional, provincial, national and international							
2	B.4 Explain the principles of market segmentation.	Usefulness of segmenting competitive markets Conditions for effective segmentation Limitations of market segmentation Basic principles of market segmentation							
2	B.5 Identify indicators that can be used to assess market trends in a given sector.	Characteristics of the demand: - volume of and changes in demand - types of clientele - potential market - political and legal environment - economic trends Characteristics of the supply: - concentration or number of competitors							
2	B.6 Use sources of information to discover the market conditions in a given sector.	Main competitors: - data on the environment - public databank - private databank (provided by various associations or corporations)							

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PROFESSIONAL SALES (5696)

948 253 - PROSPECTING (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.7 Define the criteria for selecting customers.	Definition of criteria for selecting potential customers: - immediate needs - ability to pay - possibility of meeting - distance							
2	B.8 Match customer characteristics with the product or service offered.	Links between the features of the product or service and: - customers' needs - customers' characteristics - customers' buying motive							
3	B Target potential customers.			15	3 Links between the features of the product or service and the target clientele	20	3.1 Matched the features of the product or service offered with the target clientele.	20	PK
2	C.1 List the elements required for creating a record.	Information to be entered: - name of potential person or company - address, and telephone and fax number - name of person to meet (the decision-maker) - title and function - the company's activities - possible uses of the product or service offered - competition - background on steps taken							
3	C Build up a record of potential customers.			15	4 Entry of data collected	10	4.1 Collected relevant data. 4.2 Accurately entered data collected.	5 5	PK PK

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PROFESSIONAL SALES (5696)

948 253 - PROSPECTING (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	D.1 Select a type of prospecting.	Define the different types of prospecting: - direct - indirect: · cumulative · by centre of influence · by group Selection criteria: - availability of prospect							
2-3	D.2 Select methods of prospecting.	List of methods: - personal contact, telephone, correspondence, mailings, contest, Internet Selection criteria: - financial, material and human resources							
3	D Select an approach to be used with potential customers.			15	5 Choice of type of prospecting	15	5.1 Chose a type of prospecting adapted to the customer's situation. 5.2 Chose relevant prospecting methods.	5 10	PK PK
2	E.1 Select a method of making an appointment.	Methods of making an appointment: - prospecting letter - telephone call							

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948 253 - PROSPECTING (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2-3	E.2 Apply a method for writing a prospecting letter.	Method of writing a prospecting letter: - use of the AIDA model - original introduction - number and choice of arguments used (company-based approach or product-based approach) - conclusion (invitation to purchase)							
2-3	E.3 Apply the rules for drafting commercial correspondence.	Rules for drafting commercial correspondence: - clarity and concision - quality of the language - neat presentation - use of specific vocabulary							
2	E.4 Define the steps involved in making a telephone call.	Steps involved in making a telephone call: - consulting the potential customer record - making contact - introducing the company and the sales consultant - stating the reason for the call - proposing a meeting and waiting for a response - making an appointment - taking leave							
2-3	E.5 Apply the rules related to making telephone calls.	Qualities of the telephone call: - relevance - clear expression - AIDA model - timing - etc.							
2	E.6 Enter the appointment in a personal planner.	Entering of appointment in a personal planner							

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948 253 - PROSPECTING (Module 15)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	E.7	Update potential customer records.	Transcription of new information on potential customer records							
3	E	Arrange appointments with potential customers.		15	6 Quality of the prospecting letter 20 6.1 Prospecting letter was in accordance with the sample. 5 PT 6.2 Included relevant content. 5 PT 6.3 Applied principles of written communication. 5 PT 6.4 Presented the letter in accordance with requirements. 5 PT 7 Quality of the telephone call 15 7.1 Observed the procedure for arranging appointments by telephone. 5 PS 7.2 Used statements related to the products and services. 5 PS 7.3 Applied rules of communication. 5 PS					
2	F.1	Recognize the importance of preparing the prospecting visit. Physical preparation Material preparation Psychological preparation Selection of strategies for visits: - bringing samples, catalogues, etc. - asking for the participation of potential customers								

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PROFESSIONAL SALES (5696)

948 253 - PROSPECTING (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	F.2 Define the steps involved in the visit.	Making contact: - greet the customer - create an appropriate atmosphere - present the company - explain the goal of the visit (product or service offered) Applying sales techniques: - identify needs - present the product or service - respond to objections - close the sale - agree on terms of payment							
3	F Visit potential customers.			15	Application of sales techniques		- Correctly applied the sales consulting process.		
					Update of customer records		- Started new customer records. - Correctly entered information collected during the prospecting. - Deleted customer records, as required. - Correctly classified the records.		
2	G.1 Explain the steps involved in planning follow-ups on potential customers.	Steps: - update potential customer records - convert potential customer records into customer records, if applicable - reclassify records Preparation of follow-up strategy: - letter - telephone call							

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PROFESSIONAL SALES (5696)

948 253 - PROSPECTING (Module 15)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
3	G Plan follow-up on potential customers.			5	Update of customer records Selection of a follow-up strategy		- Converted potential customer records into customer records. - Reclassified the records. - Adapted the strategy to the situation.		
2	H.1 Write a report containing information on the steps taken.	Report on: - the prospecting approach used - the results obtained - the follow-up methods selected							
3	H Send feedback to the company.			10	Writing of a report to send to the company Quality of the presentation of the report		- Wrote a complete report discussing: · details on the steps taken · the results obtained · follow-up methods - Observed the standards governing presentation of a report and the rules of good writing.		
4	Canvass a sales territory.	The entire competency							

PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)

Duration 30: hours

STATEMENT OF THE COMPETENCY: Use job search techniques

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PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
2	A.1 Define the attitudes and behaviours required for a job search.	Attitudes and behaviours: - positive attitude - self-respect and confidence - initiative, enthusiasm							
2	A.2 Draw up a list of potential employers.	List of the different sources of employment available List of companies in the region							
2	A.3 Indicate the procedure to follow when doing a job search.	Steps involved in the job search: - prepare a list of potential employers - make contact by telephone - send out a résumé and cover letter - do a telephone follow-up - go to an interview							
2	A.4 Describe job prospects in the sales sector.	Updated information on labour needs in the sales sector							
3	A Plan a job search.			15	- Presentation of a list of companies - Organization of a strategy for making contact with the company		- Identified a sector of interest. - Collected information on employment opportunities. - Established a schedule for contacting prospective employers. - Kept a journal.		

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PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.1 Define the role of a résumé.	Definition of résumé Usefulness of writing a résumé Types of résumés: - based on work experience - chronological - combination							
2	B.2 Describe the elements included in a résumé.	Elements to be included in a résumé: - personal information - education and skills - work experience - other activities - leisure activities and personal interests - references - career plan							
2	B.3 List the qualities of a well-written résumé.	Order in which elements are presented Clarity of information Precision Free of spelling mistakes Neatness of documents							
3	B Draft a résumé.			30	1 Application of rules for writing a résumé	15	1.1 Presented relevant personal information. 1.2 Presented relevant information on their education and skills. 1.3 Presented relevant information on their work experience.	5 5 5	PT PT PT
					2 Production of the résumé	15	2.1 Produced a résumé that complies with rules of writing and presentation.	15	PT

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PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
2	C.1 Define the role of the job application letter.	A job application letter is used to: - create a favourable impression on the employer - present a résumé - obtain an interview with the employer								
2	C.2 List the qualities of a well-written job application letter.	Qualities of a job application letter: - personalized and addressed to the person who makes hiring decisions - concretely demonstrates interest in the company - indicates the intention to do a follow-up								
3	C Draft a job application letter.			20	3 Application of rules for writing a job application letter	20	3.1 Indicated knowledge of the job requirements. 3.2 Emphasized their aptitudes and personal qualities. 3.3 Appropriately demonstrated interest in the job. 3.4 Indicated their availability to provide other information or meet for an interview.	5 5 5 5	PT PT PT PT	
					4 Production of the job application letter	10	4.1 Produced a job application letter that complies with rules of writing and presentation.	10	PT	

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PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	D.1 Understand the importance of being well-prepared for an interview.	Importance of being well prepared in order to: - create a good impression - show interest - show that they have the qualities required - etc.							
2	D.2 Differentiate between the different types of interviews, on the basis of their objectives.	Types of interviews: - A non-structured interview is characterized by spontaneous exchanges and is intended to encourage the interviewee to speak freely and amply on certain subjects. - A structured interview is more formal and is intended to make it easier to compare candidates. - A combination interview uses both structured and non-structured aspects.							
2	D.3 Carry out research on the company.	Knowledge of the company: - type of products or services offered - its organizational structure - its policies - career opportunities - etc.							
2	D.4 Become familiar with the questions asked most often in interviews.	Typical interview questions: - What type of job are you looking for? - Why would you like to work for our company? - Where did you last work? - How did you get your last job? - etc.							

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PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2-3	D.5 Prepare for an interview.	Elements of being well prepared for an interview: - knowing about the company and how it is structured - knowing oneself and one's résumé well - anticipating certain questions that the employer will ask - planning what to wear - anticipating the employer's expectations - planning questions to ask the employer - etc.							
3	D Prepare and undergo a selection interview.			30	5 Undergo a selection interview	40	5.1 Demonstrated good knowledge of the company, the type of job and the requirements. 5.2 Showed interest in the job. 5.3 Gave relevant answers to questions. 5.4 Was well groomed. 5.5 Listened actively. 5.6 Formulated clear, precise statements. 5.7 Adopted attitudes appropriate to the situation.	5 5 10 5 5 5 5	PT PT PT PT PT PT PT

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PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	E.1 Evaluate their interview.	Use of a checklist for evaluating the following elements: - punctuality - appropriate clothing - friendly tone with the secretary - appropriate degree of formality toward the employer and personnel - good posture - listing of their skills - good listening - etc.							
2	E.2 Explain the procedures to follow after an interview.	Follow-up: - send a thank-you letter - telephone after an appropriate interval if the letter is not answered - if offered the job, give an answer as quickly as possible - if refusing the job, explain why - regardless of the decision, show acknowledgment							
3	E.3 Prepare an action plan for steps undertaken during the job search.	Information to be included in the action plan: - date steps were undertaken - name of employers - steps undertaken - results							
3	E Follow up a job search procedure.			5	- Selection of a follow-up strategy		- Sent a thank-you letter. - Followed up by contacting the company.		
4	Use job search techniques.	The entire competency							

PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)

Duration: 120 hours

STATEMENT OF THE COMPETENCY: Enter the work force

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PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
1	Situate this competency with respect to the occupation and the training program.	Reason for the competency, links with other competencies Course outline							
1	A.1 Describe their interest in and concerns about the practicum.	Description of preferences, expectations, interests and concerns about the practicum							
2	A.2 Describe how to plan the search for a host company.	Steps involved: - consult a bank of companies - write a practicum application letter - update their résumé - make an appointment by telephone - prepare for the interview							
2	A.3 List the attitudes needed for an active search.	Attitudes: - enthusiasm - motivation - determination - open-mindedness - positive attitude - availability							
2	A.4 Become familiar with the conditions and information concerning the second practicum.	Objectives of the practicum Duration Conditions regarding support and supervision Journal writing Practicum report Participation in co-evaluating the practicum							

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PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	A.5 Set company selection criteria.	Establishment of selection criteria: - types of companies - size of companies - products and services offered - location of companies Selection of companies: - consultation of several sources so as to find a company that satisfies the student trainee's interests							
2-3	A.6 Take steps to be accepted as a trainee.	Making contact with the company by: - letter - telephone - a visit Request for the employer's signature on the practicum confirmation form Reading and signature of the agreement between the student, company and educational institution Sending of a thank-you letter to the employer							
	PHASE 1: Preparation for the practicum				1 Seek a practicum host, in accordance with instructions.	20	1.1 Prepared a list of at least three companies contacted for the practicum, indicating the selection criteria used. 1.2 Identified the company selected and the person responsible for the practicum, and provided confirmation of their commitment as trainees.	10 10	

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PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.1	Become familiar with the measures concerning health and safety, and learn how to prevent shoplifting.	Laws and regulations on occupational health and safety Responsibilities and commitments of sales personnel Ways of preventing shoplifting Demonstration of rules of professional ethics in the event of shoplifting						
2	B.2	Realize the importance of having a positive attitude towards work and communicating effectively during workplace training.	Integration of communication techniques acquired in Module 2 – Communicating in the Workplace						
2	B.3	Learn about the company's current rules and practices.	Structure and organization of the company Activities of the company Working conditions and relations Internal policies Etc.						
2	B.4	Learn about the characteristics of the products and services offered.	Reading of files on the products and services offered Consultation of pamphlets and brochures Study of main characteristics of products and services offered						

ANALYSIS AND PLANNING TABLES PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	B.5 Observe practices related to on-site sales, visual presentation and promotions.	Keeping and updating of a file of products or services Use and updating of customer records Preparation of a prospecting operation Preparation of sales activities Displays and promotion Participation in a meeting of the sales team according to the instructions of the practicum supervisor							
2	B.6 Describe how to keep a journal.	Information to record in the journal: - information on the company · name · address · postal code · telephone and fax number · practicum supervisor - information on their experience: · tasks carried out · working conditions · difficulties encountered · specific events · degree of satisfaction · etc.							
2	B.7 Keep a journal.	Keeping a journal in accordance with instructions provided by the teacher							

ANALYSIS AND PLANNING TABLES PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)										
COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
	PHASE 2: Participation in selling products or services				2 Note the information required in the journal.	10	2.1 Noted the information on the company and their practicum experience.	5		
					3 Demonstrate a professional attitude when carrying out tasks.	40	2.2 Noted the features of the company's products or services. 3.1 Cooperated in carrying out the tasks assigned. 3.2 Showed concern for applying rules of professional ethics. 3.3 Complied with the company's policies and requirements. 3.4 Adopted intrapreneurial behaviours during the practicum. 3.5 Showed concern for applying a total quality approach to each task carried out.	5 10 10 10 5 5		
2	C.1 List the attitudes to adopt when co- evaluating the practicum.	Attitudes - honesty - openness to positive and constructive criticism - open-mindedness, openness to change								

ANALYSIS AND PLANNING TABLES

PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)									
COMPETENCY		LEARNING			EVALUATION				
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St
2	C.2 Describe how to write the practicum report.	Practicum report: - presentation of the company - brief description of products and services offered - tasks and activities carried out - comparison between the initial views of the occupation and the actual workplace							
2	C.3 Prepare a report on the practicum.	Links between the practicum experience and their preferences, interests and aptitudes							
3	C.4 Present a short summary of the experience during a group discussion.	Discussion with the group of students on: - the practicum activities - the difficulties encountered - important achievements etc.							
	PHASE 3: Evaluation of the practicum				4 Draft a practicum report.	20	4.1 Presented a report describing: - the company (type of business) - the characteristics of the clientele - sales methods - promotional approach - after-sales service etc. 4.2 Presented in their report their analysis files of products or services. 4.3 Presented in their report a self-evaluation of the practicum.	10 5 5	

ANALYSIS AND PLANNING TABLES
PROFESSIONAL SALES (5696)

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COMPETENCY		LEARNING			EVALUATION					
Ph	Learning Focuses	Content	Activities [References]	Duration (%)	Performance/Participation Indicators	W _I	Criteria	W _C	St	
					5 Express an opinion on the practicum.	10	5.1 Shared their opinion of their practicum experience with the teacher and with the group of students.	10		

**PROFESSIONAL SALES
(5696)**

INFORMATION ON THE EVALUATIONS

EVALUATION FORMS

DEVELOPMENT TEAM

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Collaboration in Defining the Project

Jean Dussault
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English Version

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Direction de la production en langue anglaise

INTRODUCTION

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

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

Evaluation Forms

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

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

Error Tolerance

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

Duration of Examination

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

TABLE 1**SYNOPTIC TABLE**

Number of modules: 17
 Duration in hours: 900
 Credits: 60

PROFESSIONAL SALES
 Code: 5696

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

¹ 15 hours = 1 credit.

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

Dotted line indicates the end of a block.

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

PROFESSIONAL SALES (5696)

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

INFORMATION ON THE EVALUATION

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

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

PHASE 1: INFORMATION ON THE OCCUPATION

1 GATHER INFORMATION ON MOST OF THE TOPICS TO BE COVERED

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

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

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

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

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

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

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

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

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

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

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

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

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

6 DISCUSS THEIR CAREER CHOICE WITH THE TEACHER

Candidates are expected to participate actively in the discussion.

PARTICIPATION EVALUATION FORM

PROFESSIONAL SALES		Program code: 5696
1 - The Occupation and the Training Process		Module code: 948 112
Candidate's name: _____		
School: _____	Permanent code: _____	
Date of examination: _____	RESULT:	PASS FAIL
	<input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/>
Examiner's signature: _____		

PARTICIPATION INDICATORS	MARK YES NO
PHASE 1: INFORMATION ON THE OCCUPATION	
1 GATHER INFORMATION ON MOST OF THE TOPICS TO BE COVERED	
1.1 Produced relevant information on at least two of the following topics:	☐ ☐
- working environment (types of companies, products) - job prospects - salaries - promotion and transfer opportunities - candidate selection	
1.2 Produced relevant information on at least two of the following topics:	☐ ☐
- tasks - working conditions - evaluation criteria - rules of personal and professional ethics - rights and responsibilities of workers	
1.3 Produced relevant information on one of the following topics:	☐ ☐
- personal characteristics of an entrepreneur - requirements for being an entrepreneur	
2 ADEQUATELY EXPRESS THEIR VIEWS ON THE OCCUPATION DURING A GROUP DISCUSSION, RELATING THEM TO THE INFORMATION THEY HAVE GATHERED	
2.1 Presented at least one example of an advantage, disadvantage or requirement of the occupation	☐ ☐

PARTICIPATION INDICATORS		MARK YES NO	
PHASE 2: INFORMATION ON AND PARTICIPATION IN THE TRAINING PROCESS			
3	GIVE THEIR OPINIONS ON CERTAIN REQUIREMENTS FOR PRACTISING THE OCCUPATION		
3.1	Gave their opinion on the validity of at least two requirements of the occupation (skills, attitudes or knowledge), by basing their opinion on a relevant argument	☐	☐
4	PRESENT THEIR VIEWS ON THE TRAINING PROGRAM DURING A GROUP MEETING		
4.1	Gave their opinion on the relevance or usefulness of at least one of the elements of the training program, by basing their opinion on a relevant argument	☐	☐
PHASE 3: EVALUATION AND CONFIRMATION OF CAREER CHOICE			
5	WRITE A REPORT THAT: - SUMS UP THEIR PREFERENCES, INTERESTS AND APTITUDES - CLEARLY EXPLAINS HOW THEY ARRIVED AT THEIR CAREER CHOICE		
5.1	Included in their report at least three arguments relating their preferences, aptitudes and interests to certain aspects or requirements of the occupation	☐	☐
5.2	Presented in their report explanations for their career choice	☐	☐
6	DISCUSS THEIR CAREER CHOICE WITH THE TEACHER		
6.1	Participated actively in a discussion with the teacher on their career choice	☐	☐
Minimum performance standard: 7 YESes out of 9, including 1.1, 1.2, 2.1, 4.1 and 5.1			

Comments:

PROFESSIONAL SALES (5696)

948 124 – COMMUNICATING IN THE WORKPLACE (Module 2)

INFORMATION ON THE EVALUATION

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

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

PHASE 1: INFORMATION ON THE GENERAL PRINCIPLES OF COMMUNICATION

1 GATHER INFORMATION ON THE TOPICS TO BE COVERED

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

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

2 GATHER INFORMATION ON THE TOPICS TO BE COVERED

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

FOR PHASES 1 AND 2

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

PHASE 3: AWARENESS OF COMMUNICATION TECHNIQUES AND THE SELLING RELATIONSHIP

3 TAKE PART IN GROUP ACTIVITIES

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

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

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

PHASE 4: AWARENESS OF THE TECHNIQUES AND PRINCIPLES OF TEAMWORK

4 GATHER INFORMATION ON TEAMWORK

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

5 TAKE PART IN ROLE-PLAYS

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

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

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

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

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

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

PARTICIPATION EVALUATION FORM

PROFESSIONAL SALES	Program code: 5696
2 – Communicating in the Workplace	Module code: 948 124
Candidate's name: _____	
School: _____	Permanent code: _____
Date of examination: _____	RESULT: PASS FAIL
Examiner's signature: _____	

PARTICIPATION INDICATORS	MARK YES NO
PHASE 1: INFORMATION ON THE GENERAL PRINCIPLES OF COMMUNICATION 1 GATHER INFORMATION ON THE TOPICS TO BE COVERED 1.1 Presented the main, relevant information on at least two of the following topics: - communication process - forms of communication - advantages of effective communication	
PHASE 2: FAMILIARITY WITH THE DIFFERENT ASPECTS OF VERBAL AND NONVERBAL COMMUNICATION 2 GATHER INFORMATION ON THE TOPICS TO BE COVERED 2.1 Presented the main information on at least two of the following topics: - features of verbal communication - features and importance of nonverbal communication - assertive communication	
PHASE 3: AWARENESS OF COMMUNICATION TECHNIQUES AND THE SELLING RELATIONSHIP 3 TAKE PART IN GROUP ACTIVITIES 3.1 Participated in activities that allowed them to practise communication techniques adapted to a sales context	

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

Comments:

PROFESSIONAL SALES (5696)

948 133 – BUYING BEHAVIOUR (Module 3)

INFORMATION ON THE EVALUATION

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

1 LINKS BETWEEN THE CHARACTERISTICS AND BUYING BEHAVIOUR OF THE CUSTOMER

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

AND

1.2 Association of customer's buying behaviour with a characteristic

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

Example:

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

a) What sociocultural characteristic is indicated in the text?

Correction key: Accept either of these answers:

- doctor
- member of a tennis club

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

Correction key: Accept either of these answers:

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

Two other suggestions for learning situations:

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

IDENTIFY THE REASONS WHY CUSTOMERS BUY

2 CLASSIFICATION OF NEEDS

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

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

Example:

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

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

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

Correction key: c) the need for belonging and love

3 TECHNIQUES FOR IDENTIFYING NEEDS

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

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

Example:

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

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

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

Correction key: b)

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

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

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

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

Example:

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

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

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

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

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

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

Correction key:

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

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

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

PROFESSIONAL SALES (5696)

948 143 – TOTAL QUALITY APPROACH (Module 4)

INFORMATION ON THE EVALUATION

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

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

PHASE 1: AWARENESS OF TOTAL QUALITY

1 GATHER INFORMATION ON THE TOPICS TO BE COVERED

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

- principles of application
- conditions of application
- means used

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

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

2 DEMONSTRATE THE ATTITUDES AND BEHAVIOURS CONDUCIVE TO TOTAL QUALITY IN CUSTOMER SERVICE

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

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

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

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

PHASE 2: OBSERVATION AND PARTICIPATION IN THE TOTAL QUALITY APPROACH

3 TAKE PART IN ACTIVITIES TO ANALYZE THE DEGREE OF QUALITY ATTAINED IN VARIOUS COMPANIES

3.1 Identify the strengths and weaknesses of the companies chosen in terms of the total quality approach

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

Name of company	Management style	Strengths	Weaknesses

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

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

Example:

POINTS TO IMPROVE

Name of company: _____

Points to improve	Priority (1 to 5) (1 being the most important)	Objectives	Means selected

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

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

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

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

Candidates may use their personal notes taken during class.

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

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

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

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

PARTICIPATION EVALUATION FORM

PROFESSIONAL SALES	Program code: 5696
4 – Total Quality Approach	Module code: 948 143
Candidate's name: _____	
School: _____	Permanent code: _____
Date of examination: _____	RESULT: PASS FAIL
Examiner's signature: _____	

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

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

Comments:

PROFESSIONAL SALES (5696)

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

INFORMATION ON THE EVALUATION

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

Candidates will have the following at their disposal:

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

GATHER INFORMATION ON THE FEATURES OF A PRODUCT OR SERVICE

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

DESIGN PRESENTATION SCENARIOS

Candidates are expected to write a plan for their presentation.

MAKE A PRESENTATION ACCORDING TO A SPECIFIC SCENARIO

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

EVALUATE THE PRESENTATION

COMPLETED A SELF-EVALUATION FORM FOR THE PRESENTATION

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

APPENDIX 1

TECHNICAL SHEET FOR A PRODUCT

GENERAL INFORMATION
Name: _____
Brand: _____
Model: _____
Category: _____
Country of origin: _____

TECHNICAL FEATURES
Description: _____

Composition: _____
(method of manufacturing)
Maintenance: _____
Size: _____
(or other dimensions)
Operation: _____

BUSINESS FEATURES
Cost: _____
Warranty: _____
After-sales service: _____
Sales conditions: _____
Complementary products: _____

PSYCHOLOGICAL FEATURES
Advantages: _____
Corporate identity: _____
Strengths and points to improve in terms of the competition: _____

TECHNICAL SHEET FOR A SERVICE**GENERAL INFORMATION**

Name of company: _____

Service offered: _____

Location of company

Address: _____

Telephone: _____ Fax: _____

Person in charge: _____

TECHNICAL FEATURES

Description of service: _____

Products used, if applicable: _____

Business hours: _____

BUSINESS FEATURES

Cost: _____

Warranty _____

After-sales service: _____

Conditions of sale or contract: _____

Complementary products or services: _____

PSYCHOLOGICAL FEATURES

Advantages: _____

Corporate identity: _____

Strengths and points to improve in terms of the competition

Strengths: _____

Points to improve: _____

EVALUATION FORM

PROFESSIONAL SALES	Program code: 5696
5 – Presenting a Product or Service	Module code: 948 153
Candidate's name: _____	
School: _____	Permanent code: _____
Date of examination: _____	RESULT: PASS FAIL
Examiner's signature: _____	

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

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

Comments:

PROFESSIONAL SALES (5696)

948 168 – THE CONSULTATION PROCESS (Module 6)

INFORMATION ON THE EVALUATION

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

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

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

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

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

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

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

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

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

EVALUATION FORM

PROFESSIONAL SALES	Program code: 5696
6 – The Consultation Process	Module code: 948 168
Candidate's name: _____	
School: _____	Permanent code: _____
Date of examination: _____	RESULT: PASS FAIL ☐ ☐
Examiner's signature: _____	

OBSERVATION			RESULT

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

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

Comments:

PROFESSIONAL SALES (5696)

948 172 – TIME MANAGEMENT (Module 7)

INFORMATION ON THE EVALUATION

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

Suggested duration of examination: 2 hours

ANALYZE THE USE OF THEIR TIME

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

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

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

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

Five marks will be given for each learning situation.

2 DETERMINATION OF WAYS OF COUNTERING TIME-WASTING ACTIVITIES

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

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

Five marks will be given for each learning situation.

Example of a learning situation:

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

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

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

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

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

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

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

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

Examples of answers:

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

SET OBJECTIVES

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

3 FORMULATION OF OBJECTIVES

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

Five marks will be given for each objective.

4 QUALITY OF OBJECTIVES

The objectives formulated must be realistic and measurable.

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

Example of a learning situation:

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

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

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

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

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

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

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

Examples of answers:

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

PLAN ACTIVITIES

5 APPLICATION OF DELEGATION PROCESS

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

5.1 Correctly determine activities to be delegated

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

Example of a learning situation:

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

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

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

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

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

Example of an answer:

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

5.2 Clearly communicate instructions

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

Example of a memo:

Date: June 6, 20__

TO: Ms. Blais
FROM: Samantha Oliver

MEMO

Dear Ms. Blais,

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

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

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

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

Samantha Oliver

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

6 APPLICATION OF PLANNING PROCESS

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

Example of a learning situation:

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

The following is the list of activities:

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

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

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

Example of an answer

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

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

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

Suggestion of activities:

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

Minimum performance standard for the entire examination: 85 marks

EVALUATION FORM

PROFESSIONAL SALES		Program code: 5696
7 – Time Management		Module code: 948 172
Candidate's name: _____		
School: _____	Permanent code: _____	
Date of examination: _____	RESULT:	PASS <input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> FAIL <input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/>
Examiner's signature: _____		

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

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

Comments:

PROFESSIONAL SALES (5696)

948 184 – INTRODUCTION TO THE OCCUPATION (Module 8)

INFORMATION ON THE EVALUATION

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

PHASE 1: PREPARATION FOR THE PRACTICUM

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

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

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

The evaluation must take into account the following aspects:

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

PHASE 3: EVALUATION OF THEIR PRACTICUM EXPERIENCE

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

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

PARTICIPATION EVALUATION FORM

PROFESSIONAL SALES	Program code: 5696
8 – Introduction to the Occupation	Module code: 948 184
Candidate's name: _____	
School: _____	Permanent code: _____
Date of examination: _____	RESULT: PASS FAIL ☐ ☐
Examiner's signature: _____	

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

PARTICIPATION INDICATORS		MARK	
		YES	NO
3	TAKE PART IN SALES ACTIVITIES		
3.1	Carried out tasks in compliance with the company's policies - demonstrated availability, open-mindedness, flexibility and interest - was present, punctual and complied with working methods established in the company	☐	☐
3.2	Showed concern for applying rules of professional ethics - respect, attentiveness to others, dependability	☐	☐
3.3	Adopted intrapreneurial behaviours during the practicum - feeling of belonging, respect for others' property, initiative, etc.	☐	☐
3.4	Showed concern for applying the total quality approach to each task carried out	☐	☐
PHASE 3: EVALUATION OF THEIR PRACTICUM EXPERIENCE			
4	PREPARE A PRACTICUM REPORT		
4.1	Presented a report describing: - the company (type of business) - the characteristics of the clientele - sales methods - promotional approach - after-sales service	☐	☐
4.2	Presented in their report a self-evaluation of their practicum	☐	☐
5	EXPRESS AN OPINION ON THE PRACTICUM EXPERIENCE		
5.1	Expressed their view of the practicum experience with the teacher and class	☐	☐
Minimum performance standard: 8 YESes out of 10, including 1.2, 3.1, 3.2, 3.4, 4.1, 4.2 and 5.1			

Comments:

PROFESSIONAL SALES (5696)

948 192 – FINANCIAL OPERATIONS (Module 9)

INFORMATION ON THE EVALUATION

CALCULATE A SALES PRICE

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

PREPARE AN INVOICE AND DO THE NECESSARY CALCULATIONS

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

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

OPERATE A CASH REGISTER

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

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

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

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

APPLY A PROCEDURE FOR CLOSING THE CASH REGISTER

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

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

EVALUATION FORM

PROFESSIONAL SALES		Program code: 5696
9 – Financial Operations		Module code: 948 192
Candidate's name: _____		
School: _____	Permanent code: _____	
Date of examination: _____	RESULT:	PASS FAIL
	<input style="width: 30px; height: 20px;" type="checkbox"/>	<input style="width: 30px; height: 20px;" type="checkbox"/>
Examiner's signature: _____		

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

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

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

Comments:

PROFESSIONAL SALES (5696)

948 203 – MANAGING MERCHANDISE (Module 10)

INFORMATION ON THE EVALUATION

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

RECEIVE MERCHANDISE

1 CHECKING OF INFORMATION IN THE PURCHASE ORDERS AND RECEIVING SLIPS

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

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

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

Example:

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

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

PREPARE MERCHANDISE**2 PREPARATION OF PRICE TAGS**

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

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

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

3 OBSERVANCE OF SIGN POSTING REGULATIONS

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

TAKE INVENTORIES**4 OPENING OF INVENTORY RECORDS**

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

5 UPDATE OF INVENTORY RECORDS

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

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

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

7 PREPARATION OF PURCHASE ORDER

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

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

Candidates are expected to correctly complete the purchase order.

SHIP MERCHANDISE**8 PREPARATION OF SHIPPING ORDER**

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

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

Candidates are expected to correctly complete the shipping order.

EVALUATION FORM

PROFESSIONAL SALES		Program code:	5696
10 – Managing Merchandise		Module code:	948 203
Candidate's name: _____			
School: _____	Permanent code: _____		
Date of examination: _____	RESULT:	PASS	FAIL
		☐	☐
Examiner's signature: _____			

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

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

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

Comments:

PROFESSIONAL SALES (5696)

948 215 – COMPUTER TECHNOLOGY (Module 11)

INFORMATION ON THE EVALUATION

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

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

Candidates will have the following at their disposal:

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

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

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

PRODUCE DOCUMENTS USING WORD PROCESSING SOFTWARE

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

UPDATE INVENTORIES AND PREPARE INVOICES USING ACCOUNTING SOFTWARE

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

Candidates will be given the data saved during the inventory update and related to the field of sales (price, discounts, quantities, etc.). They will be required to save the data using the proper procedure and to produce two

invoices that accurately and thoroughly record the relevant information (client name and address, date, quantity, unit price, discounts, taxes, etc.), while respecting the method of payment (cash, personal cheque, credit card, etc.). Then, candidates will print the invoices.

CREATE TABLES USING AN ELECTRONIC SPREADSHEET

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

4.1 Enter or modify data according to instructions

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

Candidates will make modifications involving:

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

4.2 Produce accurate calculations

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

4.3 Present the documents requested

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

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

CREATE CUSTOMER RECORDS AND SUPPLIER RECORDS USING DATABASE SOFTWARE

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

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

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

5.1 Correctly update the file

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

5.2 Accurately enter the data to be modified

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

5.3 Extract the data according to selection criteria

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

5.4 Present the printed records or file

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

EVALUATION FORM

PROFESSIONAL SALES		Program code:	5696
11 – Computer Technology		Module code:	948 215
Candidate's name: _____			
School: _____		Permanent code: _____	
Date of examination: _____	RESULT:	PASS ☐	FAIL ☐
Examiner's signature: _____			

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

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

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

Comments:

PROFESSIONAL SALES (5696)

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

INFORMATION ON THE EVALUATION

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

ESTABLISH A PROMOTIONAL STRATEGY

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

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

Example:

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

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

PREPARE A DISPLAY

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

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

Example: Mother's Day

Stage 1

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

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

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

Stage 2

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

PREPARE AN ADVERTISING MESSAGE

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

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

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

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

EVALUATION FORM

PROFESSIONAL SALES		Program code: 5696
12 – Promoting a Product and a Service		Module code: 948 223
Candidate's name: _____		
School: _____	Permanent code: _____	
Date of examination: _____	RESULT:	PASS ☐ FAIL ☐
Examiner's signature: _____		

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

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

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

Comments:

PROFESSIONAL SALES (5696)

948 233 – TELEPHONE SALES (Module 13)

INFORMATION ON THE EVALUATION

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

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

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

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

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

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

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

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

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

EVALUATION FORM

PROFESSIONAL SALES

Program code: 5696

13 – Telephone Sales

Module code: 948 233

Candidate's name: _____

School: _____

Permanent code: _____

Date of examination: _____

RESULT:

PASS

FAIL

☐
☐

Examiner's signature: _____

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

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

Comments:

PROFESSIONAL SALES (5696)

948 242 – THE INTRAPRENEURIAL APPROACH (Module 14)

INFORMATION ON THE EVALUATION

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

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

PHASE 1: INFORMATION ON THE DEMONSTRATION OF INTRAPRENEURSHIP IN SALES

1 GATHER INFORMATION ON THE TOPICS TO BE COVERED

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

An example of a testimonial is provided in the appendix.

PHASE 2: EXPLORATION OF INTRAPRENEURIAL POTENTIAL

2 PROVIDE THE INFORMATION REQUESTED

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

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

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

4 SHARE THE CONTENT OF THEIR REPORT WITH THE CLASS

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

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

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

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

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

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

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

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

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

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

PARTICIPATION EVALUATION FORM

PROFESSIONAL SALES 14 – The Intrapreneurial Approach Candidate's name: _____ School: _____ Date of examination: _____ Examiner's signature: _____	Program code: 5696 Module code: 948 242 Permanent code: _____ RESULT: PASS FAIL ☐ ☐
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PARTICIPATION INDICATORS	MARK YES NO
PHASE 1: INFORMATION ON THE DEMONSTRATION OF INTRAPRENEURSHIP IN SALES 1 GATHER INFORMATION ON THE TOPICS TO BE COVERED 1.1 Presented the main information on the following topics: - the phenomenon of intrapreneurship in the sales sector - the personal qualities required for intrapreneurship 1.2 In the testimonial of an intrapreneur, identified: - at least two factors that contributed to the person's success - at least two obstacles that the person had to overcome - at least two methods that the person used to overcome these obstacles	☐ ☐ ☐ ☐
PHASE 2: EXPLORATION OF INTRAPRENEURIAL POTENTIAL 2 PROVIDE THE INFORMATION REQUESTED 2.1 Produced information on their personal and professional achievements by emphasizing their contribution 2.2 Gave an example of a situation in which they demonstrated one of the following aspects: - their capacity to adapt to change - their capacity to live with uncertainty - their capacity to manage stress - their capacity to take on responsibility	☐ ☐ ☐ ☐

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

Comments:

PROFESSIONAL SALES (5696)

948 253 – PROSPECTING (Module 15)

INFORMATION ON THE EVALUATION

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

Candidates will have the following at their disposal:

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

Suggested duration: 2 hours and 30 minutes

DEFINE THE SALES TERRITORY

1 DETERMINATION OF SECTORS WITH GOOD PROSPECTING POTENTIAL

1.1 Match product with characteristics of the sectors chosen

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

The teacher will prepare two learning situations.

Five marks will be given for each learning situation.

Example of a learning situation:

The following is a list of three products or services:

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

The following is a list of three sectors:

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

Match each product or service with the most appropriate sector.

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

2 ESTIMATE OF THE TIME REQUIRED FOR PROSPECTING

2.1 Realistically estimate the time required for prospecting

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

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

Example of a learning situation:

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

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

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

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

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

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

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

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

Five marks will be given for each learning situation.

TARGET POTENTIAL CUSTOMERS

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

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

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

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

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

Example of a learning situation for a service:

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

Customer 1:

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

Customer 2:

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

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

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

	Condition(s) met	Condition(s) unmet	Potential customer	
			YES	NO
Customer 1				
Customer 2				

Answer:

	Condition(s) met	Condition(s) unmet	Potential customer	
			YES	NO
Customer 1	Ability to pay Possibility of meeting	No immediate need (no need for renovations)		/
Customer 2	Immediate need Ability to pay Possibility of meeting		/	

BUILD UP A RECORD OF POTENTIAL CUSTOMERS

4 ENTRY OF DATA COLLECTED

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

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

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

- b) correctly record all the data selected

SELECT AN APPROACH TO BE USED WITH POTENTIAL CUSTOMERS

5 CHOICE OF TYPE OF PROSPECTING

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

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

Example of a learning situation:

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

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

Customer 1:

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

Customer 2:

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

Customer 3:

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

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

Answers:

Customer 1: indirect prospecting (by centre of influence)

Customer 2: direct prospecting

Customer 3: direct prospecting

5.2 Choose relevant prospecting methods

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

Example for customer 3:

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

ARRANGE APPOINTMENTS WITH POTENTIAL CUSTOMERS

6 QUALITY OF THE PROSPECTING LETTER

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

Example of a learning situation:

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

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

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

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

The features of the chair:

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

7 QUALITY OF THE TELEPHONE CALL

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

The scenario will include:

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

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

EVALUATION FORM FOR THE APPOINTMENT

PROFESSIONAL SALES	Program code:	5696
15 – Prospecting	Module code:	948 253
Candidate's name: _____		
School: _____	Permanent code: _____	
Date of examination: _____	RESULT:	PASS ☐ FAIL ☐
Examiner's signature: _____		

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

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

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

Comments:

PROFESSIONAL SALES (5696)

948 262 – JOB SEARCH TECHNIQUES (Module 16)

INFORMATION ON THE EVALUATION

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

PLAN A JOB SEARCH

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

Candidates are expected to present their résumé in printed form.

DRAFT A JOB APPLICATION LETTER

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

Candidates are expected to present their letter in printed form.

PREPARE AND UNDERGO A SELECTION INTERVIEW

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

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

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

EVALUATION FORM

PROFESSIONAL SALES		Program code:	5696
16 – Job Search Techniques		Module code:	948 262
Candidate's name: _____			
School: _____	Permanent code: _____		
Date of examination: _____	RESULT:	PASS	FAIL
		☐	☐
Examiner's signature: _____			

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

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

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

Comments:

PROFESSIONAL SALES (5696)

948 278 – ENTERING THE WORK FORCE (Module 17)

INFORMATION ON THE EVALUATION

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

PHASE 1: PREPARATION FOR THE PRACTICUM

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

PHASE 2: PARTICIPATION IN SELLING PRODUCTS OR SERVICES

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

The evaluation must take into account the following aspects:

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

PHASE 3: EVALUATION OF THE PRACTICUM

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

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

PARTICIPATION EVALUATION FORM

PROFESSIONAL SALES		Program code:	5696
17 – Entering the Work Force		Module code:	948 278
Candidate's name: _____			
School: _____	Permanent code: _____		
Date of examination: _____	RESULT:	PASS	FAIL
		☐	☐
Examiner's signature: _____			

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

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

Comments:
