

ADMINISTRATION,
COMMERCE AND
SECRETARIAL
STUDIES

**BILINGUAL HOTEL
RECEPTIONIST**

***PROGRAM OF STUDY
5587***

***PRELIMINARY VERSION
May 1993***

BILINGUAL HOTEL RECEPTIONIST

PROGRAM OF STUDY 5587

The *Bilingual Hotel Receptionist* program leads to the Secondary School Vocational Diploma (SSVD) and prepares the student to practise the occupation of

BILINGUAL HOTEL RECEPTIONIST

Direction générale de la formation professionnelle

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INTRODUCTION

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

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

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

The duration of the program is 645 hours, which includes 390 hours spent on the specific competencies required to practise the

trade or occupation and 255 hours on general competencies. The program of study is divided into 11 modules, which vary in length from 30 to 90 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

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

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

GLOSSARY

Program Training Goals

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

Competency

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

General Objectives

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

Operational Objectives

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

Module of a Program

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

Credit

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

PART I

1. SYNOPTIC TABLE

Number of modules: 11
 Duration in hours: 645
 Credits: 43

Bilingual Hotel Receptionist
 SESAME: 5587

SESAME	TITLE OF THE MODULE	HOURS	CREDITS *
945312	1. The Occupation and the Training Process	30	2
945364	2. Communication Skills	60	4
945322	3. Emergency Procedures	30	2
945333	4. Preparing for a Work Shift	45	3
945373	5. Handling a Cash Register	45	3
945386	6. French Communication Skills	90	6
945343	7. Promoting Tourism of the Region	45	3
945396	8. Using a Hotel Computer System	90	6
945356	9. Greeting Guests	90	6
945402	10. Job Search Techniques	30	2
945416	11. Entering the Work Force	90	6

* 15 hours = 1 credit

This program leads to a secondary school vocational diploma in Bilingual Hotel Receptionist.

2. PROGRAM TRAINING GOALS

The training goals of the *Bilingual Hotel Receptionist* program are based on the general goals of vocational education and take into account the specific nature of the trade or occupation. These goals are:

To develop effectiveness in the practice of an occupation.

- To teach students to perform tasks and activities correctly, at an acceptable level of competence for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
 - the use of English as the primary language of work
 - the use of French as a second language
 - the intellectual skills needed to make sound decisions on the job
 - a concern for communicating effectively with superiors, colleagues and guests
 - the skills required to establish sound guest relations
 - a concern for professional ethics and a sense of responsibility

To ensure integration into the working world.

- To familiarize students with the job market in general and the occupation of hotel receptionist in particular.

To foster the development of occupational knowledge.

- To foster independence and instill a sense of responsibility and initiative.
- To foster a concern for a high standard of service and hospitality.
- To help students acquire suitable and effective work methods and self-discipline.

To ensure job mobility.

- To help students develop a positive attitude toward technological change and new situations.
- To encourage further learning and research.
- To prepare students for a creative job search.
- To prepare students for work both within Canada and abroad.

3. COMPETENCIES

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

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

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

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

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

GRID OF LEARNING FOCUSES		FIRST-LEVEL OPERATIONAL OBJECTIVES	WORK PROCESS (major steps)							GENERAL COMPETENCIES (technology, personal development, etc.)						TOTALS			
			Organize their work	Greet guests	Provide guests with information	Perform administrative tasks	Process departures	End a work shift	Use communication skills appropriate to a hotel environment	Apply emergency procedures	Use French communication skills in the workplace	Promote tourism of the region	Use a hotel computer system	Use job search techniques	NUMBER OF OBJECTIVES	DURATION (IN HOURS)			
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)		DURATION (IN HOURS)														NUMBER OF OBJECTIVES	DURATION (IN HOURS)		
MODULES									2	3	6	7	8	10					
FIRST-LEVEL OPERATIONAL OBJECTIVES									S	B	B	B	B	B			6		
DURATION (IN HOURS)									60	30	90	45	90	30				345	
1	Determine their suitability for the occupation and the training process	S	30	▲		▲	▲	▲	▲	○	○	○	○		○				
4	Prepare for a work shift	B	45	▲	▲	▲	▲	▲	▲	●	○	○	○	○					
5	Handle a cash register	B	45	▲	▲	▲	▲	▲	▲	●	○	○	○	○					
9	Greet guests	B	90	▲	▲	▲	▲	▲	▲	●	●	●	●	●					
11	Enter the work force	S	90	▲	▲	▲	▲	▲	▲	●	○	○	○	○	●				
NUMBER OF OBJECTIVES		5															11		
DURATION (IN HOURS)			300															645	

B: Behavioural objective
S: Situational objective

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

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

4. GENERAL OBJECTIVES

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

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

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

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

- Use communication skills appropriate to a hotel environment.

To develop in the students the competencies required to perform the regular tasks of a bilingual hotel receptionist.

- Prepare for a work shift.
- Use a hotel computer system.
- Apply emergency procedures.
- Use French communication skills in the workplace.

To develop in the students the competencies required to perform the regular tasks of a bilingual hotel receptionist while being courteous and professional in dealings with guests.

- Handle a cash register.
- Greet guests.
- Promote tourism of the region.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

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

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

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

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

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

- learning involving prerequisite knowledge
- learning involving competencies

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

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

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

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

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

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

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

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

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

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

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

B. How to Read a Situational Objective

Situational objectives consist of six components:

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

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

SESAME: 945312

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

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

SPECIFICATIONS

At the end of this module, the students will:

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

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the job market in the hotel industry [i.e. potential work environments (categories and classes of establishments), job prospects, remuneration, opportunities for promotion and transfer, selection of candidates] through field trips, interviews, written material, etc.
- Learning about the nature and requirements of the occupation (tasks, working conditions, evaluation criteria, workers' rights and responsibilities, professional ethics) through field trips, interviews, written material, etc.
- Assessing the possibility of starting up a business or working freelance.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on and Participation in the Training Process

- Becoming familiar with the training plan: program of study, training process, evaluation methods, certification of studies.
- Discussing how the training program prepares them to become hotel receptionists.
- Sharing their initial reactions to the occupation and the training process.

PHASE 3: Synthesis

- Presenting, during a group meeting, the information gathered and discussing their views on the advantages, disadvantages and requirements of the occupation.
- Discussing the skills, aptitudes and knowledge required to practise the occupation.

PHASE 4: Evaluation and Confirmation of Career Choice

- Writing a report that:
 - describes their preferences, aptitudes and interests with respect to the occupation;
 - assesses their career choice by relating the various aspects and requirements of the occupation to their own preferences, aptitudes and interests;
 - explains why they choose to continue or not to continue the training process.

INSTRUCTIONAL GUIDELINES

The teacher should:

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

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

The students should:

PHASE 1:

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

PHASE 2:

- Study the documents provided.
- Listen attentively to explanations.
- Express their views on the training program at a group meeting.
- Clearly express their reactions.

PHASE 3:

- Give their opinions on some of the requirements that they will have to meet in order to practise the occupation.
- Express their views on the occupation at a group meeting, interrelating the information gathered.

PHASE 4:

- Write a report that:
 - sums up their preferences, aptitudes and interests;
 - clearly explains how they arrived at their career choice.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before undertaking the activities in each of the phases:

1. Be receptive to information about the occupation and the training process.

Before undertaking the activities of Phase 1:

2. Find the appropriate information.
3. Determine how to record and present facts.
4. Explain the meaning of "entry-level qualifications."
5. Explain the principal rules governing group discussions.

Before undertaking the activities of Phase 2:

6. Identify the skills, aptitudes and knowledge required for practising the occupation.
7. Describe the nature, purpose and content of a program of study.

Before undertaking the activities of Phase 3:

8. Be willing to share their views on the occupation with other members of the group.

Before undertaking the activities of Phase 4:

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

MODULE 2: COMMUNICATION SKILLS

SESAME: 945364

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **use communication skills appropriate to a hotel environment.**

SPECIFICATIONS

At the end of this module, the students will:

- Understand the communication skills required for teamwork.
- Be familiar with the basic principles of communicating with the various persons in a hotel environment.
- Apply communication rules and techniques to their dealings with guests, colleagues, employees and employers.
- Be aware of their strengths and weaknesses as communicators in a hotel environment.
- Develop communication skills corresponding to professional ethics.

LEARNING CONTEXT

PHASE 1: Awareness of Communication in a Hotel Environment

- Learning about the means of communication used by receptionists.
- Learning about guests' expectations with regard to communication.
- Understanding the impact of communication as well as the guests' impressions of the hotel.
- Understanding the specific expectations of employers with regard to employees' communication skills.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Awareness of the Basic Elements of Interpersonal Communication

- Learning about the process of interpersonal communication.
- Learning about the responsibilities of the speaker and listener when communicating.
- Understanding the difference between the rational and emotional nature of a message.
- Learning about the role of verbal and non-verbal communication.
- Understanding the main behavioural expressions when communicating.
- Understanding various levels of language.

PHASE 3: Application of Rules, Techniques and Methods of Communication in a Hotel Environment

- Using English terminology that is appropriate to the occupation.
- Observing the difference between affirmative and non-affirmative communication.
- Trying out the general rules of communication pertaining to dealings with guests: e.g. greeting guests, determining their needs, concluding the meeting.
- Trying out the rules of communication pertaining to various behaviours (passive, aggressive, manipulative) or situations (dealing with foreign guests, or guests who are arrogant or uncommunicative, saying NO to guests).
- Trying out the rules applicable to teamwork.
- Understanding how to avoid the build-up of frustration.

PHASE 4: Evaluation of Communication Skills in a Hotel Environment

- Assessing the skills developed during this module.
- Assessing their strengths and weaknesses in terms of their communication skills and their teamwork.
- Verifying their personal reactions in situations involving communication.
- Presenting the results of their evaluation by indicating what they plan on doing to improve.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust and openness.
- Suggest hypothetical situations that are representative of the workplace.
- Use role playing and simulation techniques frequently.
- Use demonstrations in front of the class frequently, and then have the students form groups of three so that each student can have a turn at playing the role of the guest, the employee and the observer.
- Encourage students to think about how they communicate.
- Encourage group discussion by using facilitation techniques.
- Encourage students to try out new behaviours.
- Help the students evaluate their communication skills and their ability to work as part of a team.

PARTICIPATION CRITERIA

The students should:

PHASE 1:

- Show an interest in the topics being dealt with during the various activities.

PHASE 2:

- Participate actively and seriously in the various activities.

PHASE 3:

- Be willing to try out the techniques, rules and methods suggested.
- Be willing to evaluate the way they communicate.
- Be willing to try working as part of a team.

PHASE 4:

- Make an effort to contribute positively to hypothetical situations.
- Participate in all activities.
- Assess the skills developed during the module as well as their strengths and weaknesses as communicators.
- Be willing to share their conclusions with other students.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before undertaking the activities of Phase 1:

1. Become familiar with the skill to be developed and the suggested learning process.
2. Be receptive to the topics discussed during the module.
3. Participate in group discussions and share their views with others.

Before undertaking the activities of Phase 2:

4. Describe the characteristics of constructive criticism.

MODULE 3: EMERGENCY PROCEDURES

SESAME: 945322

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on a case study
- Using questionnaires
- Using a hotel floor plan
- With a person specialized in first-aid treatment

GENERAL PERFORMANCE CRITERIA

- Knowledge of the receptionist's role in an emergency situation according to hotel policies and regulations
- Observance of instructions
- Correct sequence of steps in order of priority
- Appropriate choice of treatment and timing

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Explain the causes of the various types of accidents and disasters that can occur in the workplace. | <ul style="list-style-type: none"> - Accurate explanation of the various types of accidents and disasters - Identification of common and uncommon causes |
| B. Determine the different behaviours to be adopted in emergency situations. | <ul style="list-style-type: none"> - Appropriate matching of behaviours to be adopted - Identification of the responsibilities of the persons involved |
| C. Establish emergency procedures. | <ul style="list-style-type: none"> - Appropriate procedures regarding: <ul style="list-style-type: none"> • fire • theft • security • death • bomb threats |
| D. Explain the laws, regulations and policies governing the hotel industry. | <ul style="list-style-type: none"> - Accurate explanation of laws, regulations and policies such as: <ul style="list-style-type: none"> • <i>Hotels Act</i> • <i>Civil Code</i> • <i>Criminal Code</i> • <i>Charter of human rights and freedoms</i> |
| E. Administer first aid. | <ul style="list-style-type: none"> - Appropriate treatment selected depending on the age and condition of the person requiring attention - Correct application of the treatment selected - Appropriate justification for each type of first-aid treatment |

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to explain the causes of the various types of accidents and disasters that can occur in the workplace (A):

1. Describe the tasks of each person involved.
2. List the organizations offering first-aid training.

Before learning how to determine the different behaviours to be adopted in emergency situations (B):

3. Describe a receptionist's role in an emergency situation.

Before learning how to administer first aid (E):

4. Define first aid, its goals and the legal implications associated with it.
5. Describe the main items in a first-aid kit.

MODULE 4: PREPARING FOR A WORK SHIFT

SESAME: 945333

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare for a work shift** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on realistic case studies and hypothetical situations, including guest files of varying complexity: individuals, groups, business persons
- Using forms for taking messages and sending mail
- Using telecommunications equipment
- Using appropriate material, such as a log book, invoices, reports, mail, keys
- Based on a manual system
- Without using reference material

GENERAL PERFORMANCE CRITERIA

- Correct application of hotel policies and regulations
- Observance of professional ethics
- Observance of deadlines
- Concern for precision
- Appropriate setting of priorities

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

A. Organize their work.

B. Prepare the daily guest register.

**SPECIFIC PERFORMANCE
CRITERIA**

- Check the log book:
 - thorough reading of information
 - accurate identification of activities to be carried out (establishing priorities and coordinating activities)
 - accurate identification of problems to be resolved
- Thorough gathering of verbal information

- Correct registration procedures
- Accurate verification of:
 - no-shows
 - late arrivals
 - departures
 - walk-ins
 - individual and group reservations
- Accurate determination of room status
- Correct recording of room charges on guest accounts
- Correct preparation of keys:
 - storage
 - verification

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

C. Forward information to other hotel personnel.

D. Perform administrative tasks.

**SPECIFIC PERFORMANCE
CRITERIA**

- Clear, accurate information forwarded to:
 - general manager
 - restaurant manager
 - auditor
 - maintenance personnel
 - housekeeper
 - concierge
- Use of appropriate means of communication, such as telecommunications equipment and message forms

- Correct application of procedures for receiving and distributing mail
- Orderly classification of documents
- Accurate preparation of room assignment lists

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to organize their work (A) and prepare the daily guest register (B):

1. Become familiar with the forms related to the job.
2. Be aware of the importance of efficient time management.
3. Describe the hotel's organizational structure.

Before learning how to forward information to other hotel personnel (C) and perform administrative tasks (D):

4. Identify the hotel's suppliers of goods and services.
5. Define the roles of each person in a work team.
6. Differentiate between the concepts of cooperation and competition in teamwork.

MODULE 5: HANDLING A CASH REGISTER

SESAME: 945373

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **handle a cash register** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on instructions and hypothetical situations pertaining to a small hotel
- Using:
 - folios
 - the required source documents
 - invoices
 - cash bank (\$200 of play money)
 - deposit slips
 - deposit envelopes
 - credit card receipts
- Without using reference material

GENERAL PERFORMANCE CRITERIA

- Use of appropriate work method
- Use of appropriate source documents
- Accurate recording of data
- Observance of time constraints when sending forms and reports to the various services
- Concern for precision: legibility of data recorded
- Correct preparation of cash register for the next work shift

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Open the cash register.

- Observance of rules for using documents
- Appropriate verification of material and equipment
- Verification of cash balance

B. Calculate a guest's statement of account.

- Accurate recording of charges pertaining to:
 - the room
 - additional services
 - GST and QST
- Observance of procedures regarding the method of payment:
 - cash
 - other than cash
 - credit
 - advance deposit
- Thorough verification of invoice:
 - correct information: name, figures, etc.
 - inclusion of all pertinent information
 - application of regular verification formula

C. Process payment of a guest's account.

- Correct processing of payment:
 - cash
 - credit card
 - cheque
- Demonstration of courteousness:
 - discretion
 - understanding attitude in the event of a problem

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

D. Calculate foreign currency exchange.

E. Balance the cash register.

SPECIFIC PERFORMANCE CRITERIA

- Precise calculations
- Correct application of formula
- Correct verification of exchange rate
- Validation of source documents

- Correct verification of balance:
 - application of security measures and of an appropriate method of controlling cash receipts and disbursements
- Accurate verification of transactions:
 - identification of common errors pertaining to foreign currency exchange, disbursement of corresponding amounts, figures
 - correction of errors using the appropriate formula and taking into consideration hotel rules
- Correct preparation of:
 - cash register report
 - deposit slip

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to open the cash register (A):

1. Describe hotel policies and rules pertaining to the handling of cash.
2. Identify the material and equipment required for transactions involving invoicing and receipts.

Before learning how to calculate a guest's statement of account (B):

3. Recall the four fundamental operations of arithmetic.
4. Calculate percentages.
5. Describe the basic accounting principles applicable to guest accounts.
6. Identify the hotel's various points of sale.

MODULE 6: FRENCH COMMUNICATION SKILLS

SESAME: 945386

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use French communication skills in the workplace** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on realistic hypothetical situations
- Using forms for taking messages, pamphlets, etc.
- Using telecommunications equipment

GENERAL PERFORMANCE CRITERIA

- Observance of French grammar rules
- Appropriate terminology
- Use of correct expressions and linguistic forms
- Relevant remarks
- Clarity of French diction

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Answer the telephone in French.

- Correct interpretation of purpose of call
- Limited amount of hesitation
- Use of common expressions
- Use of polite phrases

B. Write messages in French.

- Appropriate choice of words and expressions
- Correct spelling
- Appropriate level of message:
 - easily understood
 - professional
- Inclusion of all elements of the message

C. Offer additional services in French.

- Use of terminology specific to various hotel services
- Correct interpretation of request
- Use of common expressions
- Ease of conversation

D. Resolve problems in French:

- on the telephone;
- in person.

- Correct interpretation of problem
- Appropriate phrases
- Establishment of a climate of trust
- Suggestion of appropriate solutions

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to answer the telephone in French (A):

1. Use the communications system.
2. Describe the method and behaviours suitable for various types of telephone communication.
3. Use the telephone book and information centres effectively.
4. Describe telephone etiquette.
5. List the skills that are important when communicating.
6. Identify the various ways of greeting the person calling.

Before learning how to write messages in French (B):

7. Identify the information to be written on a telephone message form.

MODULE 7: PROMOTING TOURISM OF THE REGION

SESAME: 945343

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **promote tourism of the region** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using brochures, pamphlets, maps, lists of recreation centres and restaurants
- Based on hypothetical situations in English and French

GENERAL PERFORMANCE CRITERIA

- Appropriate use of English and French
- Appropriate information presented to guests
- Clarity of speech and written communication
- Thorough, clear explanations
- Courteous manner

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Interpret maps and documents related to the tourism industry.

- Accurate interpretation of directions and scales
- Quick calculation of distances
- Correct identification of possible routes

B. Locate the main tourist attractions.

- Specific location of attractions on a road map:
 - cities
 - mountains
 - lakes
 - tours
 - etc.
- Use of appropriate maps
- Selection of appropriate routes (corresponding to request)
- Reference to appropriate landmarks
- Correct directions and use of scales

C. Inform guests of the region's tourist services.

- Appropriate answer to request
- Appropriate selection of services to be promoted
- Accurate information regarding:
 - sporting activities in the region
 - cultural and social activities
- Correct use of a calendar of local events
- Accurate information regarding location of sites, duration and cost of events

D. Summarize the historical highlights of the province and region.

- Dynamic, original and interesting oral presentation
- Precise, short presentation

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to locate the main tourist attractions (B):

1. Identify the available sources of information.
2. Develop the habit of keeping up-to-date on the region's tourist attractions.

MODULE 8: USING A HOTEL COMPUTER SYSTEM

SESAME: 945396

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Following instructions
- Based on hypothetical situations
- Using source documents
- Using a computer, integrated hotel software and printers
- Without reference material

GENERAL PERFORMANCE CRITERIA

- Observance of hotel procedures
- Observance of deadlines
- Observance of instructions
- Correct spelling and calculations
- Correct use of computer equipment and material
- Correct use of software functions
- Observance of proper sequence of operations

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Set up a work session.

- Observance of procedures for:
 - turning on the computer and peripherals
 - calling up the network's operating system
 - calling up software
 - using various menus of the software
 - personalizing a work session
 - exiting the software
 - making back-up copies
 - turning off the computer and peripherals

B. Retrieve and modify data:

- reservations;
- cash receipts;
- invoicing;
- verification.

- Appropriate selection of menus and functions (English and French)
- Updated, complete information
- Accurate information
- Inclusion of all relevant data
- Correct use of hotel codes (English and French)
- Consideration of various rates
- Verification of room availability
- Correct modification of data
- Correct printing of a guest's statement of account and registration card
- Verification and recording of data on schedule
- Closing of reservation (manual and computerized)
- Orderly filing of reservation cards

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

C. Finalize a work session.

**SPECIFIC PERFORMANCE
CRITERIA**

- Production of all reports pertaining to the work session
- Thorough recording of all data pertaining to the work session
- Appropriate compilation and accurate addition of all source documents
- Appropriate modifications to incorrect accounts

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to set up a work session (A):

1. Identify the various components and peripherals of a computer.
2. Identify the various features of the operating system of a computer and a local network.
3. Recognize the impact of an integrated hotel software program on hotel operations.
4. Define the main terms and codes used in a computerized hotel environment.
5. Describe the common features of the various types of hotel software.
6. Recognize the importance of ethics when using hotel software.

Before learning how to retrieve and modify data (B):

7. Interpret the basic principles of accounting.
8. Identify the various forms and source documents used.
9. Recognize the importance of records management.

MODULE 9: GREETING GUESTS

SESAME: 945356

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on hypothetical situations in English and French representing actual cases of telephone calls and face-to-face meetings
- Using appropriate material and equipment:
 - telephone communications equipment
 - cardex system
 - computer

GENERAL PERFORMANCE CRITERIA

- Observance of hotel procedures
- Correct use of English and French
- Use of appropriate communication skills
- Courteous, efficient manner

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Describe the different types of hotel guests.

- Identification of the specific needs of guests
- Identification of specific cultural considerations

B. Make and cancel room reservations.

- Correct procedure for assigning rooms to guests:
 - with reservations
 - without reservations
 - with a group
- Correct identification of the types of rooms available for reservation:
 - single, double
 - suite
 - with kitchenette
 - chalet, etc.
- Good listening skills:
 - taking into consideration guests' needs
 - respecting cultural differences

C. Prepare for arrivals.

- Appropriate room assignment based on guests' specifications
- Observance of welcoming procedures
- Correct use of communications system

D. Process a guest's registration.

- Accurate information taking into account hotel policy
- Appropriate method of payment
- Thorough, accurate recording of data
- Correct use of computer equipment or cash register
- Correct use of hotel codes

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

E. Provide guests with information.

- Proper handling of telephone, mail and visitors
- Clear, precise explanation of:
 - the hotel floor plan
 - services
 - activities
 - others
- Answers adapted to the nature of the information requested
- Appropriate selection of products and services to be promoted
- Appropriate screening of calls for personnel and guests according to guidelines
- Discreet manner

F. Carry out additional activities.

- Continuous update of room status reports
- Regular follow-up of operations with other hotel services
- Appropriate solution to guest complaints

G. Prepare departures.

- Accurate verification of departure date
- Accurate information pertaining to:
 - the billing of room charges and additional services
 - payment by cash, credit card, cheque
 - guest satisfaction

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

H. End a work shift.

**SPECIFIC PERFORMANCE
CRITERIA**

- Conclusion of operations with other hotel services
- Accurate verification of occupancy
- Correct use of an efficient filing system
- Clear, precise recording of events that occurred during the shift in the log book

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to describe the different types of hotel guests (A):

1. Recognize the importance of a receptionist's role in a hotel.
2. Develop a positive, professional attitude.

Before learning how to provide guests with information (E):

3. Describe the information to be given concerning the hotel.
4. Use the communications system.
5. Describe the methods and behaviours appropriate to various types of telephone communication.
6. Describe telephone etiquette.
7. Define the main vocabulary used during telephone conversations.

Before learning how to end a work shift (H):

8. Describe the main parts and characteristics of a report written in the hotel industry.

MODULE 10: JOB SEARCH TECHNIQUES

SESAME: 945402

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use job search techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Based on existing or prospective jobs in the hotel industry
- Based on hypothetical situations, such as finding out about an employment opportunity and simulating an interview with an employer
- Using appropriate reference material

GENERAL PERFORMANCE CRITERIA

- Coherent and realistic job search plan
- Observance of English writing rules
- Observance of layout rules for written material

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Prepare a résumé.

- Clear, neat presentation
- Complete information regarding:
 - work experience
 - education
 - qualifications and abilities
 - personal information
 - other relevant information

B. Prepare a job search plan.

- Accurate list of:
 - prospective jobs
 - employers in the field
- Relevant steps involved in the job search plan

C. Prepare a letter of introduction.

- Text relevant to the job applied for
- Observance of rules for writing a letter of introduction:
 - letter address
 - introduction
 - proposal
 - conclusion

D. Undergo a job interview.

- Observance of interview protocol
- Relevant answers and remarks

E. Explain the steps involved in an effective follow-up.

- Accurate, thorough explanation

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before learning how to prepare a résumé (A):

1. Describe the elements involved in a self-assessment profile.
2. Describe their experience in terms of life, education and work.
3. Specify the knowledge and skills acquired through this experience.
4. Identify their personality traits.
5. Write their self-assessment profile.

Before learning how to prepare a job search plan (B):

6. Define the attitudes to adopt when looking for a job.
7. Explain to what extent the constraints and potential of the job market can influence a job search plan.

Before learning how to prepare a letter of introduction (C):

8. Describe the requirements of the job being applied for.
9. Compare these requirements to the strengths and weaknesses identified in their self-assessment profile.

Before learning how to undergo a job interview (D):

10. Recognize the importance of their attitude toward an employer during an interview.
11. Prepare for an interview.

MODULE 11: ENTERING THE WORK FORCE

SESAME: 945416

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

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

SPECIFICATIONS

During this module, the students will:

- Become familiar with their role in a hotel.
- Carry out activities related to the occupation.
- Become familiar with how their views may change as a result of a practicum.

LEARNING CONTEXT

PHASE 1: Collecting Information on the Practicum

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

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

- Observing the activities involved in a practicum.
- Participating in and carrying out various tasks.
- Verifying if the practicum supervisor is satisfied with the activities carried out.
- Maintaining a personal journal that lists observations pertaining to the workplace and the tasks carried out in a hotel environment.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

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

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

INSTRUCTIONAL GUIDELINES

The teacher should:

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

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

The students should:

PHASE 1:

- Collect information on the practicum and on the organizational structure of the host establishment.
- Describe what is expected of a student-trainee.

PHASE 2:

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

PHASE 3:

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

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

Before undertaking the activities of Phase 1:

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

Before undertaking the activities of Phase 2:

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