

Vocational Training Program

5821

Professional Sales

Training Sector

1

Administration,
Commerce and
Computer Technology

Québec 

Vocational Training Program

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Professional Sales

Training Sector

1

Administration,
Commerce and
Computer Technology

Formation professionnelle et technique
et formation continue

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Introduction to the Program

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

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

According to the Education Act¹, “every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services.” For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

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

Program Components

Program Goals

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

Educational Aims

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

Competency

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

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

1. Behavioural Competency

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

¹ Education Act, R.S.Q., c. I-13.3, ss 461

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

2. Situational Competency

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

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

Competency-Related Knowledge and Know-How

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

Duration

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

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

Credit

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

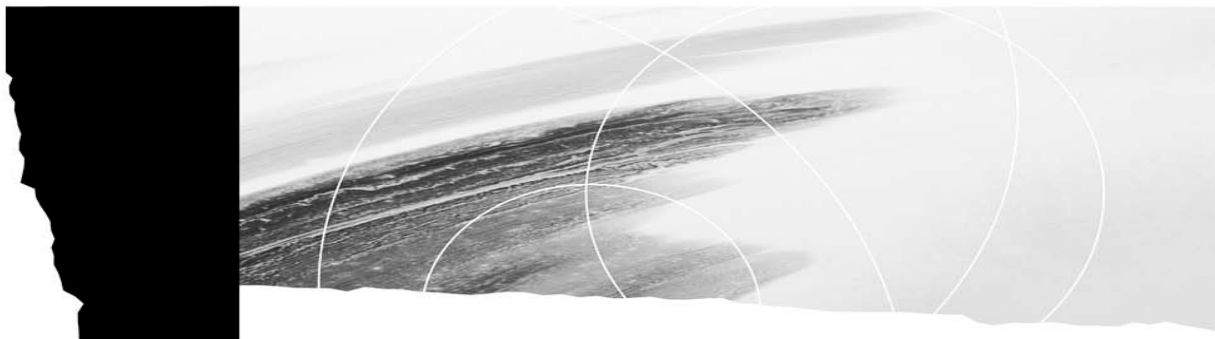
Aspects of Program Implementation

Program-Based Approach

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

Competency-Based Approach

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



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Professional Sales

Year of approval: 2008

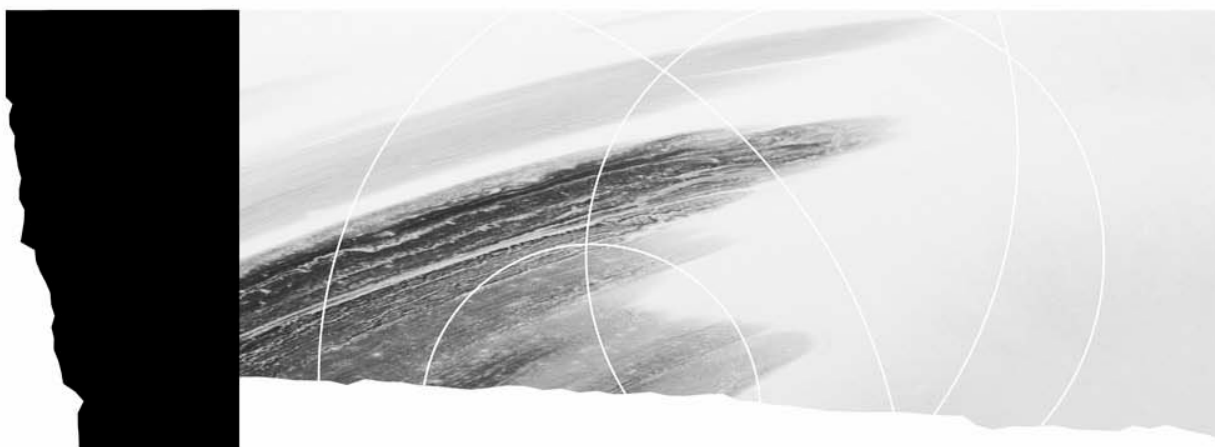
Certification:	Diploma of Vocational Studies
Number of credits:	60 credits
Number of competencies:	17 competencies
Total duration:	900 hours

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

- Persons holding a Secondary School Diploma or its recognized equivalent.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary IV credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or have been granted recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program and have the following functional prerequisites: the successful completion of the General Development Test and the course ENG-1101-4, or recognition of equivalent learning.
- OR
- Persons having earned Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister and who will continue their general education courses concurrently with their vocational training in order to obtain the credits they are missing among the following: Secondary IV language of instruction, second language and mathematics in the programs of study established by the Minister.

The duration of the program is 900 hours, which includes 435 hours spent on the specific competencies required to practise the trade or occupation and 465 hours on general, work-related competencies. The program of study is divided into 17 competencies which vary in length from 15 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
Occupation and Training	948422	1	30	2
Professional Relationships	948436	2	90	6
Consumer Behaviour	948443	3	45	3
Customer Service	948452	4	30	2
Sales	948468	5	120	8
Sales-Related Transactions	948473	6	45	3
Time Management	948481	7	15	1
Job Search	948492	8	30	2
Introduction to the Occupation	948504	9	60	4
Laws and Regulations	948512	10	30	2
After-Sales Service	948522	11	30	2
Second Language	948534	12	60	4
Products and Services	948543	13	45	3
Stock Management	948554	14	60	4
Visual Merchandising	948563	15	45	3
Marketing and Sales	948573	16	45	3
Workplace Integration	948588	17	120	8



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Professional Sales* program prepares students to practise the occupation of retail sales consultant.

Sales consultants work in retail establishments, selling a range of products and services, such as furniture, household appliances, electronic equipment, clothing, horticultural products and automobiles. They work directly with consumers to determine their needs and provide appropriate advice regarding the products and services that may meet these needs.

The aim of a sales consultant's work is therefore not just to sell products or services, but to offer solutions that correspond to their customers' needs, to provide advice, establish a climate of trust and build customer loyalty by offering personalized service that meets customer expectations. In addition to consulting and sales-related tasks, sales consultants may also manage and display in-store merchandise and provide after-sales service.

Sales consultants are employed in various types of retail establishments such as chain stores, specialty stores, department stores, independent and discount stores, and big-box stores. They generally work 35 to 40 hours a week on a full-time basis, and 15 to 20 hours a week on a part-time basis. However, their working hours may increase considerably during peak seasons.

In retail trade, work schedules may vary depending on the type of product sold. In most cases, stores are open every day including Sundays. Since 2004, many retail stores have extended their business hours in order to accommodate customers. Furthermore, each sector has peak seasons that vary depending on the type of product sold.

According to specialists, most sales consultants earn a base salary that may be supplemented by commissions or bonuses, which may be paid out on an annual, monthly or other basis and vary from one company to another, depending on the sales objectives achieved.

Sales consultants who perform well are promoted quickly. For this reason, sales are often seen as a stepping stone to a career in retail trade.

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

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market;
 - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
 - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and ability to learn, and acquire effective work methods
 - to help students understand the principles the techniques and the technology in the trade or occupation

- to help students develop self-expression, creativity, initiative and entrepreneurial spirit
- to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote students job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

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

- a concern for integrity and company loyalty
- versatility in the practice of the occupation
- an interest in career advancement
- a professional attitude

Statements of the Competencies

List of Competencies

- Determine their suitability for the occupation and the training process.
- Establish professional relationships in the workplace.
- Interpret consumer behaviour.
- Provide customer service.
- Sell products and services.
- Perform sales-related transactions.
- Manage their time at work.
- Use job search techniques.
- Begin acquiring professional sales experience.
- Become familiar with the laws and regulations governing professional sales.
- Provide after-sales service.
- Perform sales-related activities in French (as a second language).
- Keep their knowledge of products and services up to date.
- Perform stock management activities.
- Perform visual merchandising activities.
- Make connections between marketing strategies and sales of products and services.
- Integrate into the workplace.

Grid of Competencies

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

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. The symbol (△) indicates a correlation between a specific competency and a step in the work process. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

Harmonization

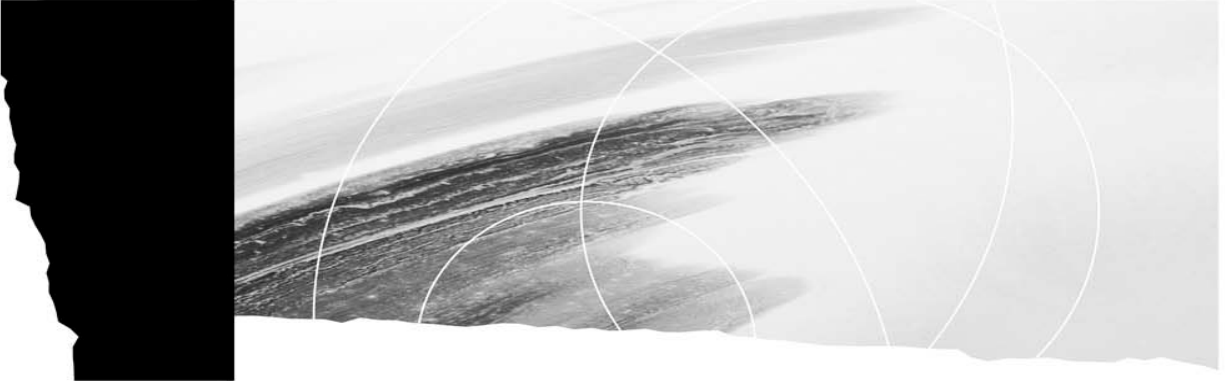
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior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

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

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

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

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



Part II

Program Competencies

Competency 1 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Determine their suitability for the occupation and the training process.

Elements of the Competency

- Be familiar with the reality of the occupation.
- Understand the program of study and training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the job market in the sales sector: types of companies and categories of products and services, employment status and work schedules, remuneration, etc.
- Learning about possible career paths: different sales-related profiles, job prospects, promotion and transfer opportunities, etc.
- Learning about the nature and requirements of the occupation: tasks, working conditions, rules of personal and professional ethics, evaluation criteria, physical requirements and stress factors, etc.
- Learning about the program of study and training process: competencies to develop, program duration, evaluation methods, etc.

Participation Phase

- Listing the skills, aptitudes, qualities, attitudes and knowledge required in professional sales.
- Meeting retail sales professionals (sales consultants, managers, supervisors, etc.).
- Discussing the information gathered and their perception of the occupation (advantages, disadvantages and requirements) and comparing the program of study with the reality of the occupation.
- Searching for ways to increase their chances of success at school and entry into the job market.

Synthesis Phase

- Taking stock of their aptitudes, preferences, interpersonal skills, attitudes and limitations.
- Assessing their career choice by comparing various aspects and requirements of the occupation with their own profile.
- Specifying their preference for a particular type of business and category of products or services.

Instructional Guidelines

- Create a climate that promotes the student's personal growth and entry into the job market.
- Encourage the students to engage in discussions and share their points of view.
- Motivate the students to take part in the suggested activities.
- Help the students develop an accurate perception of the occupation.
- Provide the students with the support they need to make observations.
- Help the students meet sales professionals and graduates of the program.
- Ensure that all relevant reference documents are available.

Participation Criteria**Information Phase**

- Gather information on most of the topics covered.
- Use the Internet to gather information on the occupation.

Participation Phase

- Give their opinions on the requirements of the occupation.
- Listen to and respect the views of their colleagues.
- Take steps to meet with and observe a sales professional in the workplace.

Synthesis Phase

- Write a report that summarizes their preferences, interests, aptitudes and limitations and explains how they arrived at their career choice, given the characteristics of the occupation.
- Discuss their career choice and training process with the teacher.

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- | | |
|--|---|
| • Be receptive to information about the occupation and training process. | Conditions for receptiveness: favourable climate, interest, concentration, physical and mental well-being |
| • Distinguish different sales-related occupational profiles. | Sales consultant, sales clerk, specialized salesperson, associate salesperson, etc. |
| • Use a Web browser. | Selection of a commonly used application
Basic functions of the application |
| • Use a search engine. | Simple searches |

- Locate relevant information.
 - Information from reference works, meetings or Web sites
 - Importance of information source
 - Determination of the type of information sought and sources available
 - Preparation for sorting information
- Use a note-taking method.
 - Selection of information to record, common abbreviations, organization of information: summaries, tables, etc.

Participation Phase

- Organize and present information.
 - Summary of information, importance of using appropriate terminology
- Be willing to share their views on the occupation with other members of the group.
 - Advantages of sharing their point of view and of listening to that of others
- Follow the rules governing group discussions.
 - Active participation, active listening, waiting for one's turn, staying on topic, paying attention to others, accepting diverging points of view

Synthesis Phase

- Explain the reasons for their career choice.
 - Explanation of their views of the occupation, their personal resources and their situation with respect to their career path
- Accept constructive criticism.
 - Development of an open attitude
- Identify the main elements of a report confirming their career choice.
 - Summary of their preferences, aptitudes and interests
 - Summary of the requirements for practising the occupation
 - Comparison between their preferences, aptitudes and interests and the requirements of the occupation
 - Short conclusion explaining their career choice

Competency 2 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Establish professional relationships in the workplace.

Achievement Context

- While communicating with customers, coworkers and superiors
- In situations involving the sale of products and services in a retail establishment
- Using:
 - word processing software
 - e-mail software

Elements of the Competency

1. Communicate orally in a retail sales establishment.

Performance Criteria

- Adoption of a dynamic attitude that promotes communication
- Personal communication style correctly adapted to the listener
- Accurate interpretation of verbal and nonverbal messages
- Establishment of a climate of trust
- Demonstration of active listening and observation skills
- Respect for the confidentiality of information

2. Work in a team.

- Effective application of work rules in a self-directed team
- Consideration of factors affecting group dynamics
- Adoption of a cooperative attitude
- Appropriate resolution of problems encountered
- Clear formulation of personal opinions
- Respect for the opinions and ideas of team members

3. Write correspondence.

- Appropriate use of word processing and e-mail software
- Proper use of spell checker
- Correct application of basic grammar and spelling rules
- Proper adaptation of the message to the recipient
- Consultation of relevant reference materials

4. Assess their ability to establish professional relationships.

- Demonstration of openness to criticism
- Objective assessment of personal strengths and weaknesses
- Determination of realistic ways of improving their relationships

For the competency as a whole:

- Effective, harmonious communication with customers and team members
- Judicious use of communication techniques and principles
- Respect for different personality types

Suggestions for Competency-Related Knowledge and Know-How

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

1. Communicate orally in a retail sales establishment.

- | | |
|---|---|
| • Apply the communication process. | Sender, receiver, message, feedback, etc. |
| • Identify barriers to communication. | Environmental, cultural and personal factors
Ways of overcoming barriers |
| • Distinguish among various communication styles. | Characteristics of various styles: analytical, driver relater, expresser, etc.
Styles to adopt |
| • Use communication techniques. | Paraphrasing, active listening, observation, etc. |
| • Adapt their communication style to the recipient. | Adapting tone, delivery, level of language, etc.
Factors to consider: recipient's position, age, communication style, etc.
Policies specific to certain establishments
Terms, expressions and level of language to avoid |
| • Interpret nonverbal language. | Meaning of nonverbal behaviours
Reading cues for anticipating the recipient's reactions
Impact on communication |
| • Adopt an attitude that fosters communication. | Importance of respect for others and individual differences
Importance of an open mind
Verbal and nonverbal language
Interpersonal distance to be maintained |

<ul style="list-style-type: none"> • Recognize confidential information. 	<p>Information about the company, customers or coworkers Purpose of privacy form Policies specific to certain establishments</p>
2. Work in a team.	
<ul style="list-style-type: none"> • Analyze the basic elements of group dynamics. 	<p>Relations between members Role of each member Goals shared by members Rules of practice</p>
<ul style="list-style-type: none"> • Analyze the factors influencing group dynamics. 	<p>Commitment, leadership style, decision-making, cooperation, competition, etc.</p>
<ul style="list-style-type: none"> • Identify the factors that foster cooperation. 	<p>Clarification of each team member's role Interpersonal skills (listening, empathy) Positive attitude of each member</p>
<ul style="list-style-type: none"> • Identify the attitudes and behaviours likely to create a negative atmosphere. 	<p>Hostility among members, loaded emotional climate, etc. Ways of improving the atmosphere</p>
3. Write correspondence.	
<ul style="list-style-type: none"> • Identify the types of written communication used in a retail establishment. 	<p>E-mail, invitations, etc.</p>
<ul style="list-style-type: none"> • Use the basic functions of a word-processing program. 	<p>Functions used to create, save and print a simple letter Use of spell checker</p>
<ul style="list-style-type: none"> • Follow basic grammar and spelling rules. 	<p>Rules: subject-verb agreement, syntax, writing numbers, etc. Gallicisms, context in which certain words are used, etc.</p>
<ul style="list-style-type: none"> • Produce an informative text. 	<p>Consultation of reference works (e.g. dictionaries, grammar books) Adaptation of content to the type of customer Importance of presentation Consequences of spelling or grammatical errors on the image of the company</p>
<ul style="list-style-type: none"> • Use the basic functions of an e-mail program. 	<p>Sending and receiving messages Managing received messages Managing an address book Creating an electronic address Sending an attachment Forwarding messages Printing messages</p>

4. Assess their ability to establish professional relationships.

- Analyze situations that reveal personal strengths and weaknesses. Personal and work-related situations
Use of an analysis grid
- Determine ways to improve their personal relationships. Short-term and medium-term actions

Competency 3 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Interpret consumer behaviour.

Achievement Context

- Using appropriate reference documents
- In situations involving the consumption of goods and services

Elements of the Competency

1. Make connections between customers' characteristics and their buying behaviour.

- Consideration of customers' main sociocultural, psychological, economic and environmental characteristics
- Judicious analysis of changes in consumer behaviour
- Relevant connections made

2. Determine the reasons why a customer purchases a product or service.

- Relevant questions asked
- Appropriate determination of reasons to buy a product or service

3. Situate a customer according to his or her decision-making process.

- Consideration of the customer's frame of reference
- Accurate interpretation of the customer's behaviours and attitudes
- Accurate determination of the customer's stage in the purchase decision process

4. Choose an approach to adopt with a customer.

- Judicious analysis of the customer's buying behaviour
- Observance of the customer's frame of reference
- Accurate identification of the customer's needs
- Approach suited to the customer's characteristics

For the competency as a whole:

- Observance of professional ethics
- Active listening
- Demonstration of tact

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between customers' characteristics and their buying behaviour.
 - To recognize how customers' demographic characteristics influence their buying behaviour.

Demographic characteristics: age, sex, education, family size, ethnic origin, etc.
Examples of the relationship between demographic characteristics and buying behaviour (e.g. the elderly make small, frequent grocery purchases)
 - Recognize how customers' sociocultural characteristics influence their buying behaviour.

Characteristics of different sociocultural groups (baby boomers, generation X, generation Y, preteens, etc.)
Sociocultural characteristics: culture, reference groups, social class, ethnic groups, etc.
Relationship between characteristics and buying behaviour (e.g. teens and fashion products)
 - Recognize how customers' psychological characteristics influence their buying behaviour.

Psychological characteristics: motivation, perception, experience, attitudes (e.g. fear of change and the purchase of known brands)
 - Recognize how customers' economic characteristics influence their buying behaviour.

Economic characteristics: economic conditions, purchasing power, borrowing power, income prospects, etc.
 - Recognize how customers' environmental characteristics influence their buying behaviour.

Environmental awareness, purchase of recycled or environmentally friendly products, etc.
2. Determine the reasons why a customer purchases a product or service.
 - Apply a process of needs identification.

Perception of gap between the present situation and the desired situation
Connection between this gap and the features of a product or service, the customer's lifestyle, values, etc.
 - Distinguish different needs.

Main types of needs: psychological and physical
Maslow's hierarchy of needs
SABONE principle (security, affection, well-being, pride, novelty, economy)
 - Determine customer's psychological type.

Types: thinker, positive, negative, amiable, precise, risk taker, cautious, etc.
 - Ask questions to identify needs.

Open, closed, leading questions, etc.

3. Situate a customer according to his or her decision-making process.

- Identify the buying decision-making process. Stages process: problem/need recognition, information search, evaluation of alternatives, purchase decision
- Ask the customer questions concerning his or her decision-making process. Questions to ask to determine customer's reasons for buying a product or service and to situate him/her with respect to the buying decision process
Clues associated with different stages of the process

4. To choose an approach to adopt with a customer.

- Recognize how a sales consultant's attitude influences the customer's buying decision. Attitudes and behaviours that have a positive or negative impact
- Associate possible approaches with different types of customers. Approaches likely to have a positive impact on buying behaviour

For the competency as a whole:

- Identify the rules of professional ethics in professional sales. General attitude, confidentiality of data regarding customers, the company, etc.

Competency 4 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Provide customer service.

Achievement Context

- In situations involving retail sales and customer service
- Based on:
 - company objectives and policies
 - strategies and concepts related to customer service
- Based on observations made during visits to competitors
- Using company reference documents

Elements of the Competency

1. Adopt behaviour that is conducive to customer service.

Performance Criteria

- Compliance with the rules of conduct established by the company
- Rigorous application and appreciation of the company's philosophy
- Observance of the company's principles underlying customer service standards
- Relevant information transmitted to superiors regarding customer requests and needs

2. Personalize customer service.

- Judicious analysis of customers' characteristics
- Accurate interpretation of customer profiles
- Consideration of customer service priorities
- Accurate determination of the type of service to provide
- Use of a strategy that takes into account the type of customer
- Consideration of new trends in customer service
- Thorough verification of customer satisfaction

3. Manage stress related to customer service.

- Accurate identification of personal limits
- Use of appropriate strategies for dealing with difficult customers
- Effective use of stress management techniques

4. Describe customer service practices adopted by competitors.
- Accurate identification of competitors
 - Accurate distinction between different types of competitors
 - Selection and use of means to analyze the competition
 - Proper assessment of competitors' strengths and weaknesses
 - Accurate comparison between the company's and competitors' customer service
 - Adoption of means to surpass the customer service practices of competitors
5. Assess the quality of their customer service.
- Accurate identification of personal strengths and weaknesses
 - Proper use of the company's evaluation tools
 - Accurate assessment of their achievement of the company's customer service objectives
 - Determination of realistic ways to improve their customer service

For the competency as a whole:

- Compliance with the company's rules regarding customer service
- Observance of customers' characteristics
- Consideration of customer enquiries and needs
- Constant concern for customer satisfaction

Suggestions for Competency-Related Knowledge and Know-How

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

1. Adopt behaviour that is conducive to customer service.
- Adopt an attitude that is compatible with the company policies and objectives regarding customer service.
 - Company policies and objectives
 - Factors to consider: company philosophy and protocol, dress code, language, ethics, company image, etc.
 - Comply with customer service quality standards.
 - Information about the type and level of service to provide
 - Consideration of type of company and its products and services
 - Establish a line of communication between customers and the company.
 - Information to provide
 - Disclosure and communication of customer enquiries and suggestions
 - Factors to consider: active listening, note taking, feedback

- Identify the sales consultant's responsibilities regarding customer service. Role, tasks, motivation, integrity, commitment, etc.
 - Analyze the impact of a quality approach on customers. Purpose of a checklist for evaluating customer service management (e.g. checklist developed by André Coupet)
2. Personalize customer service.
- Identify the components of quality service. Concepts of quality and non-quality
Factors to consider: number of services offered, awareness of customer needs, level of service, cost of service, etc.
 - Identify types of customer service. Customer, personalized service, location, maintenance and repair, etc.
 - Identify levels of customer service. Self-serve, limited, personalized service, etc.
 - Determine customers' characteristics. Influence of physical, psychological, economic, sociocultural and environmental characteristics on customer service
 - Identify the factors to consider when looking at new trends in customer service. Factors: customer preferences and needs, technological advances, accuracy of information, impact of globalization, etc.
3. Manage stress related to customer service.
- Interact with difficult customers. Strategies to defuse conflicts
Attitudes to adopt
Choice of approach based on type of difficulty
 - Use stress management techniques. Techniques to reduce stress related to customer relations
Importance of stress management, occupational illnesses related to stress, etc.
4. Describe customer service practices adopted by competitors.
- Distinguish different types of competition. Competition with respect to products, prices, sales terms and conditions, etc.
 - Identify types of competitors. Size, market, customers, opening hours, etc.
 - Analyze a competitor's strengths and weaknesses. Observation of competitor's practices
Use of an observation checklist
Interpretation and comparison of data collected

5. Assess the quality of their customer service.

- Analyze their strengths and weaknesses in order to progress in a setting that promotes quality customer service.

Personal experiences involving customer service
Use of a customer service evaluation form
Consideration of positive and negative aspects of the customer service they provide
Determination of actions to undertake to improve their customer service

Competency 5 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Sell products and services.

Achievement Context

- In person or on the telephone, in situations involving retail sales
- Using:
 - company documents describing the products and services offered
 - promotional materials (pamphlets, magazines, etc.)
 - telephone equipment
 - calling scripts, if applicable

Elements of the Competency

1. Prepare for a sale.

- Thorough study of the products or services offered
- Accurate identification of selling prices, discounts and promotions
- Consideration of the behaviours, aptitudes and qualities conducive to selling
- Proper preparation of a sales strategy
- Careful examination of the calling script, if applicable

2. Greet a customer.

- Choice of an appropriate form of greeting
- Determination of an appropriate time
- Compliance with company standards regarding greetings
- Compliance with the company's protocol regarding telephone greetings, if applicable

3. Qualify and approach a customer.

- Careful observation of the customer's behaviour
- Accurate determination of the customer's motivation
- Accurate determination of the type of behaviour demonstrated by the customer
- Use of an appropriate, professional approach

4. Determine a customer's needs.
 - Clear, accurate, persuasive communication
 - Relevant choice of questions
 - Demonstration of active listening
 - Accurate interpretation of different types of needs
 - Accurate rephrasing of needs
 - Suggestion of products or services appropriate to the customer's needs

5. Present products or services.
 - Adequate knowledge of products or services
 - Judicious use of presentation techniques
 - Effective handling of products, if applicable
 - Judicious use of terms conducive to selling
 - Judicious use of sales arguments
 - Adoption of attitude suited to the customer's personality type
 - Presentation adapted to the customer's specific needs
 - Thorough verification that the customer has understood the features of the product or service

6. Overcome objections.
 - Proper clarification of objections
 - Accurate determination of reasons for objections
 - Respect for the customer's point of view
 - Thorough knowledge of products or services
 - Use of relevant answers to counter objections

7. Respond to a customer who asks to negotiate.
 - Demonstration of tact
 - Appropriate use of negotiation techniques, if applicable
 - Accurate identification of aspects that are open to negotiation

8. Recommend additional or complementary products or services.
 - Proper presentation of related products or services
 - Appropriate choice of techniques for presenting additional or complementary products or services
 - Increased sales volume

9. Estimate the total cost of purchases.
 - Consideration of quantities, discounts and promotions

10. Close a sale.

- Accurate interpretation of the customer's verbal and nonverbal cues
- Relevant choice of questions to close a sale
- Proper use of closing technique
- Thorough verification that the customer's needs have been met
- Appropriate time chosen to close the sale
- Presentation of remaining steps following the sale

For the competency as a whole:

- Judicious use of sales techniques
- Observance of customers' needs
- Adoption of a dynamic, professional attitude
- Observance of rules of courtesy
- Proper use of calling script, if applicable

Suggestions for Competency-Related Knowledge and Know-How

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

1. Prepare for a sale.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Analyze the concept of <i>sale</i>. | Data on sales trends, ethics, assistance and advice provided to customers |
| <ul style="list-style-type: none"> • Distinguish different types of sales. | Counter sales, floor sales, telephone sales, door-to-door sales, through a representative, etc. |
| <ul style="list-style-type: none"> • Develop a sales strategy. | Importance of the three P's of success: perseverance, patience and positive attitude
Developing sales arguments for each type of product or service |
| <ul style="list-style-type: none"> • Use a calling script. | Usefulness of a script
Possibility of adapting a script |

2. Greet the customer.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Adopt a positive, professional attitude. | Attitude to adopt depending on the type of customer: calm, cordial, empathetic, etc. |
| <ul style="list-style-type: none"> • Use different greeting techniques. | Standard greeting time
Making initial verbal or nonverbal contact with the customer
Making connections between the customer and the products or services offered |
| <ul style="list-style-type: none"> • Follow the company's telephone protocol. | Company rules regarding telephone greetings |

3. Qualify and approach a customer.

- Analyze a customer's profile. Characteristics of behavioural styles: analyzer, driver, amiable, expressive, etc.
- Associate different approaches with different types of customers. Product- or service-oriented approach or customer-oriented approach
- Determine the best time to make contact with the customer. Choice of suitable time, based on the customer's attitude (looking at one product only, insistent eye contact, etc.).
- Make contact with the customer. Importance of creating a positive first impression when making contact
Factors to consider: good grooming, appearance adapted to the image of the products or services offered, rules of courtesy, mental preparation
- Use techniques to approach customers. Use of a customer approach: AIDA process (attention, interest, desire, action), ten-second rule, sales hook, etc.

4. Determine a customer's needs.

- Indicate the advantages associated with different types of questions used to determine needs. Types of questions: open, closed, leading, yes/no, control, etc.
- Formulate questions to determine the customer's needs. Appropriate time for each type of question
Purpose of questions: to gather more information, obtain confirmation, explain a procedure, determine intentions, etc.
Use of sentence markers
Adapting questions to the type of customer
- Use rephrasing techniques. Strategies used to rephrase statements: restating ideas using different words, rephrasing statements as questions, refocusing the discussion, pausing, etc.

5. Present products or services.

- Identify the main categories of goods and services marketed by the company. Main categories: durable and nondurable, tangible and intangible, consumer goods, etc.
- Identify the features, advantages and benefits of products or services. Definition of *feature*, *advantage* or *benefit*; factors to consider
Feature: a physical attribute that distinguishes one product from another
Advantage: a feature that gives value to a product
Benefit: a gain that accrues to a customer from a product

- Choose the features, advantages and benefits that correspond to a customer's needs. Factors that influence a customer's choice
 - Identify the main terms that are conducive to selling. Positive words that sell: *benefit, improve, easy, proven, economical, take advantage, etc.*
Negative words/deal killers: *expensive, uhm, trouble, can't, sorry, etc.*
Words that encourage customers to buy: *affordable, perfect, profitable, exclusive, guaranteed, etc.*
Other
 - Determine the information required about a product. Typology, technical and commonly used terms, features, manufacturing process, use, maintenance, warranty, competitors' products, etc.
 - Develop sales arguments. Choice of product or service features to present
Factors to consider: knowledge of products or services, knowledge of a customer's needs
 - Allow the customer to handle or try products or services, if applicable. Means: touch, demonstration, smell, sight/visualization, listening, etc.
 - Identify the contexts in which telephone sales are made. Context: solicitation, consultation, relaunching an advertising campaign, placing orders, promotions, advertising, market survey, etc.
 - Adapt their communication style to telephone sales. Language style to use: clear, persuasive, polite, courteous
Voice qualities: volume, rhythm, tone, timber, confidence, pauses, articulation
Adapting their voice to that of the customer
 - Compare direct sales techniques to telephone sales techniques. Definition of *direct sales* and *telephone sales*
 - Follow the rules of telephone etiquette. Behaviours to avoid: chewing while speaking, holding the telephone under one's chin, losing one's patience, interrupting the customer, 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, etc.
 - Use a business telephone system. Auto dial, memory, answer features, etc.
6. Overcome objections.
- Identify the main objections raised. Definition of *objection*
Categories of objections: product- or service-related, price or cost objections, lack of interest, etc.

- Use various techniques to overcome objections.

Silent technique, questioning technique, *why* technique, defusing technique, delaying technique, etc.
Steps to follow to deal with objections: listen, anticipate, sympathize, clarify, rephrase objection, answer with adapted argument, confirm the customer's response, move on
7. Respond to a customer who asks to negotiate.
- Identify the aspects of a sale that can be negotiated.

Payment terms, discounts, transportation costs, product or service price, etc.
 - Follow the rules of negotiation.

Principles to respect during negotiations: consider the other party's needs, be willing to compromise, adopt a win-win approach, accept conflict, identify and analyze all possible issues, deal with stress and pressure, active listening, ignore personal attacks, etc.
 - Identify the steps involved in a negotiation.

Condition, justification, agreement
8. Recommend additional or complementary products or services.
- Determine the right time to present additional or complementary products or services.

Interpretation of verbal and nonverbal cues
 - Distinguish between complementary and additional products and services.

Complementary products and services: complete the products and services sold (e.g. recommending a belt to go with pair of pants)
Additional products and services: extra products or services (e.g. recommending a shirt to go with a pair of pants)
 - Use cross-selling techniques.

Selling an unrelated item by pointing out an item on sale, a new line of products or services, etc.
9. Estimate the total cost of purchases.
- Calculate the cost of the products and services for the customer.

Product or service cost estimates
Factors to consider: quantity of products and services sold; calculation of taxes, exchange rates (if applicable), discounts and promotions
 - Use strategies to present the sales price.

Sandwich technique (present the product or service features first, then price, and end with advantages of the products or services), mathematical technique (add up advantages, subtract disadvantages, divide the difference into the price, amortize price over number of times used, increase sources of satisfaction for the customer), etc.

10. Close a sale.

- Choose the right moment to close a sale. Recognition of verbal and nonverbal cues
Use of questions to close a sale
- Choose a closing technique. Direct close, alternative close, assumption close, etc.
- Adopt a respectful attitude if the sale falls through. Sales consultant's behaviour
Absence of sarcasm, respect for the customer's point of view, etc.
- Thank the customer before taking leave of him or her. Importance of making sure the customer is satisfied and of expressing own satisfaction
Accompanying the customer to the cash register

Competency 6 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Perform sales-related transactions.

Achievement Context

- In situations involving the purchase of products or services
- Using:
 - computer software
 - computerized billing materials
 - manual billing materials
 - a computerized cash register
 - a counterfeit money detector, etc.

Elements of the Competency

Performance Criteria

1. Greet a customer at the cash register.

- Choice of appropriate form of greeting
- Observance of company standards regarding greetings
- Confirmation that the customer is satisfied with his or her purchases

2. Use a computerized cash register.

- Clear invoice presented to the customer
- Correct execution of cash register operations
- Accurate quantities and prices
- Consideration of discounts, promotions, PST and GST, and exchange rate (if applicable)

3. Use the cash register's computerized database.

- Proper use of basic software functions

4. Use a payment terminal.

- Thorough verification of debit and credit cards
- Correct use of debit and credit card system
- Accurate data entered
- Correct use of optical scanner

5. Complete the transaction.

- Clear explanation of the company's refund and exchange policies
- Use of customer retention techniques
- Adoption of a professional attitude when giving customers their purchases

For the competency as a whole:

- Observance of rules of courtesy
- Prompt execution of tasks

Suggestions for Competency-Related Knowledge and Know-How

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

1. Greet a customer at the cash.

- Adopt professional behaviour. Rules of courtesy during billing: discretion, cordiality, pleasant attitude
- Use different greeting techniques. Standard greeting time
Importance of initial verbal or nonverbal contact with the customer
- Verify that the customer is satisfied. Questions related to customer satisfaction: closed, leading, etc.
- Present and verify methods of payment. Cash: collecting and verifying amounts, giving change
Credit or debit cards: verification of the card's validity (expiry date, credit record, signature)
Cheque: verification of date, amount, signature and pieces of identification; company policies regarding payments by cheque

2. Use a computerized cash register.

- Identify the characteristics of the selling price. Information on pricing policies: selling price, rebates (discounts), psychological price, promotional price, etc.
Importance of knowing the prices of different products and services offered by the company
- Calculate taxes and exchange rates. Calculation of PST and GST
Calculation of payment in foreign currency
- Calculate the commission. Methods of calculating sales total, production quotas, earnings (basic salary and bonus)
- Follow the steps involved in opening a cash register. Recovery and verification of cash float
Entry of date and user code
Verification of the availability and operation of the equipment and refill materials
- Identify the transactions performed at the cash register. Cash, cheque, debit or credit card payment
Exchanges, refunds
Layaway
Other
- Distinguish the different parts of an invoice. Parts to consider: company address, name of customer, invoice number, date, quantity, description, unit price of products or services purchased, etc.

3. Use the cash register's computerized database.
 - Confirm data in the customer's file. Information to check and modify
4. Use a payment terminal.
 - Identify the functions of a payment terminal. Terminal for debit card (Interac) or credit card transactions
Manual or automatic entry
5. Complete the transaction.
 - Identify different refund or exchange policies. Refunding and exchanging merchandise, credit, etc.
 - Build customer loyalty. Customer retention techniques: thanking customers for their purchases, inviting them to come back, verification of customer satisfaction
Use of customer retention strategies (frequent buyer card, etc.)

Competency 7 Duration 15 hours Credits 1

Behavioural Competency

Statement of the Competency

Manage their time at work.

Achievement Context

- In situations involving retail sales and customer service
- Using:
 - appropriate materials (e.g. a work plan or schedule)

Elements of the Competency

Performance Criteria

1. Analyze the work to be done.

- Complete list of activities to be done in a given period of time (“to do” list)
- Proper identification and control of major time wasters

2. Set objectives.

- Accurate determination of objectives to be attained
- Determination of relevant ways to attain objectives

3. Plan the tasks to be carried out.

- Choice of relevant activities to carry out tasks
- Accurate identification of high-, average- and low-return activities
- Consideration of personal work schedule
- Realistic estimate of time required to complete the activities
- Priorities correctly established
- Establishment of realistic deadlines
- Determination of realistic activities, based on the human, material and financial resources available
- Determination of tasks to be delegated

4. Evaluate the results of their planning.

- Objective self-evaluation of the results obtained
- Determination of realistic ways to improve their time management skills

For the competency as a whole:

- Accurate assessment of the tasks to be carried out and one’s ability to complete them
- Efficient use of work time

Suggestions for Competency-Related Knowledge and Know-How

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

1. Analyze the work to be done.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Identify the main concepts related to time management. | <p>Concepts related to time management: time wasters, procrastination, Pareto's principle (80-20 rule), etc.</p> |
| <ul style="list-style-type: none"> • Identify major time wasters. | <p>Major time wasters: unscheduled visits, phone calls, etc.
Distinction between time wasting and compulsory activities</p> |
| <ul style="list-style-type: none"> • Identify different types of activities. | <p>Work-related, social, personal, family activities, etc.</p> |
| <ul style="list-style-type: none"> • Adopt a positive attitude regarding time management. | <p>Sense of responsibility, positive attitude, punctuality, realism, etc.
Positive mental attitude regarding oneself, customers, work</p> |

2. Set objectives.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Differentiate between a goal and an objective. | <p>Definition and characteristics of a <i>goal</i>
Definition and characteristics of an <i>objective</i></p> |
| <ul style="list-style-type: none"> • Follow the rules for formulating objectives. | <p>Quantitative rules: what? when? how?
Qualitative rules: realistic, measurable, attainable</p> |

3. Plan the tasks to be carried out.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Use tools to manage their time. | <p>Analytical tools: time log, priority worksheets
Planning and organizational tools: internal organizational calendar, personal planner, daily plan, delegation form</p> |
| <ul style="list-style-type: none"> • Follow a planning process. | <p>Choosing activities
Classifying activities according to rate of return
Setting priorities
Establishing control methods
Delegating tasks to appropriate persons</p> |
| <ul style="list-style-type: none"> • Recognize the importance of and difficulty in delegating tasks. | <p>Reasons for delegating: free up time, increase motivation, accomplish tasks more quickly
Obstacles to delegating: lack of trust, need to feel indispensable, fear, resistance, etc.</p> |

- Use a personal planner to manage their time. Distinction between different headings: *To do, Call, Write, Reschedule, Appointments, Expenses, etc.*
Entering types of activities and deadlines: to-do list, meetings, phone calls, training activities, customer follow-up

 - Analyze how much they can accomplish in a work day. Identification of personal strengths and weaknesses
How much they can accomplish (in quantitative and qualitative terms)
4. Evaluate the results of their planning.
- Analyze the impact of inadequate work methods on stress levels. Connection between stress levels and work methods used
Stress reduction techniques

Competency 8 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Use job search techniques.

Achievement Context

- Using appropriate reference documents
- Using appropriate computer equipment

Elements of the Competency

Performance Criteria

1. Plan their job search.

- Complete list of all potential employers
- Realistic positions sought, based on their profile and job market requirements
- Effective use of career/employment information sources

2. Write a résumé.

- Relevant information presented
- Complete, concise information
- Observance of presentation standards

3. Write a cover letter.

- Relevant text for the position sought
- Appropriate motivation expressed
- Observance of presentation standards

4. Prepare for and undergo a job interview.

- Appropriate interview preparation
- Proper grooming and conduct
- Relevant responses and actions
- Clarity of comments

For the competency as a whole:

- Quality of oral and written communication

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan their job search.

- Consult various sources of information.
- Compile a list of potential employers.

Placement agencies, Human Resource Centres of Canada, Québec local employment centres (CLEs), list of retail establishments, etc.

Information to include: name of company, address, telephone and fax numbers, name of person in charge of hiring, region, types of activities, size of company, etc.

<ul style="list-style-type: none"> • Research various companies. 	Job opportunities, types of products or services offered, focus of activity, structure, etc.
<ul style="list-style-type: none"> • Analyze job offers. 	Requirements regarding education/training and experience Comparison between personal profile and career goals
2. Write a résumé.	
<ul style="list-style-type: none"> • Understand the purpose of a résumé. 	Definition of résumé Advantages
<ul style="list-style-type: none"> • Understand the rules for writing a résumé. 	Presentation standards, content, headings, etc.
<ul style="list-style-type: none"> • Compile the information needed to write a résumé. 	Work experience Education/training and competencies Personal information Personal interests References
3. Write a cover letter.	
<ul style="list-style-type: none"> • Understand the importance of a cover letter. 	Demonstration of interest in the position sought Highlighting competencies related to the position Reasons for choosing a particular company Availability for interview Other
<ul style="list-style-type: none"> • Identify the characteristics of a cover letter. 	Emphasis on attitudes, qualities and behaviours sought by employers Qualities of a well-written cover letter Components of a cover letter General presentation principles: dynamic style, short sentences and paragraphs, etc. Elements likely to be of interest to a potential employer: type of position sought, years of work experience, education, availability, etc.
4. Prepare for and undergo a job interview.	
<ul style="list-style-type: none"> • Recognize the importance of being prepared for an interview. 	Researching information about the company and position, preparing questions, etc.
<ul style="list-style-type: none"> • Distinguish different types of interviews. 	Types of interviews: one-on-one, panel/board, case, group, etc.
<ul style="list-style-type: none"> • Identify the attitudes and behaviours to adopt during an interview. 	Attitudes and behaviours: dress, presentation, greetings, level of language, appropriate questions, enthusiasm, etc. Questions to ask: job description, duration of employment, remuneration, etc. Attitudes and behaviours to avoid

Competency 9 Duration 60 hours Credits 4

Situational Competency

Statement of the Competency

Begin acquiring professional sales experience.

Elements of the Competency

- Understand a company's organizational structure, policies and work methods.
- Understand the characteristics of the company's customers.
- Participate in work-related tasks.
- Take stock of what they have learned.

Learning Context

Information Phase

- Becoming familiar with the conditions and information concerning the practicum.
- Establishing criteria for selecting potential host companies.
- Listing the companies that might offer practicum positions.
- Taking steps to obtain a practicum position.
- Searching for information on the organizational structure, operations and activities of the host company selected.

Participation Phase

- Observing the work environment: socioeconomic environment, operational structure, staff duties, working conditions, etc.
- Interacting with members of a sales team.
- Learning about the products or services offered.
- Complying with company standards regarding customer service.
- Observing sales staff at work.
- Participating in sales-related tasks.

Synthesis Phase

- Writing a practicum report.
- Discussing the report submitted by the practicum supervisor with the teacher.
- Participating in a group discussion about their experiences and what they have learned during their practicum.

Instructional Guidelines

- Create the conditions to ensure that the practicums run smoothly.
- Provide the students with observation checklists or questionnaires.
- Implement mechanisms to monitor the students in their host companies, maintain constant contact with the host companies, make necessary adjustments in a timely manner and receive feedback about the attitudes and behaviours of student trainees.
- Be available to discuss with each student his or her summary of observations and self-evaluation report.

Participation Criteria

Information Phase

- Take steps to find a practicum position.
- Gather information about the host company selected.

Participation Phase

- Take part in tasks.
- Show an interest in the products or services offered.
- Be punctual and reliable.

Synthesis Phase

- Write a practicum report.
- Express their opinions on the practicum experience.

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- | | |
|--|--|
| <ul style="list-style-type: none"> • Become familiar with information on the practicum and relevant terms and conditions. | <p>Objectives of the practicum, duration, support and supervision, requirements, participation criteria, and regulations in effect at the host company</p> |
| <ul style="list-style-type: none"> • Identify companies that could meet their needs and expectations. | <p>Consulting various sources of information
Identifying companies that have hosted trainees in the past and finding out how things went</p> |

- Take steps to obtain a practicum position.

Attitudes and behaviours conducive to a successful search
 Contacting a host company and agreeing on the practicum terms and conditions
 Showing the host company a list of tasks to perform for a successful practicum
 Confirming the practicum
 Obtaining the documents needed for the practicum

Participation Phase

- Become part of a work team.

Observing and adopting the team's established practices
 Methods for integrating harmoniously into a team
 Business meetings, informal meetings, teamwork
 Receiving and transmitting information
 Accepting advice and comments
 Feedback
 Verification that practicum supervisors are satisfied with their performance

- Adopt attitudes and behaviours conducive to a successful practicum.

Qualities sought by the host company
 Attitudes to adopt to get the most out of a practicum
 Application of professional ethics

- Record information about the practicum.

Keeping a logbook
 Useful or important information to note for the practicum report

- Observe work-related tasks.

Observation of the work environment, tasks performed, application of rules and regulations in effect and professional ethics, etc.
 Introduction to new work techniques and processes
 Recording observations in a logbook

- Take stock of the activities carried out during the practicum.

Content of a typical practicum report
 Account of daily activities performed or observed
 Procedures tried and new technologies used, new concepts learned, problems encountered and solutions found, etc.
 Feedback on tasks performed
 Use of a logbook

Synthesis Phase

- Determine whether they have attained their objectives.

Criteria to consider
 Self-assessment

- Discuss their opinions with other trainees at the end of their practicum.
 - Review of their experience
 - Discussion of positive aspects observed and level of satisfaction
 - Discussion of problems encountered and solutions found
 - Perception of the occupation before and after the practicum
 - Use of a practicum report
- Compare what they have learned in school with the activities observed or performed in the workplace.
 - List of the aspects of the occupation that correspond to the training and those that differ: work environment, occupational practices, job requirements, etc.

Competency 10 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Become familiar with the laws and regulations governing professional sales.

Elements of the Competency

- Identify the aspects of the occupation that are governed by legislation.
- Become aware of the importance of complying with laws and regulations in terms of customer service and a company's image.
- Identify the legal obligations of retail sales consultants under the legislation.

Learning Context

Information Phase

- Learning about aspects of the *Consumer Protection Act*, such as those regarding the purchase and return of merchandise, that pertain to the work of sales consultants.
- Learning about aspects of the *Charter of the French language*, particularly those regarding signage and language of work, that pertain to the work of sales consultants.
- Learning about resources regarding the application of laws and regulations.
- Learning about aspects of the *Charter of human rights and freedoms* that pertain to shoplifting, fraud, internal theft, etc.
- Learning about aspects of *An Act respecting occupational health and safety* that pertain to the work of sales consultants.

Participation Phase

- Discussing the consequences of not complying with consumer protection laws and regulations in matters pertaining to returns, warranties, commercial practices, price accuracy, etc.
- Determining the attitudes and behaviours to adopt with customers in order to comply with the laws and regulations in effect.
- Expressing their views on the laws and regulations specific to sales.
- Discussing information gathered on the laws and regulations pertaining to the work of sales consultants and comparing this information with the reality observed during their first practicum.
- In real or hypothetical situations, evaluating whether a retailer complies with laws and regulations pertaining to language, signage and consumer rights.
- Reporting their observations on whether or not a retailer has complied with laws and regulations.

Synthesis Phase

- Evaluating their ability to comply with the laws and regulations governing the work of sales consultants.
- Taking stock of what they need to know about laws and regulations in order to work as sales consultant.

Instructional Guideline

- Ensure the availability of relevant, up-to-date reference documents: books, articles, Web sites, etc.
- Organize lectures and meetings with resource persons who are knowledgeable about the laws and regulations pertaining to retail sales.
- Promote group discussions and exchanges about the situations observed.
- Encourage all students to express themselves.
- Encourage the students to take part in the activities suggested.
- Help the students develop an accurate perception of the laws and regulations governing the occupation.
- Provide the students with the support they need to make observations in real or hypothetical situations (e.g. observation checklists, question cards).

Participation Criteria

Information Phase

- Gather information on most of the topics covered.
- Use the Internet to gather information about the occupation.
- Agree to use all of the resources available to learn about the laws and regulations pertaining to the work of sales consultants.

Participation Phase

- Participate in discussions with colleagues about complying with laws and regulations.
- Express their opinions and share their observations about the legal obligations of sales consultants.
- Listen attentively and treat their colleagues with respect.
- Take steps to arrange a visit in order to observe the workplace.

Synthesis Phase

- Produce a report containing a summary of what they have learned and suggestions for ensuring compliance with laws and regulations.

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- | | |
|--|---|
| <ul style="list-style-type: none"> • Identify the laws and regulations pertaining to the work of sales consultants. | <p>Aspects directly related to the occupation: individual rights and freedoms, occupational health and safety, access to information and protection of personal information, language of signage, language of work, consumer protection</p> |
| <ul style="list-style-type: none"> • Consult sources of information on laws and regulations. | <p>Government Web sites: Service Canada, Office de la protection du consommateur, Commission des droits de la personne, etc.
Information gathered in law reviews, reference books, meetings, etc.</p> |

<ul style="list-style-type: none"> • Locate relevant information. 	Importance of the source of information Determination of the type of information sought and the sources available Preparation for sorting information Recording information
<ul style="list-style-type: none"> • Use a note-taking method. 	Selection of information to record, common abbreviations, organization of information: summaries, tables, etc.
Participation Phase	
<ul style="list-style-type: none"> • Adopt attitudes and behaviours that promote compliance with laws and regulations. 	Attitudes and behaviours: openness to change, teamwork, commitment, initiative, rigour, etc.
<ul style="list-style-type: none"> • Follow the rules governing group discussions. 	Active participation, attentive listening, waiting for one's turn, staying on topic, paying attention to others, accepting different points of view Conditions that promote fruitful discussions Concern for sharing information and personal opinions Finding additional information to complete the information gathered
<ul style="list-style-type: none"> • Look for information on how laws and regulations are applied in the workplace. 	Comparison between the way laws and regulations are applied in the workplace and the way they should be Use of observation checklists, questionnaires, policy manuals and company rules
Synthesis Phase	
<ul style="list-style-type: none"> • Determine ways to comply with the rules and regulations pertaining to the occupation. 	Determination of actions to take to ensure compliance with laws and regulations: keeping up to date, visiting different sales establishments, explaining company rules and policies to customers, discussing with colleagues the company's compliance with laws and regulations and its importance, etc.

Competency 11 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Provide after-sales service.

Achievement Context

- In situations involving after-sales service
- Using:
 - the company's policies and regulations regarding after-sales service
 - telephone equipment
 - a computerized cash register with computerized database

Elements of the Competency

Performance Criteria

1. Use customer retention techniques.

- Development of complete customer records
- Correct use of customer retention techniques
- Careful verification that customers have received the merchandise ordered, if applicable
- Verification that customers are satisfied with the products or services purchased
- Judicious analysis of the comments gathered
- Relationship of trust maintained

2. Process exchanges and refunds.

- Careful verification of reasons for merchandise return
- Thorough verification of the purchase invoice and warranty
- Clear explanation of exchange or refund policies
- Observance of customers' rights regarding exchanges and refunds
- Proper use of computerized cash register
- Suggestion of other products or services to meet customer needs
- Clear explanation of the operating instructions of the new product
- Explanation of all exchange and refund policies regarding new purchases

3. Receive and handle customer complaints.

- Active listening
- Accurate rephrasing of complaint
- Clarification of the object of the complaint
- Demonstration of respectful, reassuring attitude
- Proper handling of the complaint

4. Provide information to superiors regarding returns and complaints.

- Gathering of customer comments and queries regarding products and services
- Accurate information provided to superiors regarding feedback to customer comments and

queries

For the competency as a whole:

- Observance of the limits of the occupation
- Consideration of customer comments
- Harmonious, effective communication with customers and superiors
- Accurate assessment of customer satisfaction
- Observance of company procedures regarding after-sales service

Suggestions for Competency-Related Knowledge and Know-How

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

1. Use customer retention techniques.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Identify the goals of after-sales service. | <p>Ensuring customer satisfaction, foreseeing potential problems, building customer loyalty, increasing market share, etc.</p> |
| <ul style="list-style-type: none"> • Identify the most common customer retention techniques. | <p>Techniques such as calling customers to make sure they are satisfied with their purchases, informing customers of upcoming promotions and new products and services that fit their profile, placing promotional pamphlets or coupons in their shopping bags, sending out invitations to special events, showing they are available to answer customer queries, etc.</p> |
| <ul style="list-style-type: none"> • Create and manage customer files. | <p>Use of a computerized cash register
Procedures: naming fields in a record, inputting data (alphabetical, numeric, alphanumeric), adding and deleting fields, creating customer files, inputting data and modifying customer files, saving customer files, printing customer files, etc.</p> |
| <ul style="list-style-type: none"> • Enter data in customer records. | <p>Data concerning customers
Content of a record: name, address, telephone number, fax number, age category, occupation, homeowner or tenant, information on buying habits, etc.</p> |

2. Process exchanges and refunds.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Identify the most common exchange or refund policies. | <p>Credit for purchases, limits concerning the number of exchanges or refunds, authorized time limit for exchanges or refunds, etc.</p> |
| <ul style="list-style-type: none"> • Determine the information required to process an exchange or refund. | <p>Quantity of items, price, observance of time limit for exchange or refund, validity of invoice, etc.</p> |

<ul style="list-style-type: none">• Use cash register commands related to exchanges or refunds.	Main commands related to exchanges and refunds
3. Receive and handle customer complaints.	
<ul style="list-style-type: none">• Follow rules of courtesy.	Rules of courtesy such as discretion; respectful, reassuring attitude; assurance during problem situations, etc.
<ul style="list-style-type: none">• Recognize the importance of handling complaints.	Assessment of the impact of disgruntled customers: loss of customers, tarnished reputation, decrease in sales, etc.
<ul style="list-style-type: none">• Follow the steps involved in handling complaints.	Steps: listen to the complaint, rephrase the complaint, adopt an empathetic attitude, ask questions to clarify the problem, determine the customer's expectations towards the company, recommend solutions, reach an agreement with the customer, follow up with superiors
4. Provide information to superiors regarding returns and complaints.	
<ul style="list-style-type: none">• Gather relevant information in order to communicate it to superiors.	Information on customer satisfaction, customer profiling, frequency of visits and purchases, customer comments, customer needs, etc.
<ul style="list-style-type: none">• Recognize the benefits of feedback.	Benefits: improved product or service, improved customer service, improved company image, customer loyalty, source of suggestions, etc.
<ul style="list-style-type: none">• Provide feedback using various tools.	Tools: telephone, letter, report, e-mail

Competency 12 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Perform sales-related activities in French (as a second language).

Achievement Context

- In situations involving oral and written communication
- Using documents written in a second language
- Using relevant reference materials

Elements of the Competency

Performance Criteria

1. Make contact with a customer.

- Use of polite expressions
- Formulation of relevant questions concerning customer needs
- Level of language adapted to the customer

2. Answer common sales-related questions.

- Accurate interpretation of question
- Clarification of misunderstood information
- Use of appropriate terminology
- Clear, concise, relevant explanations provided
- Correct sentence construction

3. Interpret the meaning of documents written in a second language.

- Accurate interpretation of information
- Clarification of misunderstood information
- Use of appropriate reference materials

4. Handle telephone calls.

- Accurate interpretation of purpose of call
- Use of polite expressions appropriate to the situation
- Proper use of customary expressions in the telephone protocol
- Clear written messages

For the competency as a whole:

- Observance of rules of courtesy
- Demonstration of professional attitudes and behaviours

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make contact with a customer.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Follow the basic rules of conversation in a second language. | Verb tenses, sentence structure, vocabulary, grammar, spelling, pronunciation, etc. |
| <ul style="list-style-type: none"> • Follow the greeting protocol in a second language. | Forms of greeting, level of language, idioms, polite expressions |

2. Answer common sales-related questions.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Interpret a question asked in a second language. | Expressions used by customers
Expressions used to clarify common questions |
| <ul style="list-style-type: none"> • Describe, in a second language, the features of the products and services offered. | Vocabulary, pronunciation, etc. |
| <ul style="list-style-type: none"> • Interpret sales-related terminology. | Terms, expressions, etc. |
| <ul style="list-style-type: none"> • Interpret terminology related to the products and services offered. | Terms, expressions, etc. |

3. Interpret the meaning of documents written in a second language.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Follow basic rules to interpret information written in a second language. | Information related to products or services offered
Manufacturers' manuals, warranties, Web sites, etc.
Reference materials |
|---|---|

4. Handle telephone calls.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Answer a telephone call. | Rules and customary expressions of the telephone protocol |
| <ul style="list-style-type: none"> • Take messages. | Polite expressions used when taking messages
Transcription of information given in a second language |

For the competency as a whole:

- | | |
|--|----------------------------------|
| <ul style="list-style-type: none"> • Adapt to difficult situations. | Accents, level of language, etc. |
|--|----------------------------------|

Competency 13 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Keep their knowledge of products and services up to date.

Achievement Context

- In situations involving the sale of products and services in a retail establishment
- Based on the products and services offered by a retail establishment
- Using:
 - relevant documents about the products and services offered
 - quality standards established by the company

Elements of the Competency

1. Consult sources of information about products and services.
2. Analyze the features of products and services offered by a company.
3. Analyze the life cycle of products and services.

Performance Criteria

- Accurate location of sources of information
- Constant updating of references
- Varied, reliable sources of information
- Relevant information gathered
- Efficient organization of information gathered
- Accurate list of variety of products and services offered by the company
- Detailed analysis of the features of products and services
- Judicious analysis of lines of products and services
- Observance of product packaging instructions
- Distinction between brands of products and services
- Accurate identification of the stages in the life cycle of products and services
- Thorough comparison of the life cycle of different types of products and services
- Accurate interpretation of the concept of evolution of products and services
- Accurate connections made between the life cycle of a product, and sales, benefits and competitors

- | | |
|---|---|
| 4. Assess the level of quality of products and services offered by a company. | <ul style="list-style-type: none"> • Accurate interpretation of the principle of quality • Proper assessment of the level of quality of products and services • Judicious analysis of company standards regarding quality control, assurance and management of products and services • Accurate distinction between concepts of quality |
| 5. Make connections between product availability and distribution processes. | <ul style="list-style-type: none"> • Accurate identification of types of distribution channels • Judicious analysis of different types of distribution channels and intermediaries • Consideration of the rights and responsibilities of intermediaries in a distribution channel • Accurate assessment of the limitations that have a direct impact on the availability of products and services in a distribution channel |
| 6. Analyze how the prices of products and services are set in a company. | <ul style="list-style-type: none"> • Judicious analysis of the factors used to set prices of products and services • Judicious analysis of competitors' products or services and their prices • Accurate distinction between types of price markdowns • Accurate interpretation of the quality-price ratio of products and services |

For the competency as a whole:

- Use of appropriate terminology
- Use of recent information on products and services

Suggestions for Competency-Related Knowledge and Know-How

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

- | | |
|--|---|
| 1. Consult sources of information about products and services. | |
| <ul style="list-style-type: none"> • Locate sources of information. | <p>Interpretation of the need for information
 Determination of the scope of the research and the type of data sought
 Choice of sources of information and research tools: company manuals, reference books, Web sites, magazines, etc.
 Criteria for judging the relevance and reliability of sources</p> |

- Collect data.
 - Noting relevant data
 - Interpretation of quantitative and qualitative data
 - Use of a content analysis technique
 - Importance of clear, accurate information

- Organize the information gathered.
 - Methods for organizing research: hierarchical models, spider maps, herringbone maps, events chains, note summaries
 - Sorting results

- 2. Analyze the features of products and services.
 - Compare the concept of *product* to that of *service*.
 - Product: physical or tangible good, standard, stockable
 - Service: intangible, cannot be stocked, activity with economic value that does not correspond to the production of a material good

 - Identify the five product and service levels.
 - Core benefit, generic, expected, augmented and potential

 - Distinguish the different categories of products and services.
 - Durable and nondurable, consumer and industrial

 - Identify product classification variables.
 - L.V. Aspinwall's classification system (yellow, orange, red): replacement rate, gross margin, adjustment (services applied), duration of product satisfaction (durability), duration of buyer search behaviour (time and distance from source of supply)
 - M. T. Copeland's typology: convenience goods (basic, impulse), shopping goods and specialty goods

 - Analyze the line of products or services offered by a company.
 - Characteristics of a product line: same assortment of products, distribution through same channels, same customer groups
 - Positioning of a line of products and services in relation to the competition
 - Analysis of the breadth of different lines of products or services

 - Observe the principles of product packaging.
 - Primary packaging: package that contains the product (e.g. perfume bottle)
 - Secondary packaging: materials that protect the primary package (e.g. carton protecting the perfume bottle)
 - Tertiary packaging: used for warehouse storage (e.g. shipping crate that contains cartons of perfume bottles)
 - Package labelling: description of the product

<ul style="list-style-type: none"> Identify the factors affecting product packaging. 	Brand image, shelf life, environmental protection, innovation, self-serve, etc.
<ul style="list-style-type: none"> Distinguish different brands of products or services. 	Individual, generic, international, national, trademark, multi, dual brands, etc.
<ul style="list-style-type: none"> Identify the factors affecting branding. 	Brand name should describe the benefits of the product or service; evoke appealing qualities (colour, appearance); be easy to pronounce, identify and remember; be distinctive; be adaptable to multinational marketing (e.g. not have negative connotations in another language) Identification of brand positioning
<ul style="list-style-type: none"> Identify the criteria used to select intermediaries. 	Criteria: control, flexibility, economy/savings
<ul style="list-style-type: none"> Identify the different levels of a distribution channel. 	Zero-level, one-level, two-level, three-level, multi-level channels
<ul style="list-style-type: none"> Identify the rights and responsibilities of members of a distribution channel. 	Price policy, sales conditions, territorial rights, services provided
<ul style="list-style-type: none"> Identify limitations in a distribution channel. 	Incompatible objectives, different perceptions, poorly defined roles and rights of each member, etc.
3. Analyze the life cycle of products and services.	
<ul style="list-style-type: none"> Identify the different stages in the life cycle of a product or service. 	Introduction/launch, growth, maturity, decline
<ul style="list-style-type: none"> Identify the characteristics used to determine the life cycle of a product or service. 	Analysis of product life cycle, depending on the category of product (e.g. spirits), type of products (e.g. distilled spirit), product (e.g. vodka), brand (e.g. Smirnoff)
4. Assess the level of quality of products and services offered by a company.	
<ul style="list-style-type: none"> Analyze the principle of quality. 	Quantitative characteristics: mass, volume, speed of delivery, etc. Qualitative characteristics: appearance, flavour, courtesy, etc.
<ul style="list-style-type: none"> Identify the specifications of a quality product or service. 	Physical standards (size, dimensions, etc.), chemical standards (dose, formula, etc.), performance standards (durability, resistance, etc.), manufacturing standards (raw materials, type of process, etc.), industrial standards (standards used in the industrial sector)
<ul style="list-style-type: none"> Distinguish different concepts of quality. 	Ideal quality, total quality, optimal quality

5. Make connections between product availability and distribution processes.

- Identify the functions of a distribution channel. Main functions: information, promotion, negotiation, financing, risk sharing, ordering, etc.
- Distinguish the different types of distribution. Exclusive, selective, intensive distribution
- Distinguish the different intermediaries in a distribution channel. Manufacturing agent, sales agent, broker, retailer, facilitator, wholesaler, merchant, sales force

6. Analyze how prices for products and services are set in a company.

- Identify the steps in the price-setting process. Setting objectives
Evaluating demand
Estimating costs
Analyzing competitors' offerings and prices
Choosing a price-setting method
Choosing a final price
- Distinguish the different strategies for setting a selling price. Geographical, promotional, differentiated pricing
- Distinguish different types of price markdowns. Types of price markdowns: discounts, seasonal discounts, psychological pricing, rebates, etc.

Competency 14 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Perform stock management activities.

Achievement Context

- In situations involving the sale of products and services in a retail establishment
- Using:
 - documents such as purchase orders, receiving slips, transfer slips, etc.
 - labelling materials
 - packing materials
 - materials requiring for receiving and preparing merchandise
 - appropriate computer equipment (inventory software, optical scanner, etc.)

Elements of the Competency

1. Receive merchandise.

Performance Criteria

- Thorough verification of the receiving slip
- Careful handling of merchandise
- Careful count of merchandise
- Thorough verification of the condition of the merchandise
- Thorough verification of merchandise received against merchandise ordered
- Accurate identification of discrepancies with the purchase order
- Accurate entry of data in the computer system

2. Prepare merchandise in order to sell it.

- Thorough verification of price tags
- Proper labelling of merchandise, if applicable
- Proper distribution of merchandise between sales floor and back store
- Careful handling of merchandise

3. Prepare merchandise orders and transfers.
 - Accurate determination of merchandise to be ordered
 - Accurate reservation of merchandise to be ordered
 - Purchase order correctly filled out
 - Consideration of delivery time
 - Prompt removal of merchandise to be shipped from the sales floor
 - Stock transfer slip correctly filled out
 - Compliance with company rules regarding merchandise transfers
 - Proper packing of merchandise to be transferred

4. Participate in taking inventory.
 - Accurate count of merchandise in the store and back store
 - Thorough verification that merchandise is in the correct location
 - Accurate identification of missing merchandise
 - Accurate determination of possible stock shortages or surpluses
 - Careful verification that prices on merchandise are accurate
 - Careful verification of label bar codes against merchandise codes
 - Prompt reporting to superiors of any discrepancies between computer stock levels and actual stock levels

5. Stock shelves, racks and displays.
 - Orderly back store and sales floor
 - Accurate determination of merchandise required
 - Observance of initial arrangement of merchandise
 - Observance of store theme
 - Proper balance of merchandise between sales floor and back store (stock rotation)
 - Verification that prices are accurate before moving merchandise from the back store to the sales floor

6. Prevent shoplifting and internal theft (stock shrinkage).
 - Prompt identification of damaged items
 - Correct placement of antitheft devices on merchandise
 - Constant verification of missing merchandise
 - Demonstration of watchful attitude
 - Appropriate handling of expired or out-of-season merchandise
 - Careful observation of suspicious customers
 - Prompt reporting to superiors of any lost or stolen items

7. Keep inventory up to date.

- Accurate verification of computerized receipt logs and transfer logs
- Effective use of inventory software
- Proper use of optical scanner to count merchandise
- Thorough verification of merchandise sold against computer system data
- Proper modification or deletion of data regarding damaged or transferred merchandise
- Agreement between computer stock levels and actual stock levels

For the competency as a whole:

- Effective time management
- Observance of occupational health and safety rules
- Compliance with company standards regarding stock operations

Suggestions for Competency-Related Knowledge and Know-How

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

1. Receive merchandise.

- Distinguish the different forms used for merchandise reception.
- Check the data on the receiving slip.
- Follow the procedure for identifying discrepancies between merchandise ordered and merchandise received.

Bill of lading, waybill, notice of arrival, delivery receipt, shipping slip, purchase order, etc.

Date of receipt, ship from address and ship to address, order number, quantity and description of items received, cost of items shipped, signature of carrier, etc.

When receiving a delivery: identify package; verify quantities; inspect package for damage; check contents against the delivery slip; accept or refuse shipment; make a claim within the established time; sign off on the delivery, if applicable
When unpacking merchandise: check quantity received against quantity ordered, check quality and condition of merchandise, notify superiors of discrepancies

2. Prepare merchandise in order to sell it.

- Ensure that information on tags is correct.

Comparison between information on tags and information established by the company
Information: selling price, markdowns and current promotions, bar codes, etc.

- Use a label dispenser. Distinction between most common types of label dispensers: automatic, computerized, manual, etc. Procedure for using: roll, price, ink, etc.
3. Prepare merchandise orders and transfers.
- Provide relevant information about the merchandise to be ordered. Information concerning size, colour, price, code, etc.
 - Follow company procedures for reserving merchandise. Determination of reasons for placing an order (e.g. out of stock, customer request, sales forecast), verification of merchandise availability, verification of delivery time, inputting of customer data, follow up on order, etc.
 - Fill out a purchase order. Data to include: order date and desired delivery date, ship from address and ship to address, internal tracking number and purchase order number, quantity and description of items ordered, unit cost of items ordered, total cost of items ordered, signature of shipper, etc.
 - Save information regarding merchandise transfers. Most common locations: software program, order book, cash register drawer, etc.
 - Fill out a stock transfer slip. Data to include: date of transfer, ship from address and ship to address, stock transfer number, quantity and description of items to be transferred, unit cost of items to be transferred, total cost of items to be transferred, name of person who requested the transfer, name and signature of shipper, name and signature of superior, etc.
 - Follow company rules regarding merchandise transfers. Most common rules: feasibility of transfer (sufficient quantity in store, availability of item ordered, etc.), territorial limits for a transfer, conformity of stock transfer slips, authorization obtained from superior, copy of stock transfer slip saved, etc.
4. Participate in taking inventory.
- Identify different types of inventory methods and their respective uses. Perpetual, periodic, yearly inventory, spot checks Advantages and disadvantages of each type
 - Prepare an inventory. Verification of tags (model, number, colour, etc.), presence of tag on all items to be inventoried, unit price, date in (with order number), date out (with stock transfer number), shelf/row/rack number, etc., quantity of discounted merchandise, minimum quantity to keep in stock, etc.

- Update inventory records. Use of software to open inventory records
Recording and modifying data on inventoried merchandise
5. Stock shelves, racks and displays.
- Sort merchandise for storage purposes. Sorting merchandise by brand, category, mass, volume, dimensions, colour, size, service, frequency of use, etc.
Storage methods based on Pareto's principle
 - Distinguish different methods of controlling inventory. FIFO (first in, first out), LIFO (last in, first out)
6. Prevent shoplifting and internal theft (stock shrinkage).
- Identify the consequences of stock shrinkage. Lower profits, higher prices, loss of jobs, loss of credibility (staff members), closing of store, etc.
 - Distinguish different types of theft. Internal (employee) theft, credit card or debit card fraud, shoplifting, robbery
 - Identify the precautions to take when handling merchandise. Precautions to take when unpacking or checking merchandise, when handling breakable items, etc.
 - Identify ways to prevent merchandise theft. Firmly attached tags, use of magnetic strips (antitheft system) and ink pins for expensive items, security cables, discretion of information on codes, prompt removal of items handled but not purchased by a customer, etc.
 - Understand the importance of being personally committed to preventing shoplifting. Protection of self and job
Importance of adopting a responsible, watchful attitude
Respect and recognition of employer and colleagues
Commitment and pride in reducing shrinkage
Other
 - Describe suspicious individuals. Information to provide: height; weight; skin, eye and hair colour; language spoken; clothing; distinguishing marks; etc.

- Identify theft prevention methods.

Most common methods related to store layout: visibility of items, monitoring of children in sales area, location of cash registers, frequent money deposits, visual and camera surveillance in strategic locations, etc.

Methods related to merchandise protection: visibility of employees, use of antitheft devices, frequent merchandise checks, detection of clients who pretend to be shopping, discreet surveillance
Methods related to employees: exit inspections, checking employee purchases and receipts, participating in theft prevention meetings, notifying superiors of suspicious behaviour, etc.

7. Keep inventory up to date.

- Use computerized inventory software.

Inputting data into a computerized system
Modifying and deleting data
Creating and saving inventory records
Updating data and records
Checking computerized data against actual data
Speed of execution in inputting data

- Use an optical reader.

Connecting an optical reader
Handling an optical reader
Scanning bar codes using an optical reader
Checking the validity of data entered using an optical reader

For the competency as a whole:

- Follow occupational health and safety rules related to stock management activities.

Rules related to moving heavy loads, using ladders and stepladders, putting away merchandise handling equipment, using toxic products and sharp tools, calling for help in case of an accident, filling out accident/incident reporting forms, etc.

- Use safe techniques to handle merchandise.

Techniques: adopting proper posture when handling merchandise, placing hazardous products and tools in a safe place, wearing protective gloves when handling toxic products, etc.
Reading instruction before using products

Competency 15 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Perform visual merchandising activities.

Achievement Context

- Working with a colleague
- Using:
 - visual merchandising plan (planogram)
 - material and human resources

Elements of the Competency**Performance Criteria**

1. Analyze visual merchandising instructions.

- Accurate interpretation of instructions in the company planogram
- Accurate assessment of the feasibility of the instructions, based on the sales area
- Verification that the products shown in the planogram are available
- Accurate interpretation of instructions written in a second language

2. Plan the product display.

- Planning of appropriate ways to carry out instructions
- Accurate determination of the material and human resources required and their availability
- Thorough verification that signs conform with signage law
- Compliance with company planogram
- Proper adaptation of planogram, if applicable
- Approval obtained from superiors

3. Prepare the merchandise to be displayed.

- Appropriate selection of merchandise to be displayed
- Thorough verification of the condition of the merchandise
- Verification and modification (if applicable) of price tags
- Proper assembly and cleaning of shelves
- Assembly of merchandise to be displayed, if applicable
- Careful handling of merchandise to be displayed

4. Display merchandise.

- Sufficient space allotted to each product
- Appropriate presentation
- Compliance with current theme
- Display allows easy access to and handling of merchandise
- Compliance with the company planogram

5. Install signs.
- Signs carefully unpacked
 - Thorough verification of the accuracy of information on the signs
 - Compliance with signage law
 - Proper positioning of signs
6. Create a pleasant shopping atmosphere.
- Displays kept clean and tidy
 - Compliance with the planogram
 - Use of appropriate lighting
 - Conformity with the company's choice of background music

For the competency as a whole:

- Optimal utilization of sales area
- Highlighting of merchandise
- Consideration of product features
- Compliance with the company's visual merchandising decisions

Suggestions for Competency-Related Knowledge and Know-How

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

1. Analyze visual merchandising instructions.
- Identify the purpose of retail merchandising. Purpose: to sell products, draw customer attention, create a pleasant atmosphere, display merchandise, speed up transactions, reflect the company's image, protect merchandise
 - Identify the components of a visual merchandising plan. Content, instructions, planogram, description of products, concepts, signs, etc.
 - Interpret a planogram. Most common instructions contained in a planogram: product description and number, explanation of product display, steps to follow to create the display, presentation of the expected result (photos, sketches, etc.), legends and scales, etc.
 - Analyze the store's sales area in order to create a product display. Measurement of shelves and other surfaces
Comparison between the area available and the area shown in the planogram
Assessment of traffic volume in the sales area
Other

2. Plan the product display.

- Carry out the steps involved in creating the product display.
- Use available resources.

Finding a strategic location for the display, dividing up the tasks, developing sketches, obtaining approval from superiors, alerting customers to work in progress, limiting the display area, reserving the merchandise to be displayed, etc.

Collaboration with colleague(s) who are helping with the display
Choice of material resources, based on the availability of materials required, the budget, the sales area available, etc.

3. Prepare the merchandise to be displayed.

- Select the merchandise to be displayed.

Selection criteria: quantity and quality of products, price, target customers, strategic locations, themes, etc.

Determination of undamaged products that may be sold

Product features: size, brand, colour, price, etc.

4. Display the merchandise.

- Distinguish different display levels.
- Identify different types of displays and their respective functions.
- Apply principles of retail merchandising.
- Identify ways to highlight products on the sales floor.
- Assess the product display.

Arm level, eye level, ground level

Inside, point-of-sale, floor, counter, window, promotional, seasonal displays, etc.

Prominent store displays for impulse purchases, adapted and seasonal product displays, use of eye-catching colours to create the appropriate atmosphere, etc.

Cleanliness of point of sale, shelves, racks and displays; daily verification of number of items on shelves, racks and displays; refilling empty shelves and displays; highlighting products (best sellers); attractive presentation; access to merchandise; compliance with the store theme (e.g. season, colour, ambiance), etc.

Verification that the display complies with the store's visual merchandising plan
Observation of the impact of the change
Recording of difficulties encountered
Modifications and improvements

5. Install signs.

- Check the accuracy of the information on the signs.

Price, image, colour, size, errors, etc.

- Comply with signage law.

Review of Competency 10
Charter of the French Language and related regulations
Consumer Protection Act concerning the accuracy of information on signs

6. Create a pleasant shopping atmosphere.

- Make it easier for customers to shop.

Analysis of customers' preferences and buying habits
Connection between the staff's attitudes and behaviours and the atmosphere in the store
Importance of cleanliness in the sales area
Choosing the appropriate time to create a product display
Other

For the competency as a whole:

- Follow occupational health and safety rules related to visual merchandising.

Identification and assessment of potential hazards
Handling heavy or sharp objects
Application of occupational health and safety procedures in effect in the company
Written and oral report submitted to superiors in case occupational health and safety rules are not observed

- Secure the work area.

Protection of customers against hazardous products and materials used while creating displays
Frequent storage of products and materials in a safe location
Adoption of proper conduct and behaviour

- Use toxic products correctly.

Identification of toxic products, using the Workplace Hazardous Materials Information System (WHMIS)
Precautions regarding use

Competency 16 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Make connections between marketing strategies and sales of products and services.

Achievement Context

- Based on the marketing strategies of a sales establishment
- Based on marketing plans for products and services
- Based on company sales reports
- Using appropriate computer equipment (presentation software, projector, etc.)

Elements of the Competency

1. Analyze the marketing strategies for products and services.

Performance Criteria

- Consideration of key marketing concepts
- Accurate distinction between sales and marketing
- Accurate interpretation of a marketing plan for a product or service
- Accurate distinction between different sales markets
- Accurate identification of the company's position in the market
- Accurate determination of the company's main competitors
- Accurate assessment of the competition's strengths and weaknesses

2. Identify the trends and fashions that influence buying behaviour.

- Careful observation of factors likely to influence the market
- Consultation of varied, reliable sources
- Accurate interpretation of data collected
- Accurate connection made between trends and fashions and their impact on sales

3. Participate in customer prospecting activities.
- Appropriate development of a prospective customer file
 - Appropriate time and methods for contacting prospective customers
 - Proper follow-up on leads
 - Compliance with company rules regarding customer solicitation and correspondence
 - Relevant information gathered from current and prospective customers regarding their buying habits
 - Judicious analysis of products and services of potential interest to new customers
 - Relevant information provided to superiors
4. Participate in the company's promotional activities.
- Accurate analysis of the company's advertising and promotion objectives
 - Proper use of computer software to present products and services
 - Compliance with the company's promotional plan for a given activity
 - Proper preparation of materials for the company's promotional activities
 - Accurate feedback provided to superiors concerning promotional activities

For the competency as a whole:

- Active observation of the market environment surrounding the company
- Judicious use of marketing strategies to sell products and services
- Compliance with the company's marketing strategies

Suggestions for Competency-Related Knowledge and Know-How

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

1. Analyze the marketing strategies for products and services.
- Determine the company's market environment. Demographic, economic, natural, technological, politico-legal, sociocultural forces, etc.
 - Identify key marketing concepts. Concepts such as the 4 P's of marketing (product, price, place, promotion)

- Understand the difference between marketing and sales.

Sales: focus on customers, on selling a product or service, on profits derived from sales volume
Marketing: focus on the market, on customers' needs in order to influence their choice of products or services, on advertising and promotion in order to support sales, on profits resulting from customer satisfaction
 - Interpret a marketing plan for products or services.

Content of a marketing plan: summary of the company's main objectives; description of the current situation; analysis of the company's strengths and weaknesses; description of objectives; marketing strategy adopted with regard to sales; description of various promotional activities that can be carried out in a retail establishment, such as product display or theme day (e.g. family, friends, preferred clients); methods for attaining sales objectives, etc.
 - Distinguish different types of markets.

Types of markets: consumer, distribution, manufacturing, local, regional, national and international
 - Determine the company's position in the market.

In terms of the customer's perception of the value and position of products and services
In terms of quality, availability and service offered
 - Identify different types of competition.

Brand, industry, form, generic competition, etc.
 - Determine the objectives of the competition.

Judicious analysis of the competition's motivation
Careful observation of competitors' promotional and advertising practices
 - Assess the competition's strengths and weaknesses.

Gathering information on the competition regarding market share, mind share (degree of consumer awareness) and share of heart (degree of emotional ties to a product or service)
Comparison between the company's practices and those of the competition
2. Identify the trends and fashions that influence buying behaviour.
- Identify the factors that are likely to affect the market.

Social, economic, political factors, etc.
Influence of these factors on the needs of the target market
 - Analyze sources of information regarding trends and fads that influence the purchase of products and services.

Choice of information to consider
Use of varied sources of information: sales reports, customers' buying habits, the Internet, etc.
Comparison between the data collected and current data
Regular communication with company officials

- Interpret trends and fashions and their effect on sales.

Connections made between major trends and characteristics of the target market
 Highlighting of a product's features (materials, colour, etc.) that correspond to trends in the target market
 Consideration of the social context: local, national, etc.

- 3. Participate in customer prospecting activities.

 - Identify prospective customers.

Assessment of the number of prospective customers
 Assessment of the sales potential, based on demand

 - Identify the goals of customer prospecting.

To ensure regular sales, maximize sales, replace lost customers, etc.

 - Follow the rules and regulations regarding customer solicitation and prospecting.

Regulations governing rights with respect to solicitation, confidentiality of information, legal competition, etc.
 Rules set by the shopping centre, if applicable

 - Gather information in order to attract new customers.

Use of existing methods: questionnaires, telephone surveys, active observation of buying habits, etc.

- 4. Participate in the company's promotional activities.

 - Use software to prepare a presentation on products and services.

Preparing an electronic presentation on products or services
 Incorporating images and text into an electronic presentation
 Handling electronic slide shows to present and describe products and services

Competency 17 Duration 120 hours Credits 8

Situational Competency

Statement of the Competency

Integrate into the workplace.

Elements of the Competency

- Use the competencies acquired during training.
- Comply with the rules, procedures and practices of a sales establishment.
- Consolidate attitudes that are compatible with the practice of the occupation.
- Take stock of what they have learned.

Learning Context

Information Phase

- Becoming familiar with the conditions and information concerning the second practicum.
- Establishing criteria for selecting potential host companies.
- Taking steps to find a practicum position.
- Searching for information on the company's rules and practices as well as on the features of products and services offered.

Participation Phase

- Observing practices related to the occupation.
- Performing or participating in various work-related tasks.
- Keeping a logbook up to date.

Synthesis Phase

- Writing a report on their practicum experience.
- Presenting a brief summary of their experience.

Instructional Guideline

- Create a climate that promotes the student's personal growth and entry into the job market.
- Encourage the students to engage in discussions and share their points of view.
- Inform the students in advance of the practicum's objectives.
- Agree with the practicum supervisors in the host companies on how to help the student trainees perform their tasks and work independently.
- Ensure that staff members in the school and the host company work closely together.
- Ensure that the students are properly supervised at all times during their practicums.
- Provide regular guidance and support to the students during their practicums.

Participation Criteria

Information Phase

- Take steps to obtain a practicum position.

Participation Phase

- Write the information requested in the logbooks.
- Demonstrate a professional attitude when performing tasks.

Synthesis Phase

- Write a practicum report.
- Express their opinions on the practicum experience.

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- | | |
|---|--|
| <ul style="list-style-type: none"> • Become familiar with information on the second practicum and relevant terms and conditions. | Objectives of the practicum, duration, support and supervision, requirements, participation criteria, and regulations in effect at the host company |
| <ul style="list-style-type: none"> • Identify companies that could meet their needs and expectations. | Consulting various sources of information
Identifying companies that have hosted trainees in the past and finding out how things went |
| <ul style="list-style-type: none"> • Take steps to obtain a practicum position. | Contacting a potential host company and agreeing on the practicum terms and conditions
Showing the host company a list of tasks to perform for a successful practicum
Confirming the practicum
Obtaining the documents needed for the practicum |

Participation Phase

- | | |
|---|--|
| <ul style="list-style-type: none"> • Become part of a work team. | Observing and adopting the team's established practices
Business meetings, informal meetings, teamwork
Receiving and transmitting information
Accepting advice and comments
Feedback
Verification that practicum supervisors are satisfied with their performance |
| <ul style="list-style-type: none"> • Adopt attitudes and behaviours conducive to a successful practicum. | Qualities sought by employers
Attitudes to adopt to get the most out of a practicum
Application of professional ethics |

- | | |
|--|--|
| <ul style="list-style-type: none"> • Record information during the practicum. | Keeping a logbook
Useful or important information to note in the practicum report |
| <ul style="list-style-type: none"> • Observe work-related tasks. | Observation of the work environment, tasks performed, application of rules and regulations in effect and professional ethics, etc.
Introduction to new work techniques and processes
Recording observations in a logbook |
| <ul style="list-style-type: none"> • Try out work-related tasks. | Active participation
Performance of a task or participation in performing a task
Occupational health and safety rules
Instructions and company rules
Recording tasks performed in a logbook |
| <ul style="list-style-type: none"> • Take stock of the activities carried out during the practicum. | Content of a typical practicum report
Account of daily activities performed or observed
Procedures tried or new technologies used, new concepts learned, problems encountered and solutions found, etc.
Feedback on tasks performed
Use of a logbook |
|
 | |
| Synthesis Phase | |
| <ul style="list-style-type: none"> • Determine whether they have attained their objectives. | Criteria to consider
Self-assessment |
| <ul style="list-style-type: none"> • Discuss their opinions with other trainees at the end of their practicum. | Review of their experience
Discussion of positive aspects observed and level of satisfaction
Discussion of problems encountered and solutions found
Perception of the occupation before and after the practicum
Use of a practicum report |
| <ul style="list-style-type: none"> • Compare what they have learned in school with the activities observed or performed in the workplace. | List of the aspects of the occupation that correspond to the training program and those that differ: work setting, practices, job requirements, etc. |

