COURSE SEQUENCE

	Logistics 20-4 ————————▶	Logistics 30-4
	and/or	
Business ◀	Office Services 20-4 ————————▶	Office Services 30-4
Services 10-4	**and/or**	
	Sales and Service 20-4 ————————▶	Sales and Service 30-4
Workplace Readiness 10-4 ——▶	Workplace Practicum 20-4 ——▶	Workplace Practicum 30-4

Knowledge and Employability 10-level courses provide opportunities for *exploration* of, and *orientation* toward, an occupational grouping in a single career field. In 20-level courses, students progress from *orientation* toward *preparation*; and in 30-level courses, students are involved in *preparation* for direct job entry.

Business Services courses are designed to teach occupational knowledge and skills for entry-level positions in office services, sales and service and logistics by developing employability competencies that relate to all career paths.

- All courses focus on developing career awareness, safety standards and knowledge of tools, equipment and materials related to the industry.

- Business Services 10-4 provides a basis for, and an introduction to, Logistics 20-4, Office Services 20-4 and Sales and Service 20-4.

- Logistics 20-4 and 30-4 focus on the delivery and transportation of goods.

- Office Services 20-4 and 30-4 focus on office operations and business strategies.

- Sales and Service 20-4 and 30-4 focus on service in the retail and hospitality fields.

- Students interested in business should be encouraged to take as many courses as possible at the 20 and 30 levels.

- A related Workplace Practicum or Work Experience course is recommended to further enhance employability and occupational skills and to adequately prepare students for entry into the work force. In senior high school, a 30-level Workplace Practicum course, 30-level Work Experience course or 30-level Green Certificate course is required to fulfill the requirements of a Certificate of High School Achievement. Workplace practicums are supportive work placements in a related field that will allow students to validate their learning in the workplace.

COURSE DELIVERY

This Knowledge and Employability occupational strand includes three sequences of 5-credit courses. Students progress through the courses in a sequence and may combine courses across sequences to increase the depth of their knowledge.

The 10-level course is a prerequisite for all of the 20-level courses within the strand. The 20-level course in each sequence is a prerequisite for the 30-level course in that sequence.

The occupational courses may be offered in a variety of learning environments that range from a classroom in a school to a business/industry work site. The courses offer a balance between school-based and work-based learning that provides options for students to enter the workplace or to pursue post-secondary education or training.

GOALS

Students in Knowledge and Employability occupational courses will:

- identify standards determined by the workplace for the academic and occupational competencies considered necessary for success
- demonstrate practical applications through on- and off-campus experiences/community partnerships
- experience career development to assist them in exploring careers, assessing their career skills and developing a career-focused portfolio
- develop interpersonal skills to ensure respect, support and cooperation with others
- develop safety awareness and habits to ensure a safe working environment.
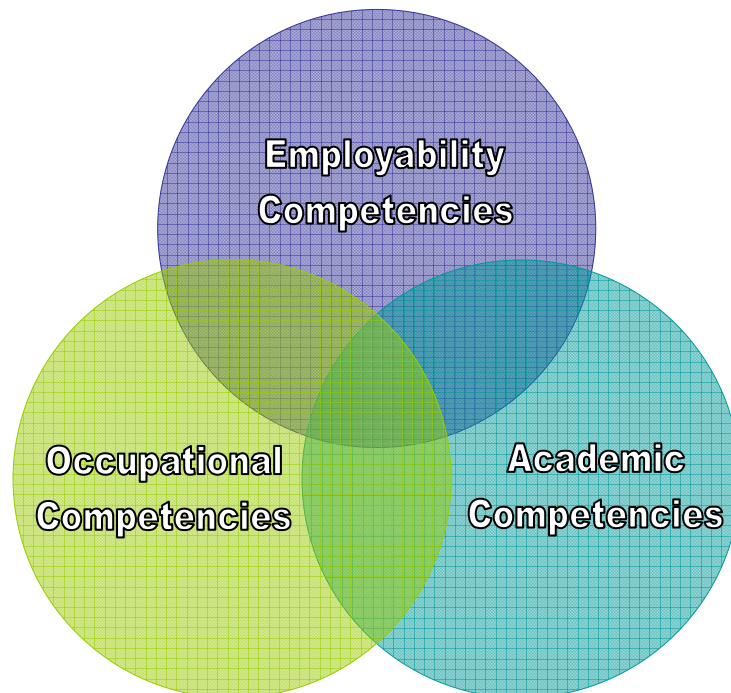
COMPETENCIES FRAMEWORK

Each Knowledge and Employability occupational course is made up of three elements: employability, occupational and academic competencies. The combination of these three elements is essential to the delivery of the occupational courses.

- Employability competencies are transferable to all occupations and are consistent throughout all courses.

- Occupational competencies are specific to an occupational area and provide the context through which students will develop their employability competencies.

- Academic competencies are to be reinforced and further developed through the occupational context that provides relevance to the academic courses.

The integration of the three elements is essential to equip students to make the transition from school to the workplace.
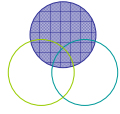
KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES
COMPETENCIES FRAMEWORK

BUSINESS SERVICES 10-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will develop an awareness of how learning contributes to personal success. • Students will develop an ability to manage change effectively. • Students will explore and discover personal aptitudes and interests related to occupational opportunities.
Personal Management	• Students will develop self-esteem, confidence and the ability to set personal goals and priorities. • Students will identify and understand the risks associated with occupational activities.
Working with Others	• Students will develop communication skills and strategies in an occupational context. • Students will demonstrate respect for the thoughts and opinions of others in the group. • Students will demonstrate positive effort and behaviour toward achieving a group's goals.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will explore a variety of occupations within a business services career environment. • Students will develop safe workplace practices and procedures. • Students will develop keyboarding, editing and formatting skills to modify and produce documents for business communications. • Students will use names and other important information that reflects content for filing purposes. • Students will develop effective research and customer relations skills. • Students will identify business operations and financial procedures. • Students will identify how goods are distributed and demonstrate shipping and receiving practices.
Ensuring Quality	• Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will enhance their ability to listen, speak, read and write effectively.
Thinking	• Students will develop problem-solving strategies.
Numeracy	• Students will understand the value of numeracy skills in the workplace.
Information Technology	• Students will familiarize themselves with the information technology used in daily workplace operation.

BUSINESS SERVICES 10-4

> **EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

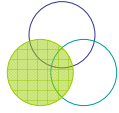| General Outcomes	Specific Outcomes
Students will develop an awareness of how learning contributes to personal success.	**Lifelong Learning** *Students will:* • identify learning preferences and strengths and apply learning styles and strategies appropriate to the situation • set learning goals and identify how formal/informal learning can help them achieve goals • develop an awareness of senior high school courses and work experience and identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
Students will develop an ability to manage change effectively.	**Adapting to Change** *Students will:* • identify available support resources and assess potential barriers • prepare an action plan to proactively respond to a particular change or challenge.
Students will explore and discover personal aptitudes and interests related to occupational opportunities.	**Career Development** *Students will:* • create an inventory of personal competencies, interests, goals and work preferences and link this inventory to career options • identify sources of support for investigating and finding work; e.g., Alberta Learning Information Service (ALIS) Web site • describe how work contributes to individual goals • explore the workplace through community partnerships and identify employer and employee expectations, rights and responsibilities.

PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will develop self-esteem, confidence and the ability to set personal goals and priorities.	**Self-development** *Students will:* • identify personal characteristics, strengths and talents and establish an action plan to build on them • recognize the use of strengths and talents to achieve goals • identify acceptable and appropriate behaviours and present themselves to suit an activity or role; e.g., body language, grooming, clothing, manners • describe personal beliefs about what is right and wrong and assess the consequences of ethical/unethical behaviours.
Students will identify and understand the risks associated with occupational activities.	**Risk Management** *Students will:* • identify current health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify risks that could impact themselves and others and identify hazards in the work environment; e.g., chemical, physical, biological and ergonomic • identify a potential emergency situation and develop strategies for personal emergency responses • identify sources of support when taking risks in their personal lives and in the workplace; e.g., entrepreneurship.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will develop communication skills and strategies in an occupational context.	**Interpersonal Communication**
	
	Students will:
	• demonstrate appropriate communication strategies for communicating thoughts and feelings; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate language and body language
	• develop awareness of verbal and nonverbal communication strategies
	• improve their ability to communicate by working with others
	• communicate common goals and expectations to improve their team's ability to achieve goals
	• identify causes of conflict.

General Outcomes	Specific Outcomes
Students will demonstrate respect for the thoughts and opinions of others in the group.	**Building Community** *Students will:* • identify commonly accepted courteous behaviour • assess and respect how their personal values and beliefs differ from those of others and how those beliefs impact personal behaviour • identify the value of volunteering in community activities; e.g., charity work, community car wash.

Students will demonstrate positive effort and behaviour toward achieving a group's goals.	**Teamwork**
	
	Students will:
	• identify team goals
	• work independently and with others to support team goals; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• establish short- and long-term team goals.

> **OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will explore a variety of occupations within a business services career environment.	**Career Awareness**
	
	Exploration
	
	Students will:
	• identify local opportunities within a career field
	• define and recognize entrepreneurship as a potential career path
	• research employment information; e.g., duties, working conditions, personal characteristics, education, salary.
	
	Standards
	
	Students will:
	• identify workplace protocols, procedures and standards of conduct; e.g.,
	  – clean the entire work area, return tools to designated areas, minimize the waste of materials
	  – identify related health and sanitation standards
	  – display punctuality and come prepared for classroom and laboratory activities
	  – treat the laboratory area with care and pay attention to potential workplace health and safety risks
	  – treat other members of the team with respect
	  – use appropriate language and terminology
	  – wear appropriate dress.

Students will develop safe workplace practices and procedures.	**Workplace Health and Safety**
	
	Students will:
	• identify and demonstrate preventive measures to avoid accidents and injury to themselves and others; e.g.,
	  – identify safety device locations in the laboratory or classroom; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone
	  – demonstrate the correct procedures for addressing injuries
	  – identify the proper use of tools with regard to other classmates and laboratory conditions

General Outcomes	Specific Outcomes
	– identify personal protective equipment (PPE); e.g., coveralls, proper eyewear, proper footwear – demonstrate proper body position while at a work station – maintain a safe and clean work area – identify and practise the safe use of electrical equipment • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • recognize health and safety hazards associated with office, retail store and warehousing procedures.
Students will develop keyboarding, editing and formatting skills to modify and produce documents for business communications.	**Work Station Operations** **Keyboarding, Formatting and Editing** *Students will:* • demonstrate effective keyboarding, using proper techniques • organize a work station by setting up materials properly for effective use • edit assignments properly; e.g., spell check, grammar • use basic toolbars and pull-down menu functions • format documents by using appropriate procedures, style manuals and electronic templates; e.g., letters, memorandums, reports • compose messages, with attachments, in an e-mail system • use software effectively by using shortcuts on a computer desktop; e.g., Ctrl + 2 to double-space • justify margins and set fonts for a project appropriately • prepare documents with page-setup operations • prepare documents for printing • apply proper etiquette when using technology to communicate • create tables and columns, using specialized features • apply graphics, fonts and borders to documents.
Students will use names and other important information that reflects content for filing purposes.	**Planning and Organizing** *Students will:* • identify the purpose of keeping records • identify the basic methods of keeping records and storing information; e.g., – diaries – notes – files – computer software – audiotapes/videotapes • identify the components of a paper filing system • use numeric, alphanumeric, alphabetic and Dewey decimal system filing procedures in appropriate settings

General Outcomes	Specific Outcomes

	• identify the components of an electronic filing system
	• create file folders to efficiently open and save documents
	• apply file management procedures; e.g.,
	  – rename
	  – move
	  – delete
	• manage several documents at the same time, using tools and features
	• organize desktop software and files; e.g., icons
	• use header and footer features in document preparation.

Students will develop effective research and customer relations skills.	**Communication** **Internet Use** *Students will:* • identify and access e-mail • use a number of search engines and Boolean language to obtain information quickly; e.g., " ", + • analyze a variety of Web sites to identify common content and features • research Web sites by using a variety of search strategies and search engines. **Presentations** *Students will:* • choose appropriate software packages for reporting information; e.g., slide show software, word processing software, spreadsheet software • proofread and edit documents for content and errors. **Providing Service** *Students will:* • look at the situation from the perspective of the client • determine the potential to resolve problems • provide individual, personalized service to each client • identify the expressed needs of the client • use appropriate communication strategies. **Telecommunications** *Students will:* • identify methods of transmitting information using telephone technology • use proper procedures and etiquette when placing and receiving telephone calls • record messages accurately and completely • research contact information by using published and computerized directories • ensure competent delivery of messages.

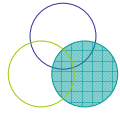| General Outcomes	Specific Outcomes

Students will identify business operations and financial procedures.	**Financial and Consumer Preparation**
	
	Students will:
	• identify the various ways a business makes money
	• describe the importance of accounting
	• identify banking services within the community; e.g., loans, chequing and savings accounts, electronic operations
	• practise the formatting of simple personal financial documents; e.g.,
	  − identify the components of a balance sheet
	  − prepare a personal balance sheet
	  − identify the components of an income statement
	  − prepare a personal income statement
	  − prepare a personal budget
	  − discuss a personal savings plan and why a savings plan is important
	  − determine what personal savings plans are available
	• use software features and tools in an effective manner
	• identify simple financial terminology
	• compare products and services; e.g.,
	  − analyze the content and costs of products and services
	  − define products and services within the community
	• list and discuss the advantages and disadvantages of using credit
	• compare interest rates on bank loans and other forms of credit
	• describe how paycheque deductions affect a worker.

Students will identify how goods are distributed and demonstrate shipping and receiving practices.	**Distribution**
	
	Modes of Transportation and Vehicles Used for Logistics
	
	Students will:
	• identify and describe the role of transportation in logistics
	• explain the advantages and disadvantages of different vehicles and vessels used in modes of transportation; e.g., air, rail, roadway, sea, pipeline
	• identify appropriate modes of transportation for various types of products and identify their specific requirements; e.g., refrigeration, speed, air ride, time, temperature and packing
	• demonstrate the ability to use a map to:
	  − identify specific locations
	  − trace routes
	  − measure distances
	  − identify key features/symbols
	  − estimate time.

Knowledge and Employability (Occupational Component)
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General Outcomes	Specific Outcomes

	Packaging and Shipping Practices
	
	Students will:
	• identify and demonstrate efficient packing procedures; e.g.,
	  – packaging
	  – closing/securing
	  – wrapping
	  – taping
	• list and describe the major types of packaging; e.g., carton, box, container
	• demonstrate basic skills in shipment preparation, including:
	  – weighing
	  – labelling
	• read, interpret and complete the appropriate documentation for the shipping of goods.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

COMMUNICATION

General Outcomes	Specific Outcomes
Students will enhance their ability to listen, speak, read and write effectively.	**Listening, Speaking, Reading and Writing** *Students will:* • read, view and interpret information presented in a variety of forms, including text, videos, graphs, charts, diagrams, manuals • identify a purpose for writing • print or write legibly, spell accurately and apply rules of grammar to construct text • listen and ask questions to expand information and to appreciate the points of view of others.

THINKING

General Outcomes	Specific Outcomes
Students will develop problem-solving strategies.	**Problem Solving** *Students will:* • identify and define, and ask relevant questions to clarify, the problem • evaluate the results in terms of expected outcomes.

NUMERACY

General Outcomes	Specific Outcomes
Students will understand the value of numeracy skills in the workplace.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals

General Outcomes	Specific Outcomes

- estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area
- use metric and imperial units of measure.

INFORMATION TECHNOLOGY

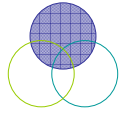| General Outcomes	Specific Outcomes

Students will familiarize themselves with the information technology used in daily workplace operation.	**Computer Operations**
	
	Students will:
	• identify the most appropriate technology tool for the task; e.g., fax, e-mail, networks, telephone
	• identify appropriate telephone operations, answer telephone calls appropriately, locate numbers and make telephone calls
	• identify basic computer operations; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• identify procedures for connecting and using audio, video and digital equipment
	• identify procedures for sending and receiving faxes and setting up a fax machine
	• identify procedures for copying and printing documents.

LOGISTICS 20-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	• Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will orient themselves toward an occupation within a logistics career environment. • Students will demonstrate safe workplace practices and procedures. • Students will demonstrate proper packing procedures for various types of cargo and transportation. • Students will demonstrate efficient shipping and receiving procedures for warehouse storage. • Students will demonstrate effective inventory management and record-keeping procedures.
Ensuring Quality	• Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	• Students will apply creative thinking skills to solve problems.
Numeracy	• Students will apply mathematical concepts to solve occupational problems.
Information Technology	• Students will enhance their performance by using information technology to help complete tasks.

LOGISTICS 20-4

MANAGING TRANSITIONS

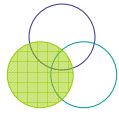| General Outcomes	Specific Outcomes
Students will apply their abilities and interests toward achieving learning goals.	**Lifelong Learning** *Students will:* • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.

Students will practise the skills and abilities needed to manage change.	**Adapting to Change**
	
	Students will:
	• identify goals, responsibilities and commitments
	• assess and reflect on the success of an action plan; e.g.,
	  – create alternative choices to deal with unexpected change
	  – identify stressors in personal environments that they can and cannot change
	• identify the need for personal support and create an inventory of available personal and community sources of support.

Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	**Self-development** *Students will:* • re-evaluate an action plan to develop strengths and talents • use strengths and talents to achieve personal goals • clarify acceptable and appropriate behaviours for specific activities and roles • act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	**Risk Management** *Students will:* • follow health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify potential hazards, take corrective action and develop and practise action plans to ensure safety • practise personal emergency responses • assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will practise effective communication skills and strategies in an occupational context.	**Interpersonal Communication**
	
	Students will:
	• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• assess verbal and nonverbal communication strategies
	• apply social norms to build specific relationships
	• demonstrate the ability to accept praise and/or criticism.

Students will demonstrate the ability to understand and work within the culture of a group.	**Building Community** *Students will:* • interact with others in a courteous manner • accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction • identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes

Students will plan and make decisions with others.	**Teamwork**
	
	Students will:
	• participate effectively as group members; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• assume various roles within a group; e.g., leadership
	• clarify the expected outcomes of teamwork.

OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will orient themselves toward an occupation within a logistics career environment.	**Career Awareness**
	
	Orientation
	
	Students will:
	• identify entry-level competencies
	• identify post-secondary opportunities
	• recognize entrepreneurial opportunities within the industry
	• introduce themselves to local business/industry operations
	• match their personal interests to their job search; e.g.,
	  – identify sources of support for investigating and finding work
	  – describe entry-level requirements
	  – recognize potential career ladders
	• identify a variety of occupations within warehousing and transportation
	• identify licencing requirements for transporting goods in various vehicles.
	
	Standards
	
	Students will:
	• develop workplace protocols, procedures and standards of conduct; e.g.,
	  – demonstrate appropriate work habits
	  – use safe and sanitary practices
	  – demonstrate pride in themselves
	  – demonstrate pride in their work performance
	  – show respect for others
	  – respect the property of others.

Students will demonstrate safe workplace practices and procedures.	**Workplace Health and Safety** *Students will:* • identify safety device locations and procedures within the workplace environment • identify government regulatory bodies that support a safe workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)

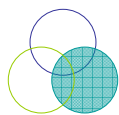| General Outcomes	Specific Outcomes
	• demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • select and wear personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • identify the correct procedures for addressing injuries • identify the consequences of alcohol and drug use on the worker and the workplace • alert the instructor to unsafe conditions • describe safe lifting procedures • describe procedures for reporting an accident • identify hazardous types of cargo.

Students will demonstrate proper packing procedures for various types of cargo and transportation.	**Packing**
	
	Procedures
	
	Students will:
	• identify and demonstrate efficient packing procedures; e.g.,
	  – packaging
	  – closing and securing
	  – wrapping
	  – taping
	  – labelling
	  – weighing
	• demonstrate the ability to relate the product to the packaging and the mode of transportation
	• identify fragile products and the methods needed to secure their safe delivery
	• list and describe the major types of packaging material; e.g.,
	  – carton
	  – box
	  – container.

General Outcomes	Specific Outcomes
	Shipping *Students will:* • demonstrate basic skills in shipment preparation; e.g., – packing – packaging • read, interpret, select and complete appropriate documentation for the shipping of goods • identify transportation modes and the benefits and drawbacks of each; e.g., cost, time, convenience. **Travel Preparation** *Students will:* • explain the purpose of tracking systems • demonstrate the ability to use: – tracking systems – two-way communication devices – global positioning systems (GPS) • demonstrate the ability to use traditional and computerized maps to plan a route • assist in planning and scheduling a route to meet a customer's needs • explain the difference between a shipping manifest and a transportation manifest • prepare a manifest • describe the purpose of a logbook.
Students will demonstrate efficient shipping and receiving procedures for warehouse storage.	**Shipping and Receiving** **Warehousing** *Students will:* • identify the role warehousing plays in the workplace • identify symbols and labels used to identify products • identify terminology for warehousing tools, equipment and materials • identify and describe the function of storage containers; e.g., – revolving shelves – racks – modular shelving – line storage • identify bar-code labels • identify content-care labels • identify the safe mechanics of lifting, carrying and placing a load; e.g., use manpower or various equipment and machinery • identify stacking patterns; e.g., – blocks – row – brick – pinwheel.

General Outcomes	Specific Outcomes

Goods

Students will:
- identify, define and describe types of storable goods; e.g.,
  – hazardous
  – packages
  – bulk
  – perishables
  – valuables
  – inflammables
- choose appropriate storage based on the product.

Forms and Documents

Students will:
- identify common warehouse forms used to monitor goods
- complete customer shipping orders and address shipments
- explain the purpose of and complete:
  – packing slips
  – invoices
  – shipping records
  – stock requisitions
  – back orders
  – claim forms
- identify the main areas of a purchase order; e.g.,
  – buyer
  – vendor
  – quantities
  – product descriptions
  – other information; e.g., comments, date, special order.

Students will demonstrate effective inventory management and record-keeping procedures.

Inventory Management

Shipping

Students will:
- identify the process and function of shipping
- identify and complete a shipping record document
- pack and ship an order
- file shipping orders.

General Outcomes	Specific Outcomes

	Receiving
	
	Students will:
	• identify receiving procedures
	• identify the procedures for reporting stock; e.g.,
	  – overages
	  – damages
	  – shortages
	  – back orders
	• complete a receiving document
	• demonstrate the procedures to:
	  – unpack received goods
	  – check received goods
	  – evaluate the quality of goods
	  – report goods discrepancies
	  – file shipping invoices.
	
	Inventory
	
	Students will:
	• identify the purpose of inventories; e.g.,
	  – identify methods for the taking of inventories
	  – compile an inventory of goods
	  – use a computer to complete an inventory of goods
	• identify and explain the advantages, disadvantages and purposes of using stock-locator systems; e.g.,
	  – random
	  – fixed
	  – manual
	  – electronic
	• demonstrate the ability to use stock-locator systems.

ENSURING QUALITY

General Outcomes	Specific Outcomes

Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management**
	
	Outcomes
	
	Students will:
	• create a product and/or deliver a service
	• read and/or listen to instructions
	• ask questions to clarify expected outcomes, procedures and timelines.
	
	Decision Making
	
	Students will:
	• identify the parameters of the task
	• generate and review alternative ideas and their consequences
	• make a decision or select an idea.
	
	Planning
	
	Students will:
	• design marketing and management practices for the product or service
	• design a budget
	• design a timeline, including dates of completion, with supervisor/instructor assistance
	• use an appropriate timeline chart
	• prepare a product for distribution; e.g.,
	  – identify positive sales techniques
	  – brainstorm and share information with classmates and the instructor
	  – research sales techniques through the use of books, articles and the Internet
	• identify the steps involved in managing a project
	• prepare a sample project plan, including budget and timeline
	• identify available tools, equipment and materials.
	
	Performance Standards
	
	Students will:
	• identify expected standards for a product or service
	• work to agreed quality standards and specifications
	• select and use appropriate tools and technology for a task or project
	• demonstrate effective time management
	• clean the work area when the task is completed.
	
	Evaluation
	
	Students will:
	• identify opportunities for improving quality
	• establish expectations and measures for improvements
	• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials; e.g.,
	  – use related occupational terms
	  – identify occupation-related literature
	  – interpret and follow written instructions
	• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:
	  – describe uses of writing skills in related occupations
	  – write a letter of inquiry
	  – write a letter of thanks
	  – complete job applications
	• listen and present information in a clear, concise manner; e.g.,
	  – listen attentively to organize and classify information and ideas
	  – organize main ideas and key messages with clarity.

THINKING

Students will apply creative thinking skills to solve problems.	**Problem Solving, Decision Making and Creative Thinking** *Students will:* • apply a problem-solving model to identify the problem/issue • identify appropriate actions and develop several alternatives for each promising idea • evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

NUMERACY

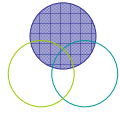| General Outcomes	Specific Outcomes
Students will apply mathematical concepts to solve occupational problems.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will enhance their performance by using information technology to help complete tasks.	**Computer Operations and Computer Applications**
	
	Students will:
	• demonstrate appropriate language and etiquette when using information technology
	• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• demonstrate basic computer operations to complete a task; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

LOGISTICS 30-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	• Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will prepare for entry-level employment within a logistics career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will demonstrate proper cargo-handling and documentation procedures. • Students will demonstrate entry-level knowledge and efficient practices of warehousing operations. • Students will demonstrate the effective stocking and inventory procedures required for entry-level employment in a parts warehouse.
Ensuring Quality	• Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	• Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	• Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	• Students will demonstrate the effective use of information technology to perform daily workplace operations.

LOGISTICS 30-4

EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes

Students will consistently demonstrate personal discovery and continuous learning.	**Lifelong Learning**
	
	Students will:
	• identify learning opportunities related to learning goals, commitments and resources; e.g.,
	  – identify opportunities for further education/training
	  – locate needed financial support systems
	  – locate needed personal support systems
	• practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals
	• create a plan that demonstrates continuous learning; e.g.,
	  – analyze requirements for graduation and for further education/training
	  – modify a learning plan to reflect requirements and opportunities.

Students will manage change effectively to support their goals.	**Adapting to Change**
	
	Students will:
	• prioritize and assign resources to meet commitments and goals
	• prioritize commitments and goals to achieve a balanced lifestyle
	• redefine an action plan as situations change; e.g.,
	  – use adaptive strategies
	  – redefine personal goals
	  – select personal coping mechanisms
	• access available and appropriate sources of support
	• identify opportunities for improvement and innovation; e.g., entrepreneurship.

General Outcomes	Specific Outcomes

| **Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.** | **Career Development**

Students will:
• analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige
• build personal career paths and networks
• analyze how work contributes to societal and economic needs and a sense of responsibility
• prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently. |

PERSONAL MANAGEMENT

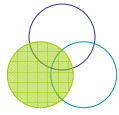| **Students will exhibit self-esteem and confidence through the achievement of personal goals.** | **Self-development**

Students will:
• continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
• demonstrate entry-level self-presentation appropriate to the activity and role
• maintain a high standard of personal ethics when interacting with others. |
| **Students will manage risks to achieve both personal and workplace goals.** | **Risk Management**

Students will:
• maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
• monitor success in reducing the impact of hazards on themselves and others
• demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
• work with others to respond to emergencies
• take planned risks to contribute to personal growth. |

WORKING WITH OTHERS

General Outcomes	Specific Outcomes
Students will model effective communication skills and strategies in the home, school, community and workplace.	**Interpersonal Communication** *Students will:* • communicate thoughts and feelings appropriately; e.g., 　– listen without interrupting 　– contribute to be heard 　– disagree courteously 　– accept conflicting opinions 　– use appropriate body language • maintain a balance between speaking, listening and responding • work together to achieve goals • demonstrate the ability to deal constructively with conflict.
Students will promote equity in work and community endeavours.	**Building Community** *Students will:* • demonstrate and model courteous behaviour in daily interactions • demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction • assess their personal contribution to community growth.
Students will demonstrate the ability to complete tasks in a team environment.	**Teamwork** *Students will:* • assess the effectiveness of group and personal contributions; e.g., 　– generate ideas 　– assess resources 　– contribute abilities and interests 　– monitor progress 　– share responsibility for completion of a task • expand their abilities to contribute to team goals.

OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

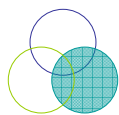| General Outcomes	Specific Outcomes

Students will prepare for entry-level employment within a logistics career environment.	**Career Awareness**
	
	Preparation
	
	Students will:
	• assess entry-level competencies
	• recognize opportunities for further education/training
	• select post-secondary opportunities
	• identify local entrepreneurs
	• establish contacts with local businesses/industries
	• present marketable skills and strengths; e.g.,
	  – write a letter of application
	  – prepare a résumé
	  – complete application forms
	  – identify contacts and references
	  – collect evidence of competencies in a portfolio.
	
	Standards
	
	Students will:
	• demonstrate workplace protocols, procedures and standards of conduct; e.g.,
	  – demonstrate appropriate work habits
	  – demonstrate effective human relations techniques in the workplace
	  – practise safety in the workplace
	  – demonstrate acceptable verbal and nonverbal communication skills
	  – practise personal and public hygiene procedures
	  – demonstrate entry-level competency in tools and equipment usage
	  – use supplies correctly
	  – follow good storage practices
	  – demonstrate pride in their work performance
	  – demonstrate a willingness to work
	  – demonstrate respect for others
	  – follow accepted principles and procedures
	  – recognize opportunities for further education/training.

General Outcomes	Specific Outcomes
Students will demonstrate entry-level standards of safe workplace practices and procedures.	**Workplace Health and Safety** *Students will:* • identify and explain the use of safety devices within the workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate a prework and postwork hazard assessment • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • alert the instructor to unsafe conditions • describe the information needed to complete an accident report • identify standards for handling materials and equipment in a warehouse or stockroom, considering safety, security and sanitation • describe and demonstrate safe lifting procedures • identify types of hazardous cargo.

Students will demonstrate proper cargo-handling and documentation procedures.	**Carriers**
	
	Students will:
	• identify the function of carriers
	• identify six carrier types; e.g.,
	  – motor freight
	  – parcel post
	  – air freight
	  – rail
	  – couriers
	  – waterway carriers
	• identify various carrier companies for each type
	• list the advantages and disadvantages of each carrier type
	• identify local and Alberta carriers
	• select suitable carriers for specific shipments
	• identify and list key:
	  – transportation regulations
	  – weight restrictions
	  – seasonal restrictions
	  – jurisdictional restrictions and requirements

General Outcomes	Specific Outcomes

	• list licencing required to operate different vehicles and vessels; e.g., identify procedures for obtaining licences to operate various forms of transportation
	• identify and describe the basic safety procedures, practices and standards that must be followed for each vehicle; e.g.,
	   – on-highway
	   – off-highway
	   – air/sea freight
	   – customer safety
	• identify the procedures for loading and unloading cargo safely and efficiently; e.g.,
	   – secure cargo, using blocking, bracing, packing, rope, cable, chains and strapping
	   – demonstrate the procedures for using common cargo-handling equipment, including pallets, jacks, dollies, hand trucks, nets, slings, poles and other equipment
	• verify the information on a bill of lading and properly record and report discrepancies and damage to the cargo.

Students will demonstrate entry-level knowledge and efficient practices of warehousing operations.	**Warehousing Operations**
	
	Students will:
	• identify and explain the purpose and relationship between the:
	   – shipping area
	   – receiving area
	   – storage area
	• identify and explain the purpose of different systems of warehousing; e.g.,
	   – first-in-first-out (FIFO)
	   – last-in-first-out (LIFO)
	   – time-dated systems
	   – non-time–dated systems
	   – bulk materials–handling systems
	   – general materials–handling procedures
	• explain the advantages and disadvantages of using automated warehouse systems
	• demonstrate the ability to safely use automated systems; e.g.,
	   – conveyor systems
	   – pickers
	   – scaling/weighing devices
	   – storage and retrieval systems

General Outcomes	Specific Outcomes

	• explain the purpose of palletizing items; e.g.,
	  – warehouse storage
	  – ease of handling
	  – outgoing and incoming shipments
	• identify and describe equipment and aids used to handle various material; e.g.,
	  – forklifts
	  – power lifts
	  – power jacks
	  – rollers
	• demonstrate the safe operation and handling of equipment and goods.

Students will demonstrate the effective stocking and inventory procedures required for entry-level employment in a parts warehouse.	**Parts Sales and Service**
	
	Students will:
	• list major features of various stockrooms/warehouses; e.g.,
	  – auto parts
	  – machine parts
	  – grain handling
	  – fruits, vegetables
	  – retail
	  – dry goods
	  – clothing
	  – freight
	• identify the importance of maintaining a constant stock of supplies
	• demonstrate the procedures for ordering inventory
	• identify various vendors for products
	• care for and maintain a warehouse or stockroom as directed
	• identify and describe management and care duties needed in a warehouse or stockroom
	• identify and describe:
	  – customer loyalty
	  – repeat business
	  – service
	• demonstrate sales and customer relations techniques
	• evaluate their own sales and service performance.

ENSURING QUALITY

General Outcomes	Specific Outcomes

Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management**
	
	Outcomes
	
	Students will:
	• create a product and/or deliver a service
	• read and/or listen to instructions
	• ask questions to clarify expected outcomes, procedures and timelines.
	
	Decision Making
	
	Students will:
	• identify the parameters of the task
	• generate and review alternative ideas and their consequences
	• make a decision or select an idea.
	
	Planning
	
	Students will:
	• design marketing and management practices for the product or service
	• design a budget
	• design a timeline and dates of completion, using an appropriate timeline chart, with supervisor/instructor assistance
	• prepare for product or service sales; e.g.,
	  – identify positive sales techniques
	  – brainstorm and share information with classmates and the instructor
	  – research sales techniques through the use of books, articles and the Internet
	• identify the steps involved in managing a project
	• prepare a sample project plan, including budget and timeline
	• identify available tools, equipment and materials.
	
	Performance Standards
	
	Students will:
	• identify expected standards for a product or service
	• work to agreed quality standards and specifications
	• select and use appropriate tools and technology for a task or project
	• demonstrate effective time management
	• clean the work area when the task is completed.
	
	Evaluation
	
	Students will:
	• identify opportunities for improving quality
	• establish expectations and measures for improvements
	• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials for a specific purpose; e.g.,
	  − read related health and safety documents
	  − read terms of employment documents
	  − follow written instructions specific to an occupational area
	• create text for a specific purpose that clearly communicates information; e.g.,
	  − write a résumé
	  − write a job description
	  − submit job application forms
	• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,
	  − follow oral instructions
	  − give effective oral instructions when necessary.

THINKING

General Outcomes	Specific Outcomes

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.	**Problem Solving, Decision Making, Finding Information and Creative Thinking**
	
	Students will:
	• demonstrate an effective problem-solving model; e.g.,
	  − identify the need for a solution to a problem/issue
	  − identify why information is needed; e.g., make decisions, inform, persuade
	• identify appropriate actions and select and apply information that meets their purposes and needs
	• evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

Knowledge and Employability (Occupational Component)
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NUMERACY

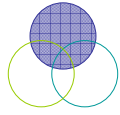| General Outcomes	Specific Outcomes
Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • using metric and imperial units of measure.

INFORMATION TECHNOLOGY

General Outcomes	Specific Outcomes

Students will demonstrate the effective use of information technology to perform daily workplace operations.	**Computer Operations and Computer Applications**
	
	Students will:
	• model and assume personal responsibility for the ethical use of information technologies
	• demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• use computer operations to assist in the completion of daily workplace operations; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

OFFICE SERVICES 20-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	• Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will orient themselves toward an occupation within an office services career environment. • Students will demonstrate safe workplace practices and procedures. • Students will develop an increased awareness of technology to develop a high-quality product or service. • Students will continue to develop keyboarding, editing and formatting skills to modify and produce documents for business communications. • Students will continue to develop organizational skills to facilitate an effective working environment. • Students will demonstrate communication procedures, using a variety of strategies.
Ensuring Quality	• Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	• Students will apply creative thinking skills to solve problems.
Numeracy	• Students will apply mathematical concepts to solve occupational problems.
Information Technology	• Students will enhance their performance by using information technology to help complete tasks.

OFFICE SERVICES 20-4

> **EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

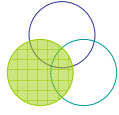| General Outcomes	Specific Outcomes
Students will apply their abilities and interests toward achieving learning goals.	**Lifelong Learning** *Students will:* • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.

Students will practise the skills and abilities needed to manage change.	**Adapting to Change**
	
	Students will:
	• identify goals, responsibilities and commitments
	• assess and reflect on the success of an action plan; e.g.,
	  – create alternative choices to deal with unexpected change
	  – identify stressors in personal environments that they can and cannot change
	• identify the need for personal support and create an inventory of available personal and community sources of support.

Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	**Self-development** *Students will:* • re-evaluate an action plan to develop strengths and talents • use strengths and talents to achieve personal goals • clarify acceptable and appropriate behaviours for specific activities and roles • act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	**Risk Management** *Students will:* • follow health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify potential hazards, take corrective action and develop and practise action plans to ensure safety • practise personal emergency responses • assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will practise effective communication skills and strategies in an occupational context.	**Interpersonal Communication**
	
	Students will:
	• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• assess verbal and nonverbal communication strategies
	• apply social norms to build specific relationships
	• demonstrate the ability to accept praise and/or criticism.

Students will demonstrate the ability to understand and work within the culture of a group.	**Building Community** *Students will:* • interact with others in a courteous manner • accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction • identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes

Students will plan and make decisions with others.	**Teamwork**
	
	Students will:
	• participate effectively as group members; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• assume various roles within a group; e.g., leadership
	• clarify the expected outcomes of teamwork.

> **OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will orient themselves toward an occupation within an office services career environment.	**Career Awareness**
	
	Orientation
	
	Students will:
	• identify entry-level competencies
	• identify post-secondary opportunities
	• recognize entrepreneurial opportunities within the industry
	• introduce themselves to local business/industry operations
	• match their personal interests to their job search; e.g.,
	  – identify sources of support for investigating and finding work
	  – describe entry-level requirements
	  – recognize potential career ladders.
	
	Standards
	
	Students will:
	• develop workplace protocols, procedures and standards of conduct; e.g.,
	  – demonstrate appropriate work habits
	  – use safe and sanitary practices
	  – demonstrate pride in themselves
	  – demonstrate pride in their work performance
	  – show respect for others
	  – respect the property of others.

Students will demonstrate safe workplace practices and procedures.	**Workplace Health and Safety** *Students will:* • identify safety device locations and procedures within the workplace environment • identify government regulatory bodies that support a safe workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials

General Outcomes	Specific Outcomes

	• demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources
	• select and wear personal protective equipment (PPE) appropriate to the specific task
	• demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste
	• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements
	• identify potential safety hazards at the work placement and at home; e.g.,
	  – building security
	  – property protection
	  – window security
	  – fire protection
	• demonstrate adaptability to avoid/correct possible workplace hazards; e.g.,
	  – workplace temperature
	  – noise
	  – computer glare
	  – lighting
	  – posture/wrists
	  – lifting/moving products
	• identify the correct procedures for addressing and reporting injuries and identify related documentation
	• identify the consequences of alcohol and drug use on the worker and the workplace
	• develop a safe and clean work area and an ergonomic work station and follow all safety protocols
	• follow proper procedure when reporting hardware/software problems
	• use proper procedure for work station management and operations; e.g., place book bags underneath the desk and prepare work materials on the desk.

Students will develop an increased awareness of technology to develop a high-quality product or service.	**Products and Service** **Technology Integration** *Students will:* • identify new and emerging products and technological advances in office services.

General Outcomes	Specific Outcomes

Providing Service

Students will:
- identify client relationships or interactions within the field of office services
- identify services required or provided
- collect necessary information to complete a purchase or to fill out a work order
- recognize the importance of customer or client service to all businesses/industries
- demonstrate professional practices and work habits
- strive to meet and exceed the client's expectations.

Work Station Operations

Keyboarding

Students will:
- demonstrate an increased proficiency in keyboarding skills; e.g.,
  – use the numeric keypad
  – practise the typing of telephone numbers, postal codes and other alphanumeric material
  – practise the use of symbol keys in a variety of documents
  – create a baseline of words per minute (wpm).

Formatting

Students will:
- format multipage documents, with headers and custom footers, in a spreadsheet format
- create calendars, brochures and newsletters, using publisher software
- apply table and column features to appropriate documents
- use indents and tabs to create or format documents
- create a variety of charts, using a spreadsheet package; e.g., bar, line, pie, legends, title, series, *x*-axis, *y*-axis
- demonstrate and practise the use of a variety of bulleting and numbering formats used in document preparation
- use a variety of spacing settings within a document
- understand the various types of formats for correspondence; e.g., full block, modified block and semiblock letter styles
- compose memorandums and understand that guide words must be used; e.g., date, to, from, subject
- use the help menu to troubleshoot problems while using software
- prepare templates for efficient document preparation and prepare page-setup operations, tabs, spacing and indents
- format and attach pictures and/or other documentation to an e-mail and then send the message to a recipient.
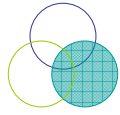
General Outcomes column:

Students will continue to develop keyboarding, editing and formatting skills to modify and produce documents for business communications.

General Outcomes	Specific Outcomes

Editing

Students will:
- use spell-check and thesaurus functions when creating documents
- use editing marks when editing handwritten and text-only material
- identify and use all of the cursor buttons effectively and efficiently
- use shortcuts to edit documents; e.g., Ctrl + 2 for spacing.

Students will continue to develop organizational skills to facilitate an effective working environment.

Planning and Organizing

File Management

Students will:
- identify filing systems; e.g.,
  - alphabetic
  - numeric
  - subject
  - geographic
- use appropriate filing systems for information and data
- create appropriate electronic file folders for correspondence and reports; e.g.,
  - move files into folders, using the drag-and-drop technique
  - delete folders that are not in use
  - rename files and folders for future use and ensure files have specific names/dates/content so they are easy to locate
- arrange desktop icons for efficient use (e.g., horizontal, vertical or other arrangement) and create desktop icons of folders used on a regular basis (e.g., pictures folder)
- save and resave documents on a regular basis
- use headers and footers to identify documents
- demonstrate procedures for emptying the recycle bin.

Time Management

Students will:
- keep a record of daily activities
- familiarize themselves with the use and importance of a day planner; e.g., agenda, personal digital assistant (PDA)
- identify procedures for scheduling appointments
- list and describe common booking requirements; e.g.,
  - meetings
  - appointments
  - reservations
- demonstrate booking procedures.

General Outcomes	Specific Outcomes

Students will demonstrate communication procedures, using a variety of strategies.	**Communicating, Researching and Problem Solving**
	
	Interpersonal Communication
	
	Students will:
	• identify correct procedures for self-introduction
	• demonstrate positive nonverbal communications
	• identify the importance of eye contact
	• listen attentively.
	
	Telephone
	
	Students will:
	• identify procedures for using a telephone or cell phone
	• identify and demonstrate proper telephone etiquette
	• identify and demonstrate various telephone features; e.g.,
	   – hold
	   – conference call
	   – headset
	• identify and demonstrate the use of directory information
	• take telephone messages that are clear and concise; e.g.,
	   – include all information needed to record a meaningful message (date and time, the message, proper spelling of name, telephone number and initials of message taker)
	   – repeat the message back to the caller to ensure clarity
	• identify procedures for handling complaints
	• discuss conflict management within an employee/employer or family situation and practise skills of negotiation.
	
	Computer
	
	Students will:
	• compose reports, using the tools and features included in software
	• compose résumés and covering letters, using the correct format and words that will inspire the reader
	• compose, send and receive e-mail
	• narrow a Web site search for information, using Boolean logic; e.g., and, or, " "
	• read and scan information on several Web sites to obtain information and communicate results or findings
	• conduct queries, using database fields and records
	• identify Web pages that are appropriate and suitable for a task
	• use appropriate features to create a simple Web page.

General Outcomes	Specific Outcomes
	Handling Mail *Students will:* • identify common procedures for handling mail; e.g., incoming, outgoing, stamping • demonstrate sorting practices • demonstrate an ability to determine and use postal codes • identify business methods for folding letters and stuffing envelopes • identify equipment and processes for determining postage rates.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • create a product and/or service • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • demonstrate effective time management • clean the work area when the task is completed. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills.	**Listening, Speaking, Reading ad Writing** *Students will:*
	 • read, view and interpret occupation-related materials; e.g.,
	  – use related occupational terms
	  – identify occupation-related literature
	  – interpret and follow written instructions
	 • select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:
	  – describe uses of writing skills in related occupations
	  – write a letter of inquiry
	  – write a letter of thanks
	  – complete job applications
	 • listen and present information in a clear, concise manner; e.g.,
	  – listen attentively to organize and classify information and ideas
	  – organize main ideas and key messages with clarity.

THINKING

Students will apply creative thinking skills to solve problems.	**Problem Solving, Decision Making and Creative Thinking** *Students will:* • apply a problem-solving model to identify the problem/issue • identify appropriate actions and develop several alternatives for each promising idea • evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

NUMERACY

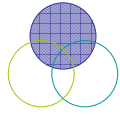| General Outcomes	Specific Outcomes
Students will apply mathematical concepts to solve occupational problems.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

General Outcomes	Specific Outcomes

Students will enhance their performance by using information technology to help complete tasks.	**Computer Operations and Computer Applications**
	
	Students will:
	• demonstrate appropriate language and etiquette when using information technology
	• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• demonstrate basic computer operations to complete a task; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

OFFICE SERVICES 30-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	• Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will prepare for entry-level employment within an office services career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will use technology to develop a high-quality product or service. • Students will demonstrate, to entry-level standards, skills related to keyboarding, text editing and formatting. • Students will demonstrate organizational skills to facilitate an effective working environment. • Students will demonstrate effective communication strategies to collect and deliver information.
Ensuring Quality	• Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	• Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	• Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	• Students will demonstrate the effective use of information technology to perform daily workplace operations.

OFFICE SERVICES 30-4

EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes

Students will consistently demonstrate personal discovery and continuous learning.	**Lifelong Learning**
	
	Students will:
	• identify learning opportunities related to learning goals, commitments and resources; e.g.,
	  – identify opportunities for further education/training
	  – locate needed financial support systems
	  – locate needed personal support systems
	• practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals
	• create a plan that demonstrates continuous learning; e.g.,
	  – analyze requirements for graduation and for further education/training
	  – modify a learning plan to reflect requirements and opportunities.

Students will manage change effectively to support their goals.	**Adapting to Change**
	
	Students will:
	• prioritize and assign resources to meet commitments and goals
	• prioritize commitments and goals to achieve a balanced lifestyle
	• redefine an action plan as situations change; e.g.,
	  – use adaptive strategies
	  – redefine personal goals
	  – select personal coping mechanisms
	• access available and appropriate sources of support
	• identify opportunities for improvement and innovation; e.g., entrepreneurship.

General Outcomes	Specific Outcomes
Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige • build personal career paths and networks • analyze how work contributes to societal and economic needs and a sense of responsibility • prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

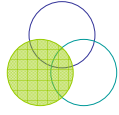| General Outcomes	Specific Outcomes
Students will exhibit self-esteem and confidence through the achievement of personal goals.	**Self-development** *Students will:* • continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals • demonstrate entry-level self-presentation appropriate to the activity and role • maintain a high standard of personal ethics when interacting with others.
Students will manage risks to achieve both personal and workplace goals.	**Risk Management** *Students will:* • maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace • monitor success in reducing the impact of hazards on themselves and others • demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace • work with others to respond to emergencies • take planned risks to contribute to personal growth.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will model effective communication skills and strategies in the home, school, community and workplace.	**Interpersonal Communication**
	
	Students will:
	• communicate thoughts and feelings appropriately; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• maintain a balance between speaking, listening and responding
	• work together to achieve goals
	• demonstrate the ability to deal constructively with conflict.

Students will promote equity in work and community endeavours.	**Building Community** *Students will:* • demonstrate and model courteous behaviour in daily interactions • demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction • assess their personal contribution to community growth.

Students will demonstrate the ability to complete tasks in a team environment.	**Teamwork**
	
	Students will:
	• assess the effectiveness of group and personal contributions; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• expand their abilities to contribute to team goals.

OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will prepare for entry-level employment within an office services career environment.	**Career Awareness**
	
	Preparation
	
	Students will:
	• assess entry-level competencies
	• recognize opportunities for further education/training
	• select post-secondary opportunities
	• identify local entrepreneurs
	• establish contacts with local businesses/industries
	• present marketable skills and strengths; e.g.,
	  – write a letter of application
	  – prepare a résumé
	  – complete application forms
	  – identify contacts and references
	  – collect evidence of competencies in a portfolio.
	
	Standards
	
	Students will:
	• demonstrate workplace protocols, procedures and standards of conduct; e.g.,
	  – demonstrate appropriate work habits
	  – demonstrate effective human relations techniques in the workplace
	  – practise safety in the workplace
	  – demonstrate acceptable verbal and nonverbal communication skills
	  – practise personal and public hygiene procedures
	  – demonstrate entry-level competency in tools and equipment usage
	  – use supplies correctly
	  – follow good storage practices
	  – demonstrate pride in their work performance
	  – demonstrate a willingness to work
	  – demonstrate respect for others
	  – follow accepted principles and procedures
	  – recognize opportunities for further education/training.

General Outcomes	Specific Outcomes

Students will demonstrate entry-level standards of safe workplace practices and procedures.

Workplace Health and Safety

Students will:
- identify and explain the use of safety devices within the workplace
- demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)
- demonstrate a prework and postwork hazard assessment
- demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials
- demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources
- model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task
- demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste
- demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements.

Students will use technology to develop a high-quality product or service.

Products and Service

Technology Integration

Students will:
- use new and emerging products and technological advances in office services; e.g., examine the effects of current technological advances in the field of office services and explain the impact of current technology on the job descriptions of future office services workers.

Providing Service

Students will:
- identify client relationships or interactions within the field of office services
- identify services required or provided
- collect necessary information to complete a purchase or to fill out a work order
- recognize the importance of customer or client service to all businesses/industries
- demonstrate professional practices and work habits
- strive to meet and exceed the client's expectations.

General Outcomes	Specific Outcomes

Students will demonstrate, to entry-level standards, skills related to keyboarding, text editing and formatting.	**Keyboarding, Formatting and Text Editing**
	
	Keyboarding
	
	Students will:
	• develop speed and accuracy while creating a variety of materials; e.g.,
	  – continue to use proper technique while keyboarding
	  – assess the progress of timed writings and set goals to increase keyboarding skills.
	
	Formatting
	
	Students will:
	• develop consistency in formatting a variety of assigned documents that are to be presented in a professional manner; e.g.,
	  – compose documents, using the correct format
	  – decide on styles for memorandums, letters and other business correspondence
	• use established software templates and tools to assist in formatting documents
	• continue to create records and fields, using established criteria and descriptions
	• report data, using a variety of formats
	• sort and query data, using established criteria.
	
	Text Editing
	
	Students will:
	• continue to demonstrate, with increasing proficiency, editing and proofreading skills; e.g.,
	  – find errors in documents and make the correct changes to spelling and grammar
	  – use tools, features and shortcuts to create professional documents
	  – analyze documents to make changes, additions and deletions
	  – demonstrate progress in moving material within a document in an efficient manner.

Students will demonstrate organizational skills to facilitate an effective working environment.	**Planning and Organizing**
	
	Records Management
	
	Students will:
	• demonstrate entry-level filing skills
	• observe and describe filing systems used in:
	  – schools
	  – offices
	  – shops
	  – stores
	• demonstrate effective processes for electronic filing.

General Outcomes	Specific Outcomes
	Time Management

Time Management

Students will:
- use a day planner; e.g., agenda, personal digital assistants (PDA)
- demonstrate the ability to schedule appointments
- demonstrate booking procedures for various activities; e.g.,
  – hotel room
  – rental car
  – restaurants
- demonstrate the making of travel arrangements and prepare an itinerary.

Students will demonstrate effective communication strategies to collect and deliver information.

Communicating

Skill Development

Students will:
- analyze different media to further develop communication skills
- use and practise active listening skills; e.g., paraphrase, ask questions for clarification, display empathy
- demonstrate competent verbal, nonverbal and written communication skills
- interview others, conduct surveys and share a written and/or oral report
- practise communication skills in a variety of settings; e.g.,
  – use case studies to develop communication and reporting skills
  – brainstorm to produce ideas
  – develop teamwork when generating ideas on a topic
- critique communication skills in a positive manner; e.g., critique the work of another student and allow for further discussion and feedback from classmates, considering:
  – what they liked about the presentation
  – what areas could be improved.

Telephone

Students will:
- demonstrate entry-level knowledge of electronic communication devices
- demonstrate the ability to use the telephone; e.g., receive local calls and place local calls
- demonstrate correct telephone etiquette
- identify procedures for the use of emergency numbers.

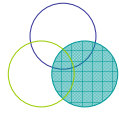| General Outcomes	Specific Outcomes

	Computer
	
	Students will:
	• use software to design and develop presentations; e.g.,
	   – prepare an electronic slide show on an assigned topic
	   – design Web pages that can be published to the Internet or to an intranet by creating a suitable format or by using HTML and a predetermined format established by the software
	• demonstrate effective use of e-mail.
	
	Handling Mail
	
	Students will:
	• demonstrate entry-level skills when handling office mail
	• use a stamp machine
	• read a stamp machine meter
	• prepare mail for delivery services; e.g.,
	   – registers
	   – acknowledgement of receipt
	   – wraps
	   – correct labelling.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • create a product and/or service • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • demonstrate effective time management • clean the work area when the task is completed. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials for a specific purpose; e.g.,
	  – read related health and safety documents
	  – read terms of employment documents
	  – follow written instructions specific to an occupational area
	• create text for a specific purpose that clearly communicates information; e.g.,
	  – write a résumé
	  – write a job description
	  – submit job application forms
	• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,
	  – follow oral instructions
	  – give effective oral instructions when necessary.

THINKING

General Outcomes	Specific Outcomes

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.	**Problem Solving, Decision Making, Finding Information and Creative Thinking**
	
	Students will:
	• demonstrate an effective problem-solving model; e.g.,
	  – identify the need for a solution to a problem/issue
	  – identify why information is needed; e.g., make decisions, inform, persuade
	• identify appropriate actions and select and apply information that meets their purposes and needs
	• evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

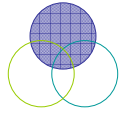| General Outcomes	Specific Outcomes
Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

General Outcomes	Specific Outcomes

Students will demonstrate the effective use of information technology to perform daily workplace operations.	**Computer Operations and Computer Applications**
	
	Students will:
	• model and assume personal responsibility for the ethical use of information technologies
	• demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• use computer operations to assist in the completion of daily workplace operations; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

SALES AND SERVICE 20-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	• Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will orient themselves toward an occupation within a sales and service career environment. • Students will demonstrate safe workplace practices and procedures. • Students will develop an awareness of retail sales practices. • Students will develop an understanding of quality customer care. • Students will become proficient with tools typically found in the sales and service industry. • Students will identify marketing and promotional strategies and their role in selling products. • Students will develop an awareness of business operations and become familiar with a variety of service- and product-based businesses within their community.
Ensuring Quality	• Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	• Students will apply creative thinking skills to solve problems.
Numeracy	• Students will apply mathematical concepts to solve occupational problems.
Information Technology	• Students will enhance their performance by using information technology to help complete tasks.

SALES AND SERVICE 20-4

EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

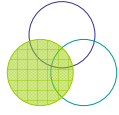| General Outcomes	Specific Outcomes
Students will apply their abilities and interests toward achieving learning goals.	**Lifelong Learning** *Students will:* • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.

Students will practise the skills and abilities needed to manage change.	**Adapting to Change**
	
	Students will:
	• identify goals, responsibilities and commitments
	• assess and reflect on the success of an action plan; e.g.,
	  – create alternative choices to deal with unexpected change
	  – identify stressors in personal environments that they can and cannot change
	• identify the need for personal support and create an inventory of available personal and community sources of support.

Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	**Self-development** *Students will:* • re-evaluate an action plan to develop strengths and talents • use strengths and talents to achieve personal goals • clarify acceptable and appropriate behaviours for specific activities and roles • act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	**Risk Management** *Students will:* • follow health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify potential hazards, take corrective action and develop and practise action plans to ensure safety • practise personal emergency responses • assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will practise effective communication skills and strategies in an occupational context.	**Interpersonal Communication**
	
	Students will:
	• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• assess verbal and nonverbal communication strategies
	• apply social norms to build specific relationships
	• demonstrate the ability to accept praise and/or criticism.

Students will demonstrate the ability to understand and work within the culture of a group.	**Building Community** *Students will:* • interact with others in a courteous manner • accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction • identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes

Students will plan and make decisions with others.	**Teamwork**
	
	Students will:
	• participate effectively as group members; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• assume various roles within a group; e.g., leadership
	• clarify the expected outcomes of teamwork.

Knowledge and Employability (Occupational Component)

OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will orient themselves toward an occupation within a sales and service career environment.	**Career Awareness**
	
	Orientation
	
	Students will:
	• identify entry-level competencies
	• identify post-secondary opportunities
	• recognize entrepreneurial opportunities within the industry
	• introduce themselves to local business/industry operations
	• match their personal interests to their job search; e.g.,
	  – identify sources of support for investigating and finding work
	  – describe entry-level requirements
	  – recognize potential career ladders
	• identify career opportunities in the sales industry; e.g.,
	  – sales clerk
	  – sales manager
	  – couriers
	  – stock clerks
	  – customer service representatives.
	
	Standards
	
	Students will:
	• develop workplace protocols, procedures and standards of conduct; e.g.,
	  – demonstrate appropriate work habits
	  – use safe and sanitary practices
	  – demonstrate pride in themselves
	  – demonstrate pride in their work performance
	  – show respect for others
	  – respect the property of others.

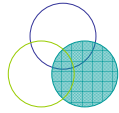| General Outcomes	Specific Outcomes

Students will demonstrate safe workplace practices and procedures.	**Workplace Health and Safety**
	
	Students will:
	• identify safety device locations and procedures within the workplace environment
	• identify government regulatory bodies that support a safe workplace
	• demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)
	• demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources
	• select and wear personal protective equipment (PPE) appropriate to the specific task
	• demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste
	• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements
	• identify potential safety hazards at the work placement and at home; e.g.,
	  – building security
	  – property protection
	  – window security
	  – fire protection
	• demonstrate adaptability to avoid/correct possible workplace hazards related to the retail sales environment; e.g.,
	  – workplace temperature
	  – noise
	  – computer glare
	  – lighting
	  – posture/wrists
	• demonstrate procedures for lifting and moving products
	• identify the correct procedures for addressing injuries and identify related documentation
	• identify the consequences of alcohol and drug use on the worker and the workplace
	• develop safe work habits when working with tools, equipment and materials in a sales environment; e.g.,
	  – complete regular safety self-assessments
	  – list safety rules common to the industry.

Knowledge and Employability (Occupational Component)
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General Outcomes	Specific Outcomes

Students will develop an awareness of retail sales practices.	**Sales Orientation**
	
	Students will:
	• develop skills in sales- and service-related tasks; e.g.,
	  – stocking
	  – monetary basics
	  – employer expectations
	  – customer satisfaction
	• define and apply sales and service terminology; e.g.,
	  – service
	  – profit
	  – merchandising
	  – marketing
	  – advertising
	• integrate technology into the sales and service business; e.g.,
	  – use computer software
	  – organize electronic files
	  – fax, scan and print
	  – prepare documents common in sales and service
	• demonstrate an understanding of sales practices; e.g.,
	  – identify profits
	  – create displays
	  – participate in marketing plans
	  – outline and identify employer expectations
	• evaluate common sales techniques; e.g.,
	  – explain the purpose/need for sales and service
	  – understand the client base
	  – apply merchandizing strategies
	• demonstrate, with increasing confidence, the use of various sales techniques.

Students will develop an understanding of quality customer care.	**Providing Service**
	
	Students will:
	• define client service
	• discuss basic client services; e.g., application of knowledge, communication skills and safety practices
	• identify and describe professional behaviour appropriate to a selected work area
	• apply ethical sales and service practices to customers and coworkers; e.g.,
	  – perform quality customer care and service
	  – engage coworkers and customers in a courteous manner
	• identify factors that affect client satisfaction; e.g., time, tolerance, appearance, quality
	• show initiative and demonstrate enthusiasm when planning for and delivering client services.

General Outcomes	Specific Outcomes

Students will become proficient with tools typically found in the sales and service industry.	**Tools in Sales and Service**
	
	Students will:
	• identify equipment and machines used in retail sales and service
	• identify types of sales and service businesses and careers that require cashier skills; e.g.,
	  – supermarkets
	  – department stores
	  – small businesses
	• identify the major keys on a cash register; e.g., main components and sign-in/off
	• identify the purpose of, and the procedures for, changing floats; e.g.,
	  – demonstrate basic monetary competence
	  – roll coins
	  – complete daily cash records
	• follow the required procedures for collecting payment; e.g.,
	  – debit cards
	  – credit cards
	  – cheques
	• demonstrate the ability to operate calculator functions; e.g., calculate taxes/percentages and discount prices
	• identify appropriate telephone procedures; e.g.,
	  – demonstrate telephone courtesy
	  – respond correctly to incoming calls
	• recognize the importance of the telephone in the sales and service industry; e.g., identify basic telephone functions and features
	• demonstrate the ability to:
	  – use directories
	  – record contact numbers
	  – organize telephone lists
	• demonstrate proficiency in the use of keyboard-related hardware; e.g.,
	  – word processors
	  – printers
	  – audiovisual equipment
	• maintain a well-organized work station and identify the location and purpose of sales and service tools and equipment.

Students will identify marketing and promotional strategies and their role in selling products.	**Marketing and Promotion**
	
	Students will:
	• define advertising and promotion and describe their purpose on a local, national and global scale
	• identify promotional strategies; e.g.,
	  – word of mouth
	  – newspapers
	  – magazines

General Outcomes	Specific Outcomes

– radio
– television
– displays
- describe and implement promotional strategies for:
  – school dances
  – graduations
  – concerts
  – pep rallies
- prepare an advertising message—visual, print or audio
- display the ability to develop personal promotion; e.g.,
  – grooming and hygiene
  – clothing to reflect the nature of the industry
  – business cards and contact numbers
- maintain product presentation, rotation and displays
- explore access to the global marketplace through the Internet
- identify security concerns related to online shopping.

Students will develop an awareness of business operations and become familiar with a variety of service- and product-based businesses within their community.

Business Operations

Students will:
- demonstrate basic calculator functions
- identify and demonstrate the purpose of records, receipts and bookkeeping in the sales and service industry; e.g.,
  – record product inventory
  – use computer files
  – complete basic retail forms
  – understand purchase and inventory forms
  – demonstrate the ability to return or exchange items with receipts while abiding by store policy
- demonstrate the ability to successfully manage banking records and statements; e.g., deposits, withdrawals, accounts, interest rates
- develop an understanding of credit and its uses
- analyze credit applications; e.g., interest rates, conditions and terms of application
- create a personal budget
- practise interviews with managers, employees, customers and owners of businesses within the community to gain further understanding of business operations
- define and practise business terminology so that knowledge can be obtained concerning profit, loss, marketing, management and business objectives
- explore proper financial reporting procedures; e.g.,
  – prepare income statements and balance sheets
  – define income; e.g., fees, sales, commission
  – define expenses; e.g., salary, advertising, utilities, miscellaneous, repairs
  – define assets, liabilities and owner's equity; e.g., worth of the business
- practise the preparation of financial statements for personal and professional use.

ENSURING QUALITY

General Outcomes	Specific Outcomes
Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management** **Outcomes** *Students will:* • read and/or listen to instructions • ask questions to clarify expected outcomes, procedures and timelines. **Decision Making** *Students will:* • identify the parameters of the task • generate and review alternative ideas and their consequences • make a decision or select an idea. **Planning** *Students will:* • identify the steps involved in managing a project • prepare a sample project plan, including budget and timeline • identify available tools, equipment and materials. **Performance Standards** *Students will:* • identify expected standards for a product or service • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project. **Evaluation** *Students will:* • identify opportunities for improving quality • establish expectations and measures for improvements • create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes

Students will demonstrate effective listening, speaking, reading and writing skills.	**Listening, Speaking, Reading and Writing**
	
	Students will:
	• read, view and interpret occupation-related materials; e.g.,
	  – use related occupational terms
	  – identify occupation-related literature
	  – interpret and follow written instructions
	• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:
	  – describe uses of writing skills in related occupations
	  – write a letter of inquiry
	  – write a letter of thanks
	  – complete job applications
	• listen and present information in a clear, concise manner; e.g.,
	  – listen attentively to organize and classify information and ideas
	  – organize main ideas and key messages with clarity.

THINKING

General Outcomes	Specific Outcomes
Students will apply creative thinking skills to solve problems.	**Problem Solving, Decision Making and Creative Thinking** *Students will:* • apply a problem-solving model to identify the problem/issue • identify appropriate actions and develop several alternatives for each promising idea • evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

NUMERACY

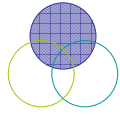| General Outcomes	Specific Outcomes
Students will apply mathematical concepts to solve occupational problems.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will enhance their performance by using information technology to help complete tasks.	**Computer Operations and Computer Applications**
	
	Students will:
	• demonstrate appropriate language and etiquette when using information technology
	• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• demonstrate basic computer operations to complete a task; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.

SALES AND SERVICE 30-4
GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	• Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	• Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	• Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	**Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.**
Achieving Results	• Students will prepare for entry-level employment within a sales and service career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will demonstrate entry-level retail sales practices. • Students will apply their customer service skills in establishing positive guest relations. • Students will demonstrate the effective use of tools typically found in the sales and service industry. • Students will demonstrate marketing and promotional strategies and identify the role of these strategies in selling products. • Students will demonstrate an awareness of business operations and become familiar with a variety of service- and product-based businesses within their community.
Ensuring Quality	• Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	**Students will continue to develop these minimum academic competencies that provide a foundation for further learning.**
Communication	• Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	• Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	• Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	• Students will demonstrate the effective use of information technology to perform daily workplace operations.

SALES AND SERVICE 30-4

EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
Students will consistently demonstrate personal discovery and continuous learning.	**Lifelong Learning** *Students will:* • identify learning opportunities related to learning goals, commitments and resources; e.g., – identify opportunities for further education/training – locate needed financial support systems – locate needed personal support systems • practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals • create a plan that demonstrates continuous learning; e.g., – analyze requirements for graduation and for further education/training – modify a learning plan to reflect requirements and opportunities.
Students will manage change effectively to support their goals.	**Adapting to Change** *Students will:* • prioritize and assign resources to meet commitments and goals • prioritize commitments and goals to achieve a balanced lifestyle • redefine an action plan as situations change; e.g., – use adaptive strategies – redefine personal goals – select personal coping mechanisms • access available and appropriate sources of support • identify opportunities for improvement and innovation; e.g., entrepreneurship.

Knowledge and Employability (Occupational Component)
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General Outcomes	Specific Outcomes
Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.	**Career Development** *Students will:* • analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige • build personal career paths and networks • analyze how work contributes to societal and economic needs and a sense of responsibility • prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

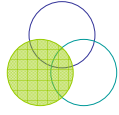|	
Students will exhibit self-esteem and confidence through the achievement of personal goals.	**Self-development** *Students will:* • continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals • demonstrate entry-level self-presentation appropriate to the activity and role • maintain a high standard of personal ethics when interacting with others.
Students will manage risks to achieve both personal and workplace goals.	**Risk Management** *Students will:* • maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace • monitor success in reducing the impact of hazards on themselves and others • demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace • work with others to respond to emergencies • take planned risks to contribute to personal growth.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes

Students will model effective communication skills and strategies in the home, school, community and workplace.	**Interpersonal Communication**
	
	Students will:
	• communicate thoughts and feelings appropriately; e.g.,
	  – listen without interrupting
	  – contribute to be heard
	  – disagree courteously
	  – accept conflicting opinions
	  – use appropriate body language
	• maintain a balance between speaking, listening and responding
	• work together to achieve goals
	• demonstrate the ability to deal constructively with conflict.

Students will promote equity in work and community endeavours.	**Building Community** *Students will:* • demonstrate and model courteous behaviour in daily interactions • demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction • assess their personal contribution to community growth.

Students will demonstrate the ability to complete tasks in a team environment.	**Teamwork**
	
	Students will:
	• assess the effectiveness of group and personal contributions; e.g.,
	  – generate ideas
	  – assess resources
	  – contribute abilities and interests
	  – monitor progress
	  – share responsibility for completion of a task
	• expand their abilities to contribute to team goals.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes

Students will prepare for entry-level employment within a sales and service career environment.	**Career Awareness**
	
	Preparation
	
	Students will:
	• assess entry-level competencies
	• recognize opportunities for further education/training
	• select post-secondary opportunities
	• identify local entrepreneurs
	• establish contacts with local businesses/industries
	• present marketable skills and strengths; e.g.,
	  – write a letter of application
	  – prepare a résumé
	  – complete application forms
	  – identify contacts and references
	  – collect evidence of competencies in a portfolio
	• identify career opportunities in the sales and hospitality industry.
	
	Standards
	
	Students will:
	• demonstrate workplace protocols, procedures and standards of conduct; e.g.,
	  – demonstrate appropriate work habits
	  – demonstrate effective human relations techniques in the workplace
	  – practise safety in the workplace
	  – demonstrate acceptable verbal and nonverbal communication skills
	  – practise personal and public hygiene procedures
	  – demonstrate entry-level competency in tools and equipment usage
	  – use supplies correctly
	  – follow good storage practices
	  – demonstrate pride in their work performance
	  – demonstrate a willingness to work
	  – demonstrate respect for others
	  – follow accepted principles and procedures
	  – recognize opportunities for further education/training.

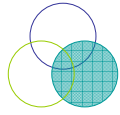| General Outcomes	Specific Outcomes

Students will demonstrate entry-level standards of safe workplace practices and procedures.	**Workplace Health and Safety**
	
	Students will:
	• identify and explain the use of safety devices within the workplace
	• demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)
	• demonstrate a prework and postwork hazard assessment
	• demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials
	• demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources
	• model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task
	• demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste
	• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements
	• demonstrate the correct procedures for addressing injuries and related documentation
	• demonstrate knowledge of the consequences of alcohol and drug use on the worker and the workplace
	• describe the information needed for an accident report
	• develop a safe and clean work area and an ergonomic work station
	• develop safe work habits when working with tools, equipment and materials in a sales and hospitality environment; e.g.,
	  – complete regular safety self-assessments
	  – list safety rules common in the industry
	  – develop cleaning and sanitizing schedules and procedures for equipment and facilities
	  – describe types of cleaners and sanitizers and their proper use.

Students will demonstrate entry-level retail sales practices.	**Sales Practices**
	
	Sales Preparation
	
	Students will:
	• demonstrate skills in a sales-related and hospitality service-related field; e.g.,
	  – monetary basics
	  – employer expectations
	  – customer satisfaction/concerns

General Outcomes	Specific Outcomes

- define and apply entry-level ability and competence in:
  – maintenance procedures
  – communication
  – computer systems
  – the proper use of equipment
  – maintaining a safe working environment
- integrate technology into sales and hospitality services; e.g.,
  – use computer software
  – organize electronic files
  – fax, scan and print
  – prepare documents common in sales and service
- demonstrate supply management skills appropriate to each job area; e.g.,
  – inventory control
  – storage
  – security and safety
- identify and demonstrate sales techniques used to sell different types of products; e.g.,
  – food products
  – leisure products
  – personal services
  – clothing
  – vehicles
  – homes
  – housewares
- describe the relationship between selling goods and providing services
- describe different sales and service techniques; e.g.,
  – point-of-sale
  – direct sales
  – telephone sales
  – party sales
  – Internet sales.

Consumer Preparation

Students will:
- identify the forms of product insurance and warranties that protect the consumer
- research the complaint process, the *Sale of Goods Act* and the *Personal Information Protection Act*
- discuss and demonstrate the importance of the proper use of credit; e.g.,
  – prepare a report or brochure outlining tips for using credit
  – research the government organizations that assist debtors
- use proficient comparison-shopping techniques for a household; e.g., electronic equipment, furniture
- prepare a budget for a major purchase, service or travel investment; e.g., vacation, wedding, vehicle.

General Outcomes	Specific Outcomes

Students will apply their customer service skills in establishing positive guest relations.	**Providing Service**
	
	Students will:
	• demonstrate effective communication techniques; e.g.,
	  – project a positive image
	  – use courteous manners
	  – maintain composure in adverse situations; e.g., conflict resolution
	  – use appropriate behaviour and communication techniques when welcoming and serving guests
	• demonstrate understanding when assisting guests or customers with special needs
	• predict situations that could be potentially hazardous for guests or customers
	• demonstrate effective listening and speaking skills; e.g.,
	  – establish interpersonal connections
	  – give appropriate directions to guests or customers
	• identify and explain alternative strategies for responding to positive and negative feedback from a client, coworker or employer
	• describe strategies that may be used to assess client service; e.g.,
	  – identify and explain current client service abilities and limitations
	  – describe how client service abilities can be enhanced
	• evaluate their performance of duties and tasks to constantly improve their communication, sales and hospitality competencies.

Students will demonstrate the effective use of tools typically found in the sales and service industry.	**Tools in Sales and Service**
	
	Students will:
	• demonstrate the effective use of equipment and machines in sales and service
	• apply proficient cash management strategies when working with:
	  – debit cards
	  – credit cards
	  – cheques
	• demonstrate the ability to use calculator functions for calculating taxes, percentages and discount prices
	• demonstrate appropriate telephone procedures; e.g.,
	  – demonstrate telephone courtesy
	  – respond correctly to incoming calls
	• demonstrate proficient use of keyboard-related hardware; e.g.,
	  – word processors
	  – printers
	  – audiovisual equipment
	• maintain a well-organized work station and identify the location and purpose of sales and service tools and equipment.

General Outcomes	Specific Outcomes

Students will demonstrate marketing and promotional strategies and identify the role of these strategies in selling products.	**Marketing and Promotion**
	
	Students will:
	• demonstrate understanding of the marketing concept; e.g.,
	  − determine the needs of the customer
	  − prepare an advertising message, using any media
	  − implement public relations activities
	  − research and analyze market information
	  − demonstrate the selling process
	• analyze the market and review business opportunities in their town/city and province; e.g., travel businesses
	• analyze successful and unsuccessful businesses and suggest improvements that could be made by the owners
	• differentiate the ownership characteristics of sole proprietorships, partnerships and corporations
	• compose a draft of a business plan; e.g.,
	  − create a business plan that could promote a product, event or service
	  − identify the various steps in a business plan
	  − critique the business plan by identifying areas of change or improvement
	• advertise a product or service, using different media
	• outline expenses for the development of a product or service
	• prepare a budget, using spreadsheet software.

Students will demonstrate an awareness of business operations and become familiar with a variety of service- and product-based businesses within their community.	**Business Operations and Entrepreneurship**
	
	Students will:
	• practise interviews with managers, employees, customers and owners of businesses within the community to gain further understanding of business operations
	• define and practise business terminology to obtain knowledge concerning profit, loss, marketing, management and business objectives
	• practise the preparation of a variety of financial documents and prepare financial statements with the appropriate headings and format
	• analyze balance sheet components and formatting and understand that:
	  − the balance sheet is prepared on a specific date
	  − the income statement is prepared for a certain month
	  − net income or loss is determined on an income statement and the equity or worth of an owner is determined by the basic accounting equation
	• demonstrate understanding of the entrepreneurial concept; e.g.,
	  − define entrepreneur
	  − define job satisfaction for an employee and employer
	  − research and study proper business etiquette
	  − discuss business ethics and formalities
	• outline the characteristics of a successful and unsuccessful entrepreneur; e.g.,
	  − risk-taking characteristics
	  − the ability to manage personal products and service
	• evaluate success and limitations or obstacles in the entrepreneurial world.

ENSURING QUALITY

General Outcomes	Specific Outcomes

Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.	**Task Management**
	
	Outcomes
	
	Students will:
	• read and/or listen to instructions
	• ask questions to clarify expected outcomes, procedures and timelines.
	
	Decision Making
	
	Students will:
	• identify the parameters of the task
	• generate and review alternative ideas and their consequences
	• make a decision or select an idea.
	
	Planning
	
	Students will:
	• design marketing and management practices for the product or service
	• design a budget
	• design a timeline and dates of completion, using an appropriate timeline chart, with supervisor/instructor assistance
	• prepare for product or service sales; e.g.,
	  – identify positive sales techniques
	  – brainstorm and share information with classmates and the instructor
	  – research sales techniques through the use of books, articles and the Internet
	• identify the steps involved in managing a project
	• prepare a sample project plan, including budget and timeline
	• identify available tools, equipment and materials.
	
	Performance Standards
	
	Students will:
	• identify expected standards for a product or service
	• work to agreed quality standards and specifications
	• select and use appropriate tools and technology for a task or project.
	
	Evaluation
	
	Students will:
	• identify opportunities for improving quality
	• establish expectations and measures for improvements
	• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.

Knowledge and Employability (Occupational Component)
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COMMUNICATION

General Outcomes	Specific Outcomes
Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.	**Listening, Speaking, Reading and Writing** *Students will:* • read, view and interpret occupation-related materials for a specific purpose; e.g., – read related health and safety documents – read terms of employment documents – follow written instructions specific to an occupational area • create text for a specific purpose that clearly communicates information; e.g., – write a résumé – write a job description – submit job application forms • communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g., – follow oral instructions – give effective oral instructions when necessary.

THINKING

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.	**Problem Solving, Decision Making, Finding Information and Creative Thinking** *Students will:* • demonstrate an effective problem-solving model; e.g., – identify the need for a solution to a problem/issue – identify why information is needed; e.g., make decisions, inform, persuade • identify appropriate actions and select and apply information that meets their purposes and needs • evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

General Outcomes	Specific Outcomes
Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.	**Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability** *Students will:* • apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems • use calculators or computers, to perform calculations involving large and small numbers, when solving problems • apply concepts of rate, ratio, percentage and proportion • demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals • estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area • use metric and imperial units of measure.

INFORMATION TECHNOLOGY

General Outcomes	Specific Outcomes

Students will demonstrate the effective use of information technology to perform daily workplace operations.	**Computer Operations and Computer Applications**
	
	Students will:
	• model and assume personal responsibility for the ethical use of information technologies
	• demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
	• use computer operations to assist in the completion of daily workplace operations; e.g.,
	  – use basic keyboarding skills
	  – store, organize and retrieve information correctly
	  – locate and select information and ideas using appropriate technology and information systems; e.g., Internet
	  – access, send and retrieve e-mail and attachments
	• demonstrate procedures for connecting and using audio, video and digital equipment
	• demonstrate procedures for sending and receiving faxes and setting up a fax machine
	• demonstrate procedures for copying and printing documents.