

## COURSE CURRICULUM AND ASSESSMENT STANDARDS:

### SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Career Transitions.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

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**COURSE CTR3010: PREPARING FOR CHANGE****Level:** Advanced**Theme:** Career Readiness**Prerequisite:** CTR1010 Job Preparation**Description:** Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.**Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>analyze the role of government and labour unions in relation to employers and employees</li> <li>gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan</li> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>listing and describing labour-related issues regulated by: <ul style="list-style-type: none"> <li>federal government</li> <li>provincial government</li> <li>municipal government</li> </ul> </li> <li>explaining the roles played by: <ul style="list-style-type: none"> <li>labour unions</li> <li>professional associations</li> </ul> </li> <li>preparing and presenting a: <ul style="list-style-type: none"> <li>personal career plan</li> <li>current employment profile.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>CTR1010/2010/3010: Career Readiness Courses</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>30</p> <p>20</p> <p>Integrated throughout</p>

**COURSE CTR3010: PREPARING FOR CHANGE** (continued)

Concept	Specific Outcomes	Notes
Employability Skills	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the importance of networking in locating employment opportunities</li> <li>• prepare an updated personal résumé</li> <li>• complete and present a current personal employment portfolio.</li> </ul>	
Expectations, Rights and Responsibilities	<ul style="list-style-type: none"> <li>• identify and describe areas of federal, provincial and municipal regulation and control that affect selected businesses and industries</li> <li>• identify and describe the role of labour unions and professional associations for employees and employers</li> <li>• explain the concept of “labour negotiations” between employees and employers.</li> </ul>	
Transition	<ul style="list-style-type: none"> <li>• explain why changing jobs is a natural and essential step in pursuing career goals</li> <li>• describe the employment patterns that are emerging in relation to:               <ul style="list-style-type: none"> <li>– number of employees</li> <li>– length of employment</li> <li>– location of workers</li> <li>– types of employment</li> </ul> </li> <li>• identify and describe job retraining programs and further education/training opportunities within a selected occupation(s)</li> <li>• demonstrate knowledge and skills in determining when retraining or further education is most appropriate</li> <li>• identify and explain how societal factors may affect an occupation</li> <li>• identify and discuss some of the major changes that have or are occurring within selected occupation(s)</li> <li>• identify sources of current labour market information</li> <li>• analyze current labour market information and predictions to identify employment trends within a selected occupation(s)</li> <li>• prepare and present a personal career plan that includes a plan for job training and/or post-secondary education.</li> </ul>	

*Note:*

*CTR3020: Organizational Leadership  
(pages F.5–F.8) has been withdrawn  
effective September 2005.*



**COURSE CTR3030: LEADING FOR CHANGE****Level:** Advanced**Theme:** Leadership**Prerequisite:** CTR2030 Governance & Leadership**Description:** Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.**Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> <li>describe the change and decision-making processes used in a governance structure</li> <li>identify and record the organizational structures used in a school and in a community</li> <li>construct, propose and initiate the use of a project-planning model</li> <li>demonstrate basic competencies.</li> </ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> <li>presentation of decision-making strategies that affect change in a governance structure; e.g., in a school, in the community.</li> </ul> <i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i>	40
	<ul style="list-style-type: none"> <li>developing and implementing the project planning model designed to affect change.</li> </ul> <i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i>	60
	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

**COURSE CTR3030: LEADING FOR CHANGE** (continued)

Concept	Specific Outcomes	Notes
Decision Making	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• compare the decision-making roles and impacts of:               <ul style="list-style-type: none"> <li>– assigned leaders</li> <li>– ascribed leaders</li> <li>– primary decision makers</li> <li>– secondary decision makers</li> <li>– tertiary decision makers</li> <li>– interest groups</li> <li>– opinion leaders</li> </ul> </li> <li>• describe the current decision-making structure in the school and the community</li> <li>• identify and assess the role played by the leadership groups listed above.</li> </ul>	
Change	<ul style="list-style-type: none"> <li>• explain why change is now viewed as a constant</li> <li>• describe and explain key changes that have occurred during the past three years within the school's and the community's governance and assess the impact of these changes</li> <li>• identify and describe how these changes were brought about and by what form of leadership and leadership activities.</li> </ul>	
Change Agents	<ul style="list-style-type: none"> <li>• explain the concept of "change agent"</li> <li>• identify key change agents; e.g., in the school, in the community</li> <li>• identify and compare different types of change agents</li> <li>• explain the difference between:               <ul style="list-style-type: none"> <li>– internal and external change agents</li> <li>– formal and informal change agents</li> <li>– administrative and "grass-roots" change agents</li> </ul> </li> <li>• describe the strategies used by change agents to facilitate change</li> <li>• prepare a chart to show the:               <ul style="list-style-type: none"> <li>– organizational structures available in a governance structure; e.g., in the school, in the community</li> <li>– how change is/is not facilitated by these structures</li> </ul> </li> <li>• prepare a job description for a change agent for a selected project.</li> </ul>	

**COURSE CTR3030: LEADING FOR CHANGE** (continued)

Concept	Specific Outcomes	Notes
Change Assessment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify various methods of assessment used to assess change in societal contexts</li> <li>• evaluate key changes that have occurred recently in the school and in the community including:               <ul style="list-style-type: none"> <li>– intended/desired outcomes</li> <li>– actual or emerging outcomes</li> <li>– process of change</li> <li>– key change agents</li> </ul> </li> <li>• identify key elements/resources needed to bring about change</li> <li>• explain the role of time as a critical element/resource in the change and change assessment processes.</li> </ul>	<p>Consideration should be given to the various stakeholders who may be affected by a change.</p>
Project Plan	<ul style="list-style-type: none"> <li>• create an original project plan for a school or community project identifying key elements, personnel and other resources</li> <li>• create an instrument suitable for assessing the project plan and its outcomes</li> <li>• present and/or facilitate the presentation to “sell” the project plan to key decision makers</li> <li>• evaluate the impact of the plan and its presentation on affecting the desired change.</li> </ul>	



**COURSE CTR3040: PRACTICUM A**  
**COURSE CTR3050: PRACTICUM B**  
**COURSE CTR3060: PRACTICUM C**  
**COURSE CTR3070: PRACTICUM D**  
**COURSE CTR3080: PRACTICUM E**

**Level:** Advanced

**Theme:** Career Credentials

**Prerequisite:** None

**Description:** Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies courses, previous practicums and other experiences.

**Note:** The practicum courses may be accessed only by students continuing to work towards attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS strands. The practicum courses may not be delivered as stand-alone courses, nor may they be combined with core courses. These courses may not be used in conjunction with Registered Apprenticeship Program courses. The practicum courses must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the external credential.

**Parameters:** These courses should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS strands. These courses may not be used in conjunction with Registered Apprenticeship Program courses. (See Section H of this Guide for list of credentialing opportunities related to the CTS strands.) Courses must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the credential.

### Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>perform assigned tasks and responsibilities efficiently and effectively as required by the credentialing agency</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>application of competencies developed in related CTS courses</li> <li>observations of individual performance emphasizing:               <ul style="list-style-type: none"> <li>individual effort</li> <li>interpersonal interactions</li> <li>resource management</li> <li>health and safety.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>As established by the credentialing agency</i></p> <p><i>Standard</i>  <i>As defined by the credentialing agency</i></p>	80

**COURSE CTR3040: PRACTICUM A**  
**COURSE CTR3050: PRACTICUM B**  
**COURSE CTR3060: PRACTICUM C**  
**COURSE CTR3070: PRACTICUM D**  
**COURSE CTR3080: PRACTICUM E (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>analyze personal performance in relation to established standards</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>prepare personal work plans that include:               <ul style="list-style-type: none"> <li>assessment of present competency</li> <li>analysis of competency levels needed to be successful in designated occupation</li> <li>action plan for improving competencies.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Generic Tool: Portfolio Assessment</i></p>	20
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Outcomes	Notes
Roles and Responsibilities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify regulations and regulatory bodies related to the credential</li> <li>describe personal roles and responsibilities:               <ul style="list-style-type: none"> <li>key responsibilities</li> <li>support functions/responsibilities</li> <li>code of ethics</li> </ul> </li> <li>describe personal work responsibilities and categorize them as               <ul style="list-style-type: none"> <li>routine tasks (daily, weekly, monthly, yearly)</li> <li>non-routine task (emergencies, etc.)</li> <li>tasks requiring personal judgement</li> <li>task requiring approval of supervisor</li> </ul> </li> </ul>	

**COURSE CTR3040: PRACTICUM A**  
**COURSE CTR3050: PRACTICUM B**  
**COURSE CTR3060: PRACTICUM C**  
**COURSE CTR3070: PRACTICUM D**  
**COURSE CTR3080: PRACTICUM E (continued)**

Concept	Specific Outcomes	Notes
Standards of Performance	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe and apply competencies developed in related CTS courses</li> <li>• describe standards of performance in terms of:               <ul style="list-style-type: none"> <li>– quality of work</li> <li>– quantity of work</li> </ul> </li> <li>• describe and adhere to workplace policies and procedures related to health and safety</li> <li>• diagram and describe work environment in terms of:               <ul style="list-style-type: none"> <li>– location</li> <li>– floor plan of work area</li> <li>– analysis of work flow patterns</li> </ul> </li> <li>• define competencies needed to perform tasks efficiently and effectively in terms of:               <ul style="list-style-type: none"> <li>– knowledge</li> <li>– skill</li> <li>– attitude</li> </ul> </li> <li>• describe a professional in a related occupation in terms of               <ul style="list-style-type: none"> <li>– training and certification</li> <li>– interpersonal skills</li> <li>– technical skills</li> <li>– professional ethics.</li> </ul> </li> </ul>	



**COURSE CTR3110: PROJECT 3A**  
**COURSE CTR3120: PROJECT 3B**  
**COURSE CTR3130: PROJECT 3C**  
**COURSE CTR3140: PROJECT 3D**  
**COURSE CTR3150: PROJECT 3E**

**Level:** Advanced

**Theme:** Career Extensions

**Prerequisite:** None

**Description:** Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

**Note:** The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

**Parameters:** Equipment variable according to project.

**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>propose, manage and assess a project</li> <li>meet goals as defined within the project plan</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>successful completion of project including project:               <ul style="list-style-type: none"> <li>proposal</li> <li>management</li> <li>completion</li> <li>assessment</li> <li>presentation</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>CTR Project: Career Extensions Courses</i></p>	<p>20 20 20 20 20</p>
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>successful attainment of the standards for achievement outlined within the project plan.</li> </ul> <p><i>Assessment Tool</i>  <i>CTR Project: Career Extensions Courses</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

**COURSE CTR3110: PROJECT 3A**  
**COURSE CTR3120: PROJECT 3B**  
**COURSE CTR3130: PROJECT 3C**  
**COURSE CTR3140: PROJECT 3D**  
**COURSE CTR3150: PROJECT 3E (continued)**

Concept	Specific Outcomes	Notes★
Project Definition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify a project</li> <li>• prepare a project plan:               <ul style="list-style-type: none"> <li>– clarify the purposes of the project</li> <li>– define project deliverables</li> <li>– specify project timelines</li> <li>– explain terminology, tools and processes consistently throughout the project</li> <li>– define resource needs; e.g., materials, costs, staffing</li> </ul> </li> <li>• identify and comply with all related health and safety standards</li> <li>• define assessment standards (indicators for success)</li> <li>• present project proposal and obtain necessary approvals.</li> </ul>	<p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Resources could include materials, finances and support network.</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p>
Project Management	<ul style="list-style-type: none"> <li>• complete the project as outlined with the project plan</li> <li>• monitor project and make necessary adjustments to project plan.</li> </ul>	<p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>
Project Presentation and Assessment	<ul style="list-style-type: none"> <li>• present the project:               <ul style="list-style-type: none"> <li>– outcomes attained</li> <li>– relationship to goals set originally</li> </ul> </li> <li>• evaluate the project:               <ul style="list-style-type: none"> <li>– processes and strategies used</li> <li>– recommendations for how the project could have been improved.</li> </ul> </li> </ul>	<p>Project presentation could be in print, a display of the project or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>

★ Refer to the *Guide to Standards and Implementation* for a particular strand for suggestions about how project courses could be used to complement and enhance the learning.

**COURSE CTR3210: SAFETY MANAGEMENT SYSTEMS****Level:** Advanced**Theme:** Job Safety Skills**Prerequisites:** CTR1210 Personal Safety Management  
CTR2210 Workplace Safety Practices**Description:** Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.**Parameters:** Access to persons with specialized safety qualifications.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i>	<i>Assessment of student achievement should be based on:</i>	
<ul style="list-style-type: none"> <li>define “loss control” and describe “loss control” practices in a selected business/industry</li> </ul>	<ul style="list-style-type: none"> <li>demonstrating knowledge of:               <ul style="list-style-type: none"> <li>loss control</li> <li>accident/incident causation</li> <li>safety-related standards</li> <li>safety management practices.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>CTR3210–1: Loss Control</i></p>	20
<ul style="list-style-type: none"> <li>design a safety program for a selected business/ industry, and specify safety management practices, standards and documentation requirements/procedures</li> </ul>	<ul style="list-style-type: none"> <li>preparing a safety program for a teacher-approved business.</li> </ul> <p><i>Assessment Tool</i> <i>CTR3210–3: Safety Program</i></p>	30
<ul style="list-style-type: none"> <li>gather and analyze accident/incident information, identify causation and recommend preventative measures</li> </ul>	<ul style="list-style-type: none"> <li>completing an investigation of an accident/incident to the recommendation stage to an accident/incident investigation standard checklist.</li> </ul> <p><i>Assessment Tool</i> <i>CTR3210–2: Investigation</i></p>	50
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**COURSE CTR3210: SAFETY MANAGEMENT SYSTEMS (continued)**

Concept	Specific Outcomes	Notes
Loss Control	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define the terms:               <ul style="list-style-type: none"> <li>– loss</li> <li>– loss control</li> <li>– accident</li> <li>– incident</li> <li>– safety as it relates to loss control</li> </ul> </li> <li>• identify and describe the International Loss Control Institute (ILCI) Loss Causation Model</li> <li>• explain the relationship between direct and indirect (hidden) costs of loss and how this relates to business profitability</li> <li>• identify immediate and basic causes used in the ILCI Loss Causation Model.</li> <li>• research and report on loss control practices used in a selected business/industry.</li> </ul>	<p>Reference text practical loss control leadership.</p> <p>Other loss causation models are in use and may be equally as effective, generally similar components.</p> <p>Case study or live investigation may be used.</p>
<p>Accident/Incident Investigation</p> <ul style="list-style-type: none"> <li>• Sequence of an Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the basic elements of accident/incident investigation reports including:               <ul style="list-style-type: none"> <li>– identifying information</li> <li>– description of incident</li> <li>– causation</li> <li>– recommendations and follow-up</li> <li>– signatures</li> </ul> </li> <li>• identify and describe the sequential steps of an investigation; e.g.:               <ul style="list-style-type: none"> <li>– respond and preserve scene</li> <li>– gather information</li> <li>– analyze and evaluate causes</li> <li>– develop and take remedial action</li> <li>– review findings and recommendations</li> <li>– follow-up</li> </ul> </li> <li>• focusing on identifying information and description, compile and analyze information from a case study or scenario and arrange in a logical order</li> <li>• focusing on causation, analyze and determine factors contributing to the accident/incident</li> <li>• focusing on recommendations, propose actions that will prevent the occurrence of similar accidents/incidents.</li> </ul>	<p>Sample accident reports may be obtained from local business or in Student Learning Guide.</p>

**COURSE CTR3210: SAFETY MANAGEMENT SYSTEMS (continued)**

Concept	Specific Outcomes	Notes
Safety Programs	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• using an accepted model with limited elements, and in consultation with stakeholders, design a safety program for a selected business/industry</li> <li>• identify safety management practices to be used</li> <li>• cite standards</li> <li>• list/prepare documentation to be used.</li> </ul>	
Data Management	<ul style="list-style-type: none"> <li>• identify and describe types of safety data compiled by:               <ul style="list-style-type: none"> <li>– business/industry</li> <li>– OH&amp;S</li> <li>– WCB</li> <li>– insurance companies.</li> </ul> </li> <li>• describe the impact of accident/incident occurrences on:               <ul style="list-style-type: none"> <li>– productivity</li> <li>– insurance rates</li> <li>– WCB assessments</li> <li>– quality control.</li> </ul> </li> </ul>	



**COURSE CTR3090: CLIENT SERVICE 3****Level:** Advanced**Theme:** Client Service**Prerequisite:** CTR2040 Client Service 2**Description:** Students build on the principles and practices of client service acquired in CTR2040 Client Service 2. Additional opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

**Parameters:** This course must be linked to other CTS courses from within the Career Transitions strand or any other CTS strand. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> <li>• demonstrate and record professional client services, including:               <ul style="list-style-type: none"> <li>– applications of competencies learned in other courses</li> <li>– ethical behaviour</li> <li>– client service enhancement strategies</li> </ul> </li> <li>• demonstrate advanced quality control and marketing strategies</li> <li>• manage client services</li> </ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> <li>• a description and rating of student performance of individual client service tasks.               <p style="margin-left: 20px;"><i>Assessment Tool</i> <i>Individual Client Service Assessment Tool</i></p> <p style="margin-left: 20px;"><i>Standard</i> <i>Perform all tasks to a standard of 3 on the rating scale</i></p> </li> </ul>	50
	<ul style="list-style-type: none"> <li>• a logbook record that includes:               <ul style="list-style-type: none"> <li>– number of client services delivered</li> <li>– types of client services delivered</li> <li>– linkages to previously completed courses</li> <li>– indicators of client satisfaction</li> <li>– reflections and recommendations.</li> </ul> </li> </ul>	25
	<p style="margin-left: 20px;"><i>Assessment Tool</i> <i>Client Service Logbook</i></p> <p style="margin-left: 20px;"><i>Standard</i> <i>All sections have been completed accurately</i></p>	25

**COURSE CTR3090: CLIENT SERVICE 3 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Client Service Defined</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify, describe and explain the broad range of competencies required to deliver professional levels of service</li> <li>relate the stated needs and perceived expectations of clients to their actual needs for service.</li> </ul>	<p>In identifying competencies associated with professional levels of service, consider including:</p> <ul style="list-style-type: none"> <li>technical knowledge and skills</li> <li>a positive attitude to meeting the needs of others</li> <li>ability to “read” clients</li> <li>professional appearance</li> <li>ability to maintain composure in difficult situations.</li> </ul>
<p>Client Service Communication</p>	<ul style="list-style-type: none"> <li>use communication strategies that maximize client understanding and satisfaction; e.g.:               <ul style="list-style-type: none"> <li>verbal</li> <li>nonverbal</li> </ul> </li> <li>explain the saying, “You only have one chance to make a first impression.”</li> </ul>	<p>Consider having students discuss:</p> <ul style="list-style-type: none"> <li>the relative importance of verbal and nonverbal communication</li> <li>the importance of first impressions in any client service context.</li> </ul>
<p>Professionalism</p>	<ul style="list-style-type: none"> <li>explain the importance of time-on-task relationships</li> <li>identify employee and employer rights and responsibilities</li> <li>identify and explain the rights of the client.</li> </ul>	<p>Time-on-task: It is important to work in both a timely and competent manner. Lack of time should not be an excuse for shoddy work.</p> <p>Documents relating to client rights are available from appropriate government departments.</p>

**COURSE CTR3090: CLIENT SERVICE 3** (continued)

Concept	Specific Outcomes	Notes
Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• meet or exceed health, safety and sanitation practices</li> <li>• follow manufacturer’s instructions</li> <li>• follow employer’s safety code</li> <li>• recommend practices that promote health, safety and sanitation in the selected work area.</li> </ul>	<p>Consider encouraging students to enroll in one or more Job Safety Skills courses.</p>
Quality Control/ Quality Assurance	<ul style="list-style-type: none"> <li>• perform client service tasks to meet client expectations</li> <li>• perform tasks to the satisfaction of clients</li> <li>• identify existing and potential problems</li> <li>• distinguish between expected and unexpected events and consequences</li> <li>• recommend actions to enhance client satisfaction.</li> </ul>	<p>Expectations may include:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• quality</li> <li>• quantity</li> <li>• satisfaction.</li> </ul> <p>Unexpected events and consequences may include:</p> <ul style="list-style-type: none"> <li>• late arrival of supplies</li> <li>• power failure.</li> </ul>
Serving Clients	<ul style="list-style-type: none"> <li>• demonstrate professional levels of client service</li> <li>• identify and create opportunities for enhancing the number and/or quality of services, products and processes offered to each client</li> <li>• maintain a detailed record of client services delivered.</li> </ul>	<p>In encouraging students to meet professional standards of client service, including sales abilities, it may be appropriate to consider the potential impact of your client service program on local businesses offering similar services.</p>
Sales Ability	<ul style="list-style-type: none"> <li>• recommend additional services, products and processes that clients might be willing to purchase</li> <li>• justify recommendations by presenting valid information in an ethical manner</li> <li>• anticipate and respond appropriately to client questions and concerns</li> <li>• identify and apply strategies that may be appropriate to assess client satisfaction</li> <li>• determine, recommend and record ways to improve client satisfaction.</li> </ul>	<p>Involving the local business community to assist students in developing professional standards will help in creating an enriched learning environment for students and establish a more positive relationship between the school and the local business community.</p>

**COURSE CTR3090: CLIENT SERVICE 3** (continued)

Concept	Specific Outcomes	Notes
<p>Client Service Management</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define and describe the relationships, as appropriate to the selected work area, among:               <ul style="list-style-type: none"> <li>- billing</li> <li>- profit and loss</li> <li>- estimation</li> <li>- inventory management</li> <li>- warranties</li> <li>- insurance</li> </ul> </li> <li>• describe the process, including timing, for ordering and receiving resources from suppliers</li> <li>• describe the “just-in-time” (JIT) resource procurement process</li> <li>• explain the advantages and disadvantages of the just-in-time process</li> <li>• explain the concept of “economy of scale”</li> <li>• describe how economy of scale practices might be used to make a business more efficient and more profitable</li> <li>• explain how, for the selected work area, a combination of economy of scale and just-in-time practices could affect profit and productivity</li> <li>• identify the markup necessary to generate variable profit margins, using industry/sector standards</li> <li>• calculate the selling price necessary to generate different profit margins.</li> </ul>	<p>The process in some contexts may include:</p> <ul style="list-style-type: none"> <li>• completing purchasing forms</li> <li>• reading catalogues</li> <li>• interpreting invoices, plans, customer instructions</li> <li>• checking incoming orders.</li> </ul> <p>Have students calculate simple and more complex margins; e.g., 10%, 25%, 96%.</p>

**COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS****Level:** Advanced**Theme:** Career Directions**Prerequisite:** None**Description:** Students build on work done in CTR2310: Career Directions—Expansion to update their learning/career plan, and to ensure their career tool kit can support them as they make the transition from high school into the workplace or post-secondary learning.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• refine and present the career portfolio targeting specific applications related to personal career plans</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• refined portfolio to be used in transitions from high school, for its:               <ul style="list-style-type: none"> <li>– updated and enhanced work search tools; e.g., résumé, application forms, correspondence</li> <li>– accuracy and formatting of work search tools and their potential to serve as a template for future applications</li> </ul> </li> <li>• presentation of portfolio, for the way it targets personal career goals and demonstrates student’s ability to:               <ul style="list-style-type: none"> <li>– understand the work and economic environment of the selected occupation and/or industry</li> <li>– address the key interests of the audience</li> <li>– highlight personal strengths and competencies, including essential competencies and learning capacity</li> <li>– meet expectations for workplace and/or post-secondary entry.</li> </ul> </li> </ul>	30
<ul style="list-style-type: none"> <li>• describe the career paths of two individuals working in different industry sectors in terms of their career planning and transition experiences</li> </ul>	<ul style="list-style-type: none"> <li>• report on career paths, for inclusion of a description and analysis of each individual’s:               <ul style="list-style-type: none"> <li>– career planning activities</li> <li>– work choices</li> <li>– learning choices</li> <li>– transition experiences.</li> </ul> </li> </ul>	20

**COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS** (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• update learning/career planner and expand personal career network/resource list</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• learning/career planner is complete and signed</li> <li>• career network/resource list, for inclusion of:               <ul style="list-style-type: none"> <li>– key contacts within the family, school, community and government</li> <li>– key references; e.g., print, internet.</li> </ul> </li> </ul>	<p>10</p>
<ul style="list-style-type: none"> <li>• update and assess personal career transition scenarios, including:           <ul style="list-style-type: none"> <li>– links to personal competencies, interests and goals</li> <li>– career planning process and principles</li> <li>– expectations and opportunities (potential career paths)</li> <li>– labour market and workplace trends</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• revised personal career transition scenarios, for how effectively they:           <ul style="list-style-type: none"> <li>– demonstrate comprehensive research of selected occupations describing roles and responsibilities, work environment, skill and educational requirements, labour market projections, opportunities for advancement, related occupations and key challenges</li> <li>– show connection of selected occupations to personal skills, interests and goals</li> <li>– compare and contrast related learning requirements, including range of learning options, related entry requirements and costs, location of further learning and sources of financial support</li> <li>– outline work search strategies for entry into occupations</li> <li>– reference at least three sources of career information.</li> </ul> </li> </ul>	<p>30</p>
<ul style="list-style-type: none"> <li>• refine and/or expand action plans to enhance essential competencies and to build learning capacity</li> </ul>	<ul style="list-style-type: none"> <li>• action plans, for inclusion of:           <ul style="list-style-type: none"> <li>– personal assessment of essential competencies and present learning styles</li> <li>– outline of a clear, practical strategy for improving skills and assessing progress within the home, school and community</li> <li>– progress report outlining what worked and what could be improved.</li> </ul> </li> </ul>	<p>10</p>

**COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)**

Concept	Specific Outcomes	Notes
Career Portfolio Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• polish the portfolio format to meet personal career goals</li> <li>• update list of personal benefits of portfolio (past, present and future)</li> <li>• review/adjust quality indicators for an effective career portfolio; e.g., scope, appearance, key messages</li> <li>• identify required and additional components of the career portfolio</li> <li>• expand and enhance career portfolio, identifying growth areas from previous year</li> <li>• assess and refine portfolio appearance, updating work search tools—résumé, application forms, correspondence</li> <li>• practise selecting and adjusting key items from the portfolio for various target audiences</li> <li>• present portfolio to a target audience related to a learning or work opportunity:               <ul style="list-style-type: none"> <li>– identify purpose/goal and key messages</li> <li>– identify key expectations of target audience</li> <li>– select, adjust and highlight key components</li> </ul> </li> <li>• critique portfolio presentation               <ul style="list-style-type: none"> <li>– determine impact</li> <li>– seek feedback.</li> </ul> </li> </ul>	<p>Polishing Portfolio:</p> <ul style="list-style-type: none"> <li>• refine item labels and descriptions</li> <li>• select items for presentation</li> <li>• add items relevant to selected occupation/post-secondary program</li> </ul>

**COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)**

Concept	Specific Outcomes	Notes
<p>Career Planning Basics</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• revise list of personal questions and concerns about selecting a career, succeeding in school and succeeding in life</li> <li>• describe the career paths of two individuals working in different industry sectors in terms of their:               <ul style="list-style-type: none"> <li>– career planning</li> <li>– work choices</li> <li>– learning choices</li> <li>– transition experiences</li> </ul> </li> <li>• identify sources of labour market information—local, provincial, national and international—and connect that information to personal career transition scenarios</li> <li>• update career network/resource list</li> <li>• update student learning/career planner.</li> </ul>	
<p>Investigate Learning and Work Opportunities</p>	<ul style="list-style-type: none"> <li>• describe personal work preferences within a selected career path</li> <li>• investigate two additional occupations that are of personal interest</li> <li>• list areas of personal learning interests and challenges in the short-term of 1–2 years and in the long-term of within 5, 10, 15 years</li> <li>• prepare cash flow for 1–2 years after high school in preferred transition scenario—workplace, post-secondary education or self-employment.</li> </ul>	<p>Work Preferences:</p> <ul style="list-style-type: none"> <li>• why you work</li> <li>• what kind of work</li> <li>• where you work</li> <li>• when you work</li> <li>• who you work with</li> </ul> <p>Occupational Investigation:</p> <ul style="list-style-type: none"> <li>• roles and responsibilities</li> <li>• salary and benefits</li> <li>• work environment</li> <li>• potential career paths</li> <li>• learning requirements (education/training)</li> <li>• work search strategies</li> <li>• labour market projections</li> </ul> <p>Cash Flow – monthly projection of:</p> <ul style="list-style-type: none"> <li>• income</li> <li>• expenditures</li> <li>• savings</li> </ul>

**COURSE CTR3310: CAREER DIRECTIONS—TRANSITIONS (continued)**

Concept	Specific Outcomes	Notes
Plan for Transitions	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• update personal profile of strengths, interests and accomplishments</li> <li>• use a personal career decision-making grid to review work and learning opportunities</li> <li>• update and assess personal career transition scenarios to include:               <ul style="list-style-type: none"> <li>– career planning process and principles</li> <li>– expectations and opportunities (potential career paths)</li> <li>– documentation to support transition from high school into:                   <ul style="list-style-type: none"> <li>• workplace—application forms, career portfolio, résumé and cover, reference and thank you letters</li> <li>• post-secondary—transcripts, registration forms, career portfolio, applications for financial support.</li> </ul> </li> </ul> </li> </ul>	<p>Personal Strengths:</p> <ul style="list-style-type: none"> <li>• who you are</li> <li>• what you know and can do</li> </ul>
Build Personal Capacity	<ul style="list-style-type: none"> <li>• update assessment of ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community</li> <li>• expand action plan to improve one or two additional essential competencies with a focus on post-secondary education or work contexts</li> <li>• update inventory of personal learning styles and strengths</li> <li>• expand action plan to improve personal learning capacity with a focus on the workplace or post-secondary environment.</li> </ul>	<p>Essential Competencies:</p> <ul style="list-style-type: none"> <li>• personal management</li> <li>• managing transitions</li> <li>• working with others</li> <li>• communicating</li> <li>• thinking</li> <li>• achieving results</li> <li>• numeracy</li> <li>• computer technology</li> </ul>

