

# COURSE CURRICULUM AND ASSESSMENT STANDARDS:

## SECTION D: INTRODUCTORY LEVEL

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

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction to help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Course CTR1010:	Job Preparation .....	D.3
Course CTR1110:	Project 1A .....	D.11
Course CTR1120:	Project 1B .....	D.11
Course CTR1210:	Personal Safety (Management).....	D.13
Course CTR1030:	Client Service 1 .....	D.19



**COURSE CTR1010: JOB PREPARATION****Level:** Introductory**Theme:** Career Readiness**Prerequisite:** None**Course Description:** Students develop successful employment search skills and a personal employment search portfolio.**Notes:** The CTR1010 Job Preparation course:

- may be linked with courses from the Career Readiness theme, other themes within the Career Transitions strand or with courses from other CTS strands
- is a prerequisite to the first Work Experience course (15, 25 or 35) taken by a student
- may be taken as a 1-credit course addition to the Career and Life Management (CALM) 20 course providing that students have access to the additional time needed to develop the general outcomes, to the assessment standards specified, for this course. Students enrolled in CALM 20 and this course concurrently must be advised that, to receive credits in both, they will be expected to meet the learner expectations specified in the CALM 20 course and the CTR1010 Job Preparation course.

**Course Parameters:** Students should be provided with opportunities for extensive experiential learning including contact with employers, career development practitioners and others having current knowledge and experience in hiring recent high school graduates and/or in preparing them to enter the changing workplace.

**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>• identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches</li> <li>• communicate in the language in which business is conducted</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• completing documentation and demonstrating competence in the job search process:               <ul style="list-style-type: none"> <li>– self-assessment profile</li> <li>– an application form</li> <li>– a covering/introductory letter</li> <li>– a résumé</li> <li>– a job interview</li> </ul> </li> </ul>	<p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p>

**COURSE CTR1010: JOB PREPARATION** (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• prepare a personal employment search portfolio</li> <li>• use technologies, tools and information systems appropriately for job preparation</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>• completeness of a personal employment search portfolio</li> <li>• identifying and describing:                             <ul style="list-style-type: none"> <li>– safe/unsafe work situations</li> <li>– WHMIS symbols</li> <li>– injury accident reporting procedure</li> <li>– role of Occupational Health and Safety</li> <li>– role of Workers’ Compensation Board</li> <li>– purpose of Employment Standards Code.</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>• successful completion of a role play or work skills simulation activity.</li> <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 5 5 5 5 5</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
Employability Skills	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify personal reasons for exploring career options</li> <li>• show a self-assessment profile based on personal interests, values, aptitudes and abilities</li> <li>• define the terms:                             <ul style="list-style-type: none"> <li>– job</li> <li>– occupation</li> <li>– career</li> </ul> </li> <li>• select one or two occupations to explore</li> <li>• compile the following information about each occupation:                             <ul style="list-style-type: none"> <li>– description of entry-level jobs</li> <li>– entry-level skills required</li> </ul> </li> </ul>	

**COURSE CTR1010: JOB PREPARATION** (continued)

Concept	Specific Outcomes	Notes
Employability Skills (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the steps of an effective job search:               <ul style="list-style-type: none"> <li>– getting ready</li> <li>– finding suitable job leads</li> <li>– marketing your skills</li> <li>– dealing with job search disappointments</li> <li>– wrapping up your job search</li> </ul> </li> <li>• analyze several application forms and identify questions as appropriate or inappropriate according to human rights legislation</li> <li>• complete and present the following:               <ul style="list-style-type: none"> <li>– application form for a specific job</li> <li>– covering/introductory letter</li> <li>– current résumé</li> </ul> </li> <li>• identify the elements of a letter of recommendation and a letter of reference</li> <li>• describe the importance and the purpose of a job interview</li> <li>• list appropriate responses to sample interview questions</li> <li>• demonstrate effective interviewing skills and be able to use appropriate language.</li> </ul>	
Expectations, Rights and Responsibilities	<ul style="list-style-type: none"> <li>• list personal job expectations</li> <li>• identify Occupational Health and Safety requirements of selected jobs</li> <li>• describe “Workplace Hazardous Materials Information System”:               <ul style="list-style-type: none"> <li>– explain WHMIS</li> <li>– identify WHMIS symbols and explain their meaning</li> <li>– identify employer responsibilities regarding WHMIS</li> <li>– identify employee responsibilities regarding WHMIS</li> <li>– describe availability of WHMIS certification</li> </ul> </li> </ul>	

**COURSE CTR1010: JOB PREPARATION** (continued)

Concept	Specific Outcomes	Notes
<p>Expectations, Rights and Responsibilities (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain how the Employment Standards Code applies in the following areas:               <ul style="list-style-type: none"> <li>– minimum wages</li> <li>– hours of work and overtime</li> <li>– hours of rest</li> <li>– vacations and vacation pay</li> <li>– holidays</li> <li>– termination of employment</li> <li>– employment of adolescents and young persons</li> </ul> </li> <li>• identify and explain the key guidelines of the Alberta Learning’s Off-Campus Education policy</li> <li>• explain how the <i>Workers’ Compensation Act</i> applies to Alberta Learning’s Off-Campus Education students.</li> </ul>	
<p>Transition</p>	<ul style="list-style-type: none"> <li>• explain the role of secondary education as a transition to the world of work or to further education</li> <li>• explain how the following are means of exploring careers:               <ul style="list-style-type: none"> <li>– job shadowing</li> <li>– mentoring</li> <li>– work study</li> <li>– work experience</li> <li>– cooperative education</li> </ul> </li> <li>• describe how exploration may be a positive or a negative experience</li> <li>• identify the hidden job market</li> <li>• identify the education and training requirements of entry-level jobs in a selected career field</li> <li>• prepare and present an employment portfolio</li> <li>• demonstrate competencies in applying specified knowledge and skills required by employers in a selected career field.</li> </ul>	<p>Role-playing activities and/or a workplace simulation project may prove useful in developing selected career field competencies.</p>

*Note:*

*CTR1020: Leading by Example  
(pages D.7–D.10) has been withdrawn  
effective September 2003.*



**COURSE CTR1110: PROJECT 1A**  
**COURSE CTR1120: PROJECT 1B**

**Level:** Introductory

**Theme:** Career Extensions

**Prerequisite:** None

**Course 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.

**Course 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>   <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>• 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> <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>20</p> <p>20</p> <p>20</p> <p>20</p> <p>20</p> <p>Integrated throughout</p>

**COURSE CTR1110: PROJECT 1A**  
**COURSE CTR1120: PROJECT 1B (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 purpose of the project</li> <li>– define project deliverables</li> <li>– specify project timelines</li> <li>– define resource needs, e.g., materials, finances, support network</li> </ul> </li> <li>• define assessment standards (indicators for success)</li> <li>• present project proposal for approval.</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>Presentation of project proposal could be print, verbal or audio/visual.</p>
Project Management	<ul style="list-style-type: none"> <li>• proceed with the project as outlined by 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>• assess 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 product 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 the particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

**COURSE CTR1210: PERSONAL SAFETY (MANAGEMENT)**

<b>Level:</b>	Introductory
<b>Theme:</b>	Job Safety Skills
<b>Prerequisite:</b>	None
<b>Description:</b>	Students develop practical safety-related knowledge, skills and attitudes, and obtain training and possible certification in emergency first aid.

**Parameters:** Access to personal protective equipment and emergency first aid materials; access to safety specialists and first aid instructors.

**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>• identify and describe:               <ul style="list-style-type: none"> <li>– health and safety stakeholders</li> <li>– legislation relating to health and safety</li> <li>– hazards; e.g., in offices</li> <li>– careers in safety</li> </ul> </li> <li>• demonstrate basic health and safety practices including:               <ul style="list-style-type: none"> <li>– burn prevention</li> <li>– use of personal protective equipment (PPE)</li> <li>– back care</li> </ul> </li> <li>• develop and implement a personal health and safety plan</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• report or presentation on occupational health and safety, including:               <ul style="list-style-type: none"> <li>– health and safety stakeholders</li> <li>– legislation relating to health and safety</li> <li>– hazards; e.g., offices</li> <li>– careers in safety.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> <li>• presenting a personal health and safety plan and demonstrating safe practices:               <ul style="list-style-type: none"> <li>– burn protection</li> <li>– personal protective equipment</li> <li>– back care.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide</i> <i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> <li>• meeting the standards specified on a test based on:               <ul style="list-style-type: none"> <li>– Workers’ Compensation Board</li> <li>– Occupational Health and Safety</li> <li>– Workplace Hazardous Materials Information System</li> <li>– Materials Safety Data Sheets.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>CTR1210/2210/3210: Job Safety Skills Courses</i> <i>CTR1210–3: Occupational Health and Safety</i> <i>Multiple Choice Test</i></p>	<p>5</p> <p>5</p> <p>10</p> <p>5</p> <p>10</p> <p>10</p> <p>10</p> <p>20</p>

**COURSE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>successfully complete a course in emergency first aid (EFA)</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>successful completion of an EFA course</li> <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>25</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
Stakeholders	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>define stakeholders and identify them in the context of workplace and worker safety</li> <li>define worker and employer</li> <li>describe the rights and responsibilities of workers and employers</li> <li>explain the role of Workers' Compensation Board (WCB)</li> <li>describe the procedure for filing a claim</li> <li>complete a claim form</li> <li>accurately complete report, using WCB accident forms: employer and employee.</li> </ul>	<p>Use resource persons from WCB, an injured speaker.</p> <p>Use actual claim scenarios.</p>
Legislation	<ul style="list-style-type: none"> <li>identify information sources about health and safety related to the workplace</li> <li>explain the responsibility of each major stakeholder in a typical workplace</li> <li>identify general and specific information in the legislation regarding major topics.</li> </ul>	<p>Obtain from Queen's Printer:</p> <ul style="list-style-type: none"> <li>General safety regulations</li> <li><i>Occupational Health and Safety Act.</i></li> </ul>

**COURSE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)**

Concept	Specific Outcomes	Notes
Terms and Procedures	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the three phases of dealing with a hazard (identification, evaluation and control)</li> <li>• explain and use terms related to health and safety; e.g., hazard, risk, accident, injury</li> <li>• explain the progressive steps in a prevention strategy (hazard, exposure, injury).</li> </ul>	
Commitment	<ul style="list-style-type: none"> <li>• demonstrate a proactive personal commitment toward improvement of health and safety.</li> </ul>	
Costs	<ul style="list-style-type: none"> <li>• identify the direct and indirect costs of injuries to Alberta workers</li> <li>• explain the reasons why young workers have a disproportionate claim rate.</li> </ul>	
Workplace Hazardous Materials Information System (WHMIS)	<ul style="list-style-type: none"> <li>• define and explain the basic purpose of WHMIS legislation</li> <li>• identify ways workers can receive information about chemical hazards</li> <li>• explain how:               <ul style="list-style-type: none"> <li>– hazardous chemicals can enter the body</li> <li>– principle routes of entry into the body</li> </ul> </li> <li>• identify specific information found on a Material Safety Data Sheet (MSDS).</li> </ul>	Reference: <i>WHMIS Handbook.</i>
Hazards	<ul style="list-style-type: none"> <li>• define health and the aims of occupational health</li> <li>• identify and describe the following categories of occupational hazards:               <ul style="list-style-type: none"> <li>– physical</li> <li>– biological</li> <li>– chemical</li> <li>– attitudinal</li> </ul> </li> <li>• list and explain internal and external factors affecting a worker's health status</li> <li>• identify and list potential hazards found in the home, in school or in a workplace.</li> </ul>	

**COURSE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)**

Concept	Specific Outcomes	Notes
Workplace Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and list hazards within a work environment; e.g.:               <ul style="list-style-type: none"> <li>– office</li> <li>– construction site</li> <li>– retail</li> <li>– child care centres</li> <li>– health centres</li> <li>– fitness centres</li> </ul> </li> <li>• describe potential consequences of hazards left unattended</li> <li>• explain appropriate corrective actions</li> <li>• demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees</li> <li>• develop a plan to safely address potential hazards found in a selected workplace.</li> </ul>	Use video: <i>Office Safety: It's a Jungle in There.</i>
Burn Prevention	<ul style="list-style-type: none"> <li>• explain the types and operation of smoke and heat detectors</li> <li>• explain the role of detectors in preventing burn injuries or death</li> <li>• explain the need for sprinkler systems and their role in reducing injuries, damage and death</li> <li>• design an emergency fire escape route for home, school or workplace.</li> </ul>	

**COURSE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)**

Concept	Specific Outcomes	Notes
Personal Protective Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify and match specific types of personal protective equipment (PPE) to specific hazards</li> <li>• distinguish the specific uses of safety gloves, goggles and face shields</li> <li>• describe the two types of PPE available to protect against hearing loss</li> <li>• describe the two types of respirators and explain when each should be used</li> <li>• list kinds of fall protection devices</li> <li>• identify and list different types of special protective clothing and equipment specific to a work site.</li> </ul>	<p>Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&amp;S) and WCB personnel.</p>
Back Care	<ul style="list-style-type: none"> <li>• label major regions and structures of the spinal column</li> <li>• define chronic and acute back injuries</li> <li>• list major causes of back problem</li> <li>• identify common back disorders</li> <li>• demonstrate appropriate body mechanics for lifting, moving, etc.</li> <li>• identify the advantages of participating in a back maintenance program.</li> </ul>	
First Aid	<ul style="list-style-type: none"> <li>• participate in a recognized emergency first-aid course including CPR; e.g., St. John or Red Cross.</li> </ul>	<p>Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency.</p> <p>See Community Health CMH2120: First Aid/ CPR.</p>
Careers in Safety	<ul style="list-style-type: none"> <li>• identify and describe potential career paths relating to workplace safety.</li> </ul>	<p>Consult with WCB, OH&amp;S, safety and health care professionals.</p>



**COURSE CTR1030: CLIENT SERVICE 1****Level:** Introductory**Theme:** Client Service**Prerequisite:** None**Description:** Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other completed 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>• define “client service” and explain the relationship between “client” and “service”</li> <li>• identify and describe the scope of client services available to clients</li> <li>• demonstrate and record basic client services, including:               <ul style="list-style-type: none"> <li>– applications of competencies learned in other courses</li> <li>– communication skills</li> <li>– safety practices</li> </ul> </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.</li> </ul>	10
	<i>Assessment Tool</i> <i>Individual Client Service Assessment Tool</i>	
	<i>Standard</i> <i>Perform all tasks to a standard of 2 on the rating scale</i>	10
	<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>	80
	<i>Assessment Tool</i> <i>Client Service Logbook</i>	
	<i>Standard</i> <i>All sections have been completed accurately</i>	

**COURSE CTR1030: CLIENT SERVICE 1** (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
Client Service Defined	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>define “client service”</li> <li>explain the relationship between “client” and “service”</li> <li>identify and describe the similarities and differences between internal clients and external clients.</li> </ul>	
Client Service Communication	<ul style="list-style-type: none"> <li>demonstrate effective face-to-face communication with clients</li> <li>use language (jargon) appropriate to the workplace</li> <li>respond appropriately to praise, complaints and criticism.</li> </ul>	
Professionalism	<ul style="list-style-type: none"> <li>identify and describe professional behaviour appropriate to the selected work area</li> <li>dress appropriately for the work to be performed</li> <li>demonstrate respect and courtesy for clients</li> <li>focus on the task at hand without distraction.</li> </ul>	
Safety	<ul style="list-style-type: none"> <li>identify and demonstrate health, safety and sanitation practices appropriate to the selected work area</li> <li>use appropriate tools for each task</li> <li>follow directions and manufacturer’s instructions</li> </ul>	<p>Consider encouraging students to enroll in one or more Job Safety Skills courses.</p>

**COURSE CTR1030: CLIENT SERVICE 1** (continued)

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• put safety clothing and personal protective equipment, as appropriate:               <ul style="list-style-type: none"> <li>- on self</li> <li>- on clients</li> </ul> </li> <li>• follow the employer’s safety code</li> <li>• identify, interpret and respond appropriately to safety signs and symbols.</li> </ul>	
Environmental Awareness	<ul style="list-style-type: none"> <li>• dispose of waste and unwanted materials in an environmentally safe manner</li> <li>• identify and describe, where appropriate, the purpose of an environmental charge when selling/installing selected products.</li> </ul>	<p>For example, a \$4 per tire environmental charge is added to the cost of purchasing new tires.</p>
Quality Control/ Quality Assurance	<ul style="list-style-type: none"> <li>• identify industry/sector standards for the selected work area</li> <li>• perform tasks to the standards specified</li> <li>• identify factors—low standards—affecting client satisfaction.</li> </ul>	<p>Standards may include:</p> <ul style="list-style-type: none"> <li>• time, tolerances</li> <li>• appearance</li> <li>• quality.</li> </ul>
Serving Clients	<ul style="list-style-type: none"> <li>• apply competencies learned in other courses to a variety of client service situations</li> <li>• identify and explain current client service abilities and limitations</li> <li>• use appropriate resources to provide specified client services</li> <li>• demonstrate acceptable levels of client service</li> <li>• maintain a detailed record of client services delivered.</li> </ul>	<p>Encourage students to respond to the following questions:</p> <ul style="list-style-type: none"> <li>• “What can I do to meet clients’ needs?”</li> <li>• “What client service skills would I like to develop?”</li> </ul>
Client Service Management	<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>- costs</li> <li>- work orders</li> <li>- wastage</li> </ul> </li> </ul>	

**COURSE CTR1030: CLIENT SERVICE 1** (continued)

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• identify and list all resources needed to perform a task, provide a service or complete a product/project related to the selected work area</li><li>• calculate the costs of completing the task, service, product or project.</li></ul>	<p>Resources may include:</p> <ul style="list-style-type: none"><li>• materials and supplies</li><li>• labour</li><li>• expected wastage</li><li>• overhead costs.</li></ul>