



# PROGRAM OUTLINE

## Parts Person 2



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# **PARTS PERSON 2 PROGRAM OUTLINE**

**2009**

**Developed By  
Industry Training Authority  
Province of British Columbia**



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## FORWARD

This Program Outline is issued by the Automotive Training Standards Organization for use in apprenticeship training classes sponsored by the Automotive Training Standards Organization. Indentured apprentices will be directed to the Apprenticeship Training classes in accordance with the General Regulations made pursuant to the “Industry Training and Apprenticeship Act” of British Columbia.

It is intended as a guide for instructors of apprenticeship. Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The “Content” portion of each competency is there as a guide only, and is not intended to be exhaustive.

A competency profile chart has been placed in the program outline and at the end of the program outline is a list of requirements necessary to offer the training.

The Program Outline was prepared with the advice and assistance of representatives of management and labour and in cooperation with the Automotive Training Standards Organization.

### **SAFETY ADVISORY**

Be advised that references to the WorkSafe BC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



## **ACKNOWLEDGEMENTS**

The Program Outline was prepared with the advice and direction of an industry steering committee convened initially by the Automotive Training Standards Organization.

### **Steering Committee:**

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Rick McKoryk – Dueck GM

Richard Driver – Finning

Ken Jarvie – NAPA



# **SECTION 1 PROFILE CHART**



## Occupation Analysis Chart – Parts Person 2

<b>PARTS IDENTIFICATION</b>  <div style="text-align: right; padding-right: 5px;">Line A</div>	Utilize common measuring tools	Identify engine components	Identify fuel and induction systems parts	Identify common engine lubrication components	Identify common engine cooling and heating components	Identify common engine exhaust system components
	A1	A2	A3	A4	A5	A6
	Identify various bearings and seals	Identify common power-train components	Identify common suspension and steering system components	Identify common braking system components	Identify components of common motive power industry electrical systems	Identify autobody parts and repair materials
A7	A8	A9	A10	A11	A12	
Identify air conditioning system components and safe handling procedures	Identify hydraulic systems components	Describe the implications of aftermarket accessories				
A13	A14	A15				
<b>STANDARD STOCK RECOGNITION</b>  <div style="text-align: right; padding-right: 5px;">Line B</div>	Describe standard stock motive power items	Describe core return procedures				
	B1	B2				
<b>CATALOGUES</b>  <div style="text-align: right; padding-right: 5px;">Line C</div>	Utilize catalogue information sourcing	Discuss cost quotation and selling related parts				
	C1	C2				





**COMMUNICATION AND PROFESSIONALISM**  
Line D

Discuss effective oral communication skills

	D1			
--	----	--	--	--

Analyze effective written communication skills

	D2			
--	----	--	--	--

Describe professional appearance and conduct

	D3			
--	----	--	--	--

**SALES REPRESENTATIVES CHARACTERISTICS**  
Line E

Describe traits of an effective sales representative

	E1			
--	----	--	--	--

Describe methods of effective salesmanship

	E2			
--	----	--	--	--



## COMPETENCY DESCRIPTIONS

### **Parts Person (Parts Person 3)**

- Inventory Control Procedures (P-ICP3)
- Merchandising (P-M3)
- Communications and Customer Care (P-CCC3)
- Introduction to Parts Business Management (P-IPBM3)
- Financial Management (P-FM3)

### **Logistics & Distribution 3**

- Fundamentals of Warehouse Business Management (W-FWBM3)
- Fundamentals of Purchasing Procedures (W-FPP3)
- Fundamentals of Inventory Control Procedures (W-FICP3)
- Fundamentals of Quality Management (W-FQM3)
- Fundamentals of Workplace Supervisory Skills (W-FWSS3)

### **Parts Person 2**

- Parts Identification (P-PI2)
- Standard Stock Recognition (P-SSR2)
- Catalogues (P-C2)
- Communication and Professionalism (P-CP2)
- Sales Representatives' Characteristics (P-SRC2)

### **Logistics & Distribution 2**

- Transportation and Traffic (W-TT2)
- Intermediate Materials Handling Ops & Procedures (W-IMHOP2)
- Materials Identification (W-MI2)
- Customer Service (W-CS2)
- Warehouse Business Operations Measurements (W-WBOM2)

### **Parts and Warehousing 1**

- Overview of Warehouse Operations (OWO1)
- Communications and Comprehension Skills (CCS1)
- Warehouse Safety Skills (WSS1)
- Basic Materials Handling Operations and Procedures (BMHOP1)
- Materials Handling and Packaging Equipment (MHPE1)
- Information Technology in Warehousing (ITW1)

## PARTS AND LOGISTIC & DISTRIBUTION CERTIFICATION FLOWCHART

### **Parts Person Certificate of Qualification with Interprovincial Red Seal Endorsement**

1680 Hours (5040 Accumulated) on the Job Work Experience  
90 Hours In-School Technical Training  
P-ICP3, P-M3, P-CCC3, P-IPBM3, P-FM3

### **Logistics & Distribution 3 Certificate of Qualification**

1680 Hours (5040 Accumulated) on the Job Work Experience  
90 Hours In-School Technical Training  
W-FWBM3, W-FPP3, W-FICP3, W-FQM3, W-FWSS3



### **Parts Person 2 Certificate of Qualification**

1680 Hours (3360 Accumulated) on the Job Work Experience  
90 Hours In-School Technical Training  
P-PI2, P-SSR2, P-C2, P-CP2, P-SRC2

### **Logistics & Distribution 2 Certificate of Qualification**

1680 Hours (3360 Accumulated) on the Job Work Experience  
90 Hours In-School Technical Training  
W-TT2, W-IMHOP2, W-MI2, W-CS2, W-WBOM2



### **Parts and Warehousing 1 Certificate of Qualification**

1680 Hours on the Job Work Experience  
90 Hours In-School Technical Training  
OWO1, CCS1, WSS1, BMHOP1, MHPE1, ITW1



**SECTION 2**

**PARTS PERSON 2**

**PROGRAM OUTLINE**



## SUGGESTED SCHEDULE OF TIME ALLOTMENT FOR PARTS PERSON 2

<b>PARTS PERSON 2</b>		<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>Page</b>
<b>Line A</b>	<b>Parts Identification</b>	<b>23% of Time</b>		
A1	Utilize common measuring tools	1	1	9
A2	Identify engine components	2	0	10
A3	Identify fuel and induction system parts	2	0	11
A4	Identify common engine lubrication systems	1	0	12
A5	Identify common engine cooling and heating components	1	0	13
A6	Identify common engine exhaust system components	1	0	14
A7	Identify various bearings and seals	1	0	15
A8	Identify common power-train components	3	0	16
A9	Identify common suspension and steering system components	1	0	17
A10	Identify common braking system components	2	0	18
A11	Identify components of common motive power industry electrical systems	1	0	19
A12	Identify autobody parts and repair materials	1	0	20
A13	Identify air-conditioning system components and safe handling procedures	1	0	21
A14	Identify hydraulic system components	1	0	23
A15	Discuss the implications of aftermarket accessories	1	0	24
<b>Line B</b>	<b>Standard Stock Recognition</b>	<b>5% of Time</b>		
B1	Describe standard stock motive power items	3	0	25
B2	Describe core return procedures	1	0	26
<b>Line C</b>	<b>Catalogues</b>	<b>15% of Time</b>		
C1	Utilize catalogue information sourcing	3	4	27
C2	Discuss cost quotation and selling related parts	3	3	29



**PARTS PERSON 2**

		<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>Page</b>
<b>Line D</b>	<b>Communication and Professionalism</b>			
	<b>23% of Time</b>			
D1	Discuss effective oral communication skills	4	4	30
D2	Analyze effective written communication skills	2	5	31
D3	Describe professional appearance and conduct	3	3	32
<b>Line E</b>	<b>Sales Representatives Characteristics</b>			
	<b>34% of Time</b>			
E1	Describe the traits of an effective sales representative	15	0	35
E2	Describe methods of effective salesmanship	16	0	36



# **PROGRAM OUTLINE FOR PARTS PERSON 2**



**LINE A: PARTS IDENTIFICATION**

**Competency:** A1 Utilize common measuring tools.

**Learning Objectives:**

1. The Learner will be able to utilize common measuring tools.

**LEARNING TASKS**

**CONTENT**

1. Introduce common measuring tools.

- Micrometers
  - metric
  - imperial
  - numerous sizes
- Rulers
  - tape
  - steel
- Calipers
  - metric
  - imperial
    - vernier
    - dial
    - digital
- Calculators
  - hand
  - palm printer

2. Utilize common measuring tools.

- Micrometers
- Rulers
- Calipers
- Calculators

**Achievement Criteria:**

Given a written and/or a practical assessment on common measuring tools the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A2 Identify engine components.

**Learning Objectives:**

1. The Learner will be able to identify engine components.

**LEARNING TASKS**

1. Identify engine components.

**CONTENT**

- Pistons
- Piston rings
- Cylinder liners and seals
- Connecting rods
- Crankshafts
- Camshafts
- Single overhead and twin cams
- Cylinder heads
- Valve-trains
  - overhead cam
  - overhead cam
- Counter balance shafts

**Achievement Criteria:**

Given a written and/or a practical assessment on engine components the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.





**LINE A: PARTS IDENTIFICATION**

**Competency:** A3 Identify fuel and induction systems parts.

**Learning Objectives:**

1. The Learner will be able to identify fuel and induction systems parts.

**LEARNING TASKS**

1. Identify fuel and induction systems parts.

**CONTENT**

- Fuel lines, tanks and connections
- Fuel pumps
- Fuel filters
- Carburetor parts and exchanges
- Gasoline fuel injection system
- Diesel injection system
- Air cleaners
- Supercharger & turbocharger types

**Achievement Criteria:**

Given a written and/or a practical assessment on fuel and induction systems parts the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A4 Identify lubrication system components.

**Learning Objectives:**

1. The Learner will be able to identify lubrication system components.

**LEARNING TASKS**

1. Identify parts of common lubrication systems in internal combustion engines.

**CONTENT**

- Filters
- Coolers
- Sumps
- Relief valves
- Lines
- Gaskets
- Seals
- Galleries
- Pumps

**Achievement Criteria:**

Given a written and/or a practical assessment on lubrication system components the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A5 Identify common cooling and heating system components.

**Learning Objectives:**

1. The Learner will be able to identify common engine cooling and heating components.

**LEARNING TASKS**

1. Identify common engine cooling and heating components.

**CONTENT**

- Pump
- Thermostat types
- Shutters
- Senders
- Sensors
- Coolant recovery tanks
- Radiators
- Heater cores
- Fan types
  - electric
  - clutch
  - belt driven
- Filters and conditioners
- Transmission coolers
- Engine oil coolers

**Achievement Criteria:**

Given a written and/or a practical assessment on common cooling and heating system components the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A6 Identify common engine exhaust system components.

**Learning Objectives:**

1. The Learner will be able to identify common engine exhaust system components.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Identify components of common internal combustion engine exhaust systems.</li> </ol> | <ul style="list-style-type: none"> <li>▪ Manifolds and headers</li> <li>▪ Heat control valve and use</li> <li>▪ Mufflers</li> <li>▪ Catalytic converters               <ul style="list-style-type: none"> <li>- pre cat</li> </ul> </li> <li>▪ Pipes</li> <li>▪ Hangers</li> <li>▪ Clamps</li> <li>▪ Insulators</li> <li>▪ Resonators</li> <li>▪ Gaskets</li> </ul> |
|--|---|

**Achievement Criteria:**

Given a written and/or a practical assessment on common engine exhaust system components the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A 7 Identify various bearings and seals.

**Learning Objectives:**

1. The Learner will be able to identify various bearings and seals.

**LEARNING TASKS**

**CONTENT**

1. Identify various bearings and seals.

- Bearings
  - friction
  - anti-friction
- Basic seals
- Sealants
- Packing
  - fabric/wick
  - metallic
  - lip type
  - squeeze type
- o-ring
- felt

**Achievement Criteria:**

Given a written and/or a practical assessment on various bearings and seals the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A8 Identify common power-train components.

**Learning Objectives:**

1. The Learner will be able to identify components of common power train systems.

**LEARNING TASKS**

1. Identify common power train components.

**CONTENT**

- Clutch system
- Transmissions
- Driveline components
  - universal joint
  - slip yoke
  - rear wheel drive driveshaft
  - front wheel drive axle shaft
  - center bearings
- Rear wheel drive differential components
  - housing
  - axles
  - crown & pinion gears
  - differential gears
- Four wheel drive & all wheel drive components
  - transfer case types
  - viscous coupling
  - locking hubs
  - inter-axle differential
  - control components

**Achievement Criteria:**

Given a written and/or a practical assessment on components of common power train systems the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A9 Identify common suspension and steering system components.

**Learning Objectives:**

1. The Learner will be able to identify components of common suspension and steering systems.

**LEARNING TASKS**

1. Identify components of common suspension and steering systems.

**CONTENT**

- Suspension systems
  - springs
    - coil
    - leaf
    - torsion bar
    - air bag
  - shocks and struts
    - Conventional
    - Macpherson
    - Modified Macpherson
  - control arms
    - SLA
    - wishbone
    - "I" beam
- Steering systems
  - rack & pinion
  - parallelogram
  - hydrostatic
  - electronic
- Stabilizers

**Achievement Criteria:**

Given a written and/or a practical assessment on components of common suspension and steering systems the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A10 Identify common braking system components.

**Learning Objectives:**

1. The Learner will be able to identify common braking system components.

**LEARNING TASKS**

1. Identify common braking system components.

**CONTENT**

- Brakes
  - drum
    - springs
    - shoes
    - wheel cylinders
    - hold downs
    - drums
    - e brake cables
    - sensors
  - disc
    - rotors
    - calipers
    - pads
    - flex lines
    - sensors
    - seals
    - pistons
    - bleeders
    - clips
    - shims
- Brake systems
  - ABS
  - hydraulic
  - air
  - electric
- Brake fluids

**Achievement Criteria:**

Given a written and/or a practical assessment on common braking system components the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.





**LINE A: PARTS IDENTIFICATION**

**Competency:** A11 Identify components of common motive power industry electrical systems.

**Learning Objectives:**

1. The Learner will be able to identify components of common motive power industry electrical systems.

**LEARNING TASKS**

1. Identify components of common motive power industry electrical systems.

**CONTENT**

- Fuses and circuit breakers
- Batteries
- Battery Council International battery sizes and grouping
- Charging system components
- Starting system components
  - electrical
- Ignition system components
  - distributor less
  - distributor standard
  - electronic
- Spark plugs
  - heat range and reach
- Magneto system components
- Accessories
  - windshield wipers
  - power windows
  - power seats
  - speed controls
  - lights
  - gauges
  - switches
  - other

**Achievement Criteria:**

Given a written and/or a practical assessment on components of common motive power industry electrical systems the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A12 Identify autobody parts and repair materials.

**Learning Objectives:**

1. The Learner will be able to identify autobody parts and repair materials.

**LEARNING TASKS**

1. Identify autobody parts and repair materials.

**CONTENT**

- Assembly groups
  - body panels
  - repair panels
- Installation clips / fasteners
- Mouldings / trim
- Paints and finishes
- Paint additives
- Undercoats
- Abrasives
- Adhesives
- Body fillers
- Equipment
- Weather-stripping
- Welding supplies
- Sound deadeners

**Achievement Criteria:**

Given a written and/or a practical assessment on autobody parts and repair materials the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A13 Identify air conditioning system components and safe handling procedures.

**Learning Objectives:**

1. The Learner will be able to identify air conditioning system components and safe handling procedures.

**LEARNING TASKS**

1. Identify air conditioning systems components and refrigerants.
  
2. Describe refrigerant handling procedures and precautions.
  
3. Discuss laws governing refrigerants

**CONTENT**

- Air-conditioning system components
  - condenser
  - receiver / drier
  - compressor
  - hoses
  - valves
  - evaporator
  - sensors
  - oils
- Refrigerants
  - R12
  - R134A
  
- Procedures
  - evacuation / discharge
  - recharge
  - leak test
  
- Precautions
  - open flame
  - CFC's
  - oxygen displacement
  - phosgene gas
  
- Waste Management Act
- Ozone depleting substances



**Achievement Criteria:**

Given a written and/or a practical assessment on air conditioning system components and safe handling procedures the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A14 Identify hydraulic system components.

**Learning Objectives:**

1. The Learner will be able to identify hydraulic systems components.

**LEARNING TASKS**

1. Identify hydraulic systems components.

**CONTENT**

- Pumps
- Reservoirs
- Controls
  - manual
  - electronic
- Lines
- Couplers

**Achievement Criteria:**

Given a written and/or a practical assessment on hydraulic system components the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE A: PARTS IDENTIFICATION**

**Competency:** A15 Describe the implications of aftermarket accessories.

**Learning Objectives:**

1. The Learner will understand the relationship of accessories to other vehicle systems.

**LEARNING TASKS**

**CONTENT**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Discuss the implications of aftermarket accessories.</li> </ol> | <ul style="list-style-type: none"> <li>▪ results of custom modifications               <ul style="list-style-type: none"> <li>- legal (MVA)</li> <li>- future compatibility</li> <li>- future replacement identification</li> </ul> </li> </ul> |
|---|---|

**Achievement Criteria:**

Given a written and/or a practical assessment on the implications of aftermarket accessories the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE B: STANDARD STOCK RECOGNITION**

**Competency:** B1 Describe standard stock motive power items.

**Learning Objectives:**

1. The Learner will be able to describe standard stock items commonly used in the motive power industry.

**LEARNING TASKS**

1. Describe standard stock items commonly used in the motive power industry.

**CONTENT**

- Fasteners
- Lines and fittings
- Material and processes
- Compounds and mixtures
- Specialty items

**Achievement Criteria:**

Given a written and/or a practical assessment on standard stock motive power items the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE B: STANDARD STOCK RECOGNITION**

**Competency:** B2 Describe core return procedures.

**Learning Objectives:**

1. The Learner will be able to describe core return procedures.

**LEARNING TASKS**

**CONTENT**

- |   |  |
|---|--|
| 1. Describe procedures for processing core returns.           | <ul style="list-style-type: none"> <li>▪ Corporate policies and procedures</li> <li>▪ Other regulations and/or procedures</li> </ul> |
| 2. Describe correct handling methods to process core returns. | <ul style="list-style-type: none"> <li>▪ Corporate policies and procedures</li> <li>▪ Other regulations and/or procedures</li> </ul> |
| 3. Describe documentation used to process core returns.       | <ul style="list-style-type: none"> <li>▪ Corporate policies and procedures</li> <li>▪ External forms/documentation</li> </ul>        |

**Achievement Criteria:**

Given a written and/or a practical assessment on core return procedures the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.





**LINE C: CATALOGUES**

**Competency:** C1 Utilize catalogue information sourcing.

**Learning Objectives:**

1. The Learner will be able to source catalogue information.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Describe the basic function and limitations of a catalogue.</li> </ol> | <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Function</li> <li>▪ Limitations</li> </ul>   |
| <ol style="list-style-type: none"> <li>2. Describe the general structure of a catalogue.</li> </ol>              | <ul style="list-style-type: none"> <li>▪ Information retrieval</li> <li>▪ Filing systems within a catalogue</li> </ul>  |
| <ol style="list-style-type: none"> <li>3. Interpret trade abbreviations.</li> </ol>                              | <ul style="list-style-type: none"> <li>▪ Acronyms and terminology</li> <li>▪ Using glossaries</li> <li>▪ Abbreviations               <ul style="list-style-type: none"> <li>- common</li> <li>- trade</li> </ul> </li> </ul>  |
| <ol style="list-style-type: none"> <li>4. Identify the types of catalogues and purposes.</li> </ol>              | <ul style="list-style-type: none"> <li>▪ Master</li> <li>▪ Accessory</li> <li>▪ Supplementary</li> <li>▪ Special equipment</li> <li>▪ Collision</li> <li>▪ Cross reference</li> <li>▪ Electronic</li> <li>▪ Microfiche</li> <li>▪ Price listing</li> <li>▪ Conversion listings</li> <li>▪ Super session lists</li> <li>▪ Release bulletins</li> </ul> |



## Learning Tasks continued

### 4. Interpret serial numbers

- VIN number
  - model code
  - engine type
  - production
    - date
    - location
- Special equipment

### **Achievement Criteria:**

Given a written and/or a practical assessment on catalogue information the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE C: CATALOGUES**

**Competency:** C2 Discuss cost quotation and selling related parts.

**Learning Objectives:**

1. The Learner will be able to describe cost quotations and selling related parts.

**LEARNING TASKS**

1. Describe how to use a catalogue as a resource to sell related parts.
2. Describe the correct procedure to prepare a parts quotation using catalogues.

**CONTENT**

- Why sell related parts
- Customer response
- Previous experience
- Corporate policies
- Forms
- Verification of information
- Reading catalogues for pricing
- Supersession list

**Achievement Criteria:**

Given a written and/or a practical assessment on cost quotation and selling related parts the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE D: COMMUNICATION AND PROFESSIONALISM**

**Competency:** D1 Discuss effective oral communication skills.

**Learning Objectives:**

1. The learner will be able to describe effective oral communication skills.

**LEARNING TASKS**

1. Demonstrate and maintain effective dialogue.

**CONTENT**

- Basic techniques
    - vocabulary development
    - phrase innovation
    - voice inflection
  - Confidence
  - Motivation for dialogue
    - sales motivated
    - detailed instructions
    - customer assistance
  - Personalities and communication techniques
- 
- 2. Demonstrate effective oral speaking skills.
    - Speech
      - pronunciation
      - enunciation
      - organization of thoughts
      - clarity of delivery
    - Recording devices
      - voice mail
      - answering machines
      - other
    - Telephone techniques

**Achievement Criteria:**

Given a written and/or a practical assessment on effective oral communication skills the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



**LINE D: COMMUNICATION AND PROFESSIONALISM**

**Competency:** D2 Utilize effective written communication skills.

**Learning Objectives:**

1. The Learner will be able to utilize effective written communication skills.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Describe the importance of good written communication skills.</li> </ol>           | <ul style="list-style-type: none"> <li>▪ Internal customers</li> <li>▪ External customers               <ul style="list-style-type: none"> <li>- impressions</li> <li>- response</li> <li>- mistakes and misunderstandings</li> </ul> </li> </ul>   |
| <ol style="list-style-type: none"> <li>2. Identify when and why a specific form of written communication is used.</li> </ol> | <ul style="list-style-type: none"> <li>▪ Letters</li> <li>▪ Memos</li> <li>▪ Reports</li> <li>▪ Pre-printed documents               <ul style="list-style-type: none"> <li>- forms</li> <li>- claims</li> <li>- surveys</li> <li>- other</li> </ul> </li> <li>▪ Email</li> <li>▪ Fax</li> </ul> |
| <ol style="list-style-type: none"> <li>3. Complete pre-printed documents correctly.</li> </ol>                               | <ul style="list-style-type: none"> <li>▪ Pre-printed documents               <ul style="list-style-type: none"> <li>- forms</li> <li>- claims</li> <li>- surveys</li> <li>- other</li> </ul> </li> </ul>  |
| <ol style="list-style-type: none"> <li>4. Reply to written requests using the appropriate medium.</li> </ol>                 | <ul style="list-style-type: none"> <li>▪ Letters</li> <li>▪ Memos</li> <li>▪ Reports</li> <li>▪ Email</li> <li>▪ Fax</li> </ul>   |



**Achievement Criteria:**

Given a blank piece of stationary paper and adhering to the 10 grading requirements, the Learner will have the ability to demonstrate knowledge of the industry by scoring a minimum of 70% on writing a staff memo. One mark will be awarded for each one of the possible ten key points addressed in the staff memo. Grading will be completed using Practical Assessment Guide Appendix 2 and Appendix 2A located in Parts & Warehousing Level 2 – Line D in the Automotive Training Standards Organization Learning Resource Guide.

Appendix 2 and 2A will be located together in the Instructional Manual for Parts & Warehousing Level 2 – Line D.



**LINE D: COMMUNICATION AND PROFESSIONALISM**

**Competency:** D3 Demonstrate professional appearance and conduct.

**Learning Objectives:**

1. The Learner will be able to describe professional appearance and conduct.

**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Discuss professional personal appearance.</li> </ol>             | <ul style="list-style-type: none"> <li>▪ Personal hygiene and grooming</li> <li>▪ Professional dress               <ul style="list-style-type: none"> <li>- appropriate to situation</li> <li>- dress codes</li> </ul> </li> <li>▪ Posture and body language</li> </ul>  |
| <ol style="list-style-type: none"> <li>2. Discuss maintaining a professional work area.</li> </ol>         | <ul style="list-style-type: none"> <li>▪ Cleanliness</li> <li>▪ Organization</li> </ul>  |
| <ol style="list-style-type: none"> <li>3. Discuss professional personal attributes.</li> </ol>             | <ul style="list-style-type: none"> <li>▪ Punctuality</li> <li>▪ Attitude</li> <li>▪ Learning               <ul style="list-style-type: none"> <li>- on the job</li> <li>- external courses</li> </ul> </li> <li>▪ Criticism</li> <li>▪ Co-operation and flexibility</li> <li>▪ Time management</li> </ul>              |
| <ol style="list-style-type: none"> <li>4. Discuss handling situations in a professional manner.</li> </ol> | <ul style="list-style-type: none"> <li>▪ Disabled customers               <ul style="list-style-type: none"> <li>- physical disability                   <ul style="list-style-type: none"> <li>- offering help</li> <li>- sensitivity and patience</li> </ul> </li> <li>- hearing difficulties</li> </ul> </li> </ul> |
| <ol style="list-style-type: none"> <li>5. Describe effective conflict resolution skills.</li> </ol>        | <ul style="list-style-type: none"> <li>▪ Internal               <ul style="list-style-type: none"> <li>- co-workers</li> <li>- other departments</li> </ul> </li> <li>▪ External               <ul style="list-style-type: none"> <li>- corporate customers</li> <li>- retail customers</li> </ul> </li> </ul>         |



**Achievement Criteria:**

Given a written and/or a practical assessment on professional appearance and conduct the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.





**LINE E: SALES REPRESENTATIVES CHARACTERISTICS**

**Competency:** E1 Describe traits of an effective sales representative.

**Learning Objectives:**

1. The Learner will be able to describe traits of an effective sales representative.

**LEARNING TASKS**

1. Describe effective sales representative's traits.

**CONTENT**

- Confidence
- Requirements in specific situations:
  - seasonal situations
  - particular interest situations
  - potential of casual enquiries
  - related sales situation
  - non-productive, argumentative situations
  - product comparison situation
  - the "define requirement" situation
  - "hard sell" versus "soft sell" options
- Corporate policies and procedures
- Basic concepts:
  - product knowledge
  - knowledge of competition
  - extravagant claims
  - product limitations
  - matching customer to product:
    - economy
    - safety
    - quality
    - performance
    - appearance
    - usefulness
    - durability



**Achievement Criteria:**

Given a written and/or a practical assessment on traits of an effective sales representative the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.

**LINE E: SALES REPRESENTATIVES CHARACTERISTICS**

**Competency:** E2 Describe methods of effective salesmanship.

**Learning Objectives:**

1. The Learner will be able to describe methods of effective salesmanship.
2. The Learner will be able to utilize various accounting/financial calculations specific to sales.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Describe how to "sell a service".</li> </ol> | <ul style="list-style-type: none"> <li>▪ Basic knowledge of problems pertaining to the service area:               <ul style="list-style-type: none"> <li>- analysis service</li> <li>- reconditioning service</li> <li>- other</li> </ul> </li> <li>▪ Mechanical failure, service and replacement requirements</li> <li>▪ Customer's knowledge and experience</li> </ul>           |
| <ol style="list-style-type: none"> <li>2. Describe basic sales psychology.</li> </ol>  | <ul style="list-style-type: none"> <li>▪ Motivating interest</li> <li>▪ Using objections to an advantage</li> <li>▪ Appreciation of customer's knowledge and experience</li> <li>▪ "Common interest" factor:               <ul style="list-style-type: none"> <li>- definition</li> <li>- effective use</li> </ul> </li> </ul>  |
| <ol style="list-style-type: none"> <li>3. Identify sales leads.</li> </ol>             | <ul style="list-style-type: none"> <li>▪ Individuals               <ul style="list-style-type: none"> <li>- repeat customer</li> <li>- referrals</li> <li>- related sales</li> </ul> </li> <li>▪ Direct enquiries               <ul style="list-style-type: none"> <li>- advertising campaigns</li> <li>- product introduction</li> <li>- product reputation</li> </ul> </li> </ul> |



## Learning Tasks continued

4. Describe techniques of closing a sale.
  - Discussion review
    - summary and emphasis
    - agreement on sales conditions
    - asking closing questions
  - Personality factors
  - Sales closing difficulties
  - Difficulties in decision making
  - Value of sale vs. cost of making sale
  - Closing the sale over the telephone
  
5. Understand different selling techniques based on client needs.
  - Back counter
    - internal
  - Retail
    - over the counter
    - telephone
  - Wholesale and telephone
    - external
    - corporate
  
6. Recognize, understand and apply special charges/exemptions
  - Tax exemptions
  - Environmental levies
  - Other exemptions
  - Freight
  - Special orders
  - Re-stocking
  
7. Define selling terms.
  - Discounts
  - Mark-up
  - Gross profit
  - Margin
  - Turnover analysis
  
8. Make various accounting/financial calculations specific to sales.
  - Discounts
  - Mark-up
  - Gross profit
  - Margin



**Achievement Criteria:**

Given a written and/or a practical assessment on methods of effective salesmanship the Learner will be able to demonstrate knowledge of the trade by achieving 70% or better based on a summative total of Instructor assessments.



# **SECTION 3**

## **TRAINING PROVIDER STANDARDS**



## EQUIPMENT LIST

### Classroom

- Updated computers
- Various recent industry catalogues
- Measuring tools
- Microfiche reader (for reference only)
- In-class parts counter or equivalent
- Power point equipment
- Static displays
- Various example parts
- Phones and office equipment



## INSTRUCTOR REQUIREMENTS

### **Trade Qualification**

- Parts Person with an Inter-provincial “Red Seal” endorsement

### **Work Experience**

- Must have a minimum of 5 years experience as a journeyperson
- Must have diverse industry experience including that which would cover all the competencies in this level

### **Training Qualifications**

- Instructors Certificate (minimum 30hr course)
- Instructors must have or be registered in an Instructor’s Diploma Program, to be completed within a five year period.
- Or, hold a Bachelors or Masters degree in Education.



## FACILITY REQUIREMENTS

### CLASSROOM AREA

- Comfortable seating and tables suitable for training, teaching, lecturing
- Compliance with all local and national fire code and occupational safety requirements
- Lighting controls to allow easy visibility of projection screen while also allowing students to take notes
- Windows must have shades or blinds to adjust sunlight
- Heating / Air conditioning for comfort all year round
- In-room temperature regulation to ensure comfortable room temperature
- In-room ventilation sufficient to control training room temperature
- Acoustics in the room must allow audibility of the instructor
- White marking board with pens and eraser (optional: flipchart in similar size)
- Projection screen or projection area at front of classroom
- Overhead projector and/or multi-media projector

### SHOP AREA (fixed properties)

- Suitable demonstration area
- Lighting appropriate for good vision in ambient light
- Compliance with all local and national fire code and occupational safety requirements
- Must meet Municipal and Provincial bylaws in regards to waste water management and environmental laws
- Adequate counter to student ratio
- Adequate computer to student ratio





## SUGGESTED TEXTS

1. Alberta Learning guides (Section)
2. Auto Fundamentals ISBN 1-59070-325-1