Sociovocational Integration Services

SVI-1042-1 Oral Communication Skills at Work
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SVI-1042-1 Oral Communication Skills at Work

Formation professionnelle et technique et formation continue

Direction de la formation générale des adultes
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1. INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the Sociovocational Integration Services program and, more specifically, of the course entitled Oral Communication Skills at Work (SVI-1042-1). It is based on the program’s organization guide, but should by no means replace the guide itself. It takes into account the diversity of local organizations and the implementation of local projects, while ensuring that all summative evaluation instruments are consistent with the overall program. It is an essential tool for developing summative evaluations that are in line with instructional planning.

The definition of the domain for summative evaluation is used to prepare examinations that are valid from one version to another, from year to year, and from one school board to another, taking into account the division of responsibilities shared by the Ministère de l'Éducation, du Loisir et du Sport and the school boards.
2. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Orientations</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Sociovocational integration involves every dimension of the students,”* including physical, intellectual, emotional, spiritual and social dimensions. Education must target the whole person, including personal, career and social experience and goals.</td>
<td>1. This definition of the domain for summative evaluation takes only cognitive skills into account; socioaffective skills are dealt with by means of formative evaluation.</td>
</tr>
<tr>
<td>2. “Sociovocational integration enables students to learn to learn,”* i.e. to know their own personal way of learning, realize their intellectual potential, facilitate their personal and social development and vocational integration, interact with their environment and broaden their vision of the world.</td>
<td>2. The evaluation should verify the students’ ability to use their critical judgment, generalize their learning, seek meaning in their experiences and learning, solve problems and integrate new information.</td>
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<tr>
<td>3. “Sociovocational integration permits students to become familiar with and to make use of the social, political and economic environment,”* i.e. to promote and use the natural network of relationships and the environment.</td>
<td>3. The evaluation should verify the students’ familiarity with their environment at the end of the course and their ability to use the available resources.</td>
</tr>
<tr>
<td>4. “Sociovocational integration is an ongoing, permanent process”* in a job market in which people are constantly evolving.</td>
<td>4. Taking into account the local situation, the evaluation should verify the level of correspondence between, on the one hand, the students’ ability to reproduce and transfer their learning without help and, on the other hand, their choice of vocational integration training suited to their preferences, their abilities and their continuing education and training needs.</td>
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</tbody>
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3. COURSE CONTENT

3.1 Themes

- **Oral communication with co-workers**
  - Checking the perceptions of the persons spoken to
  - Expression of their own perceptions
  - Appropriate vocabulary
  - Appropriate nonverbal attitude

- **Oral communication with superiors**
  - Precise formulation of suggestions, facts, ideas, etc.
  - Clear expression
  - Appropriate level of language
  - Appropriate attitude of active listening

- **Evaluation of their oral communication skills**
  - Points to be improved

3.2 Skills

- **Applying**

  Communicating orally with co-workers and superiors in hypothetical work situations

- **Evaluating**

  Considering points to be improved in terms of their oral communication skills, in hypothetical work situations
### 4. TABLE OF DIMENSIONS

<table>
<thead>
<tr>
<th>Skills</th>
<th>Themes</th>
<th>Oral communication with co-workers</th>
<th>Oral communication with superiors</th>
<th>Evaluation of their oral communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Applying</td>
<td>80%</td>
<td>- Checking the perceptions of the persons spoken to</td>
<td>- Precise formulation of suggestions, facts, ideas, etc.</td>
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<tr>
<td></td>
<td></td>
<td>- Expression of their own perceptions</td>
<td>- Clear expression</td>
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<td></td>
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<td>- Appropriate vocabulary</td>
<td>- Appropriate level of language</td>
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<td></td>
<td></td>
<td>- Appropriate nonverbal attitude</td>
<td>- Appropriate attitude of active listening</td>
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<tr>
<td></td>
<td>(1)</td>
<td>40%</td>
<td>(2) 40%</td>
<td>(3) 20%</td>
</tr>
<tr>
<td>Evaluating</td>
<td>20%</td>
<td></td>
<td></td>
<td>- Points to be improved</td>
</tr>
</tbody>
</table>
5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1042-1 involves themes and skills that can be weighted according to their complexity.

The themes and skills for summative evaluation have been selected from among those considered essential for achieving the expected behaviour of the course: “communicate orally at work.” These themes and skills have been selected and weighted in accordance with the prescribed evaluation criteria, general and specific performance criteria and second-level operational objectives.

Thus, the students come to apply and evaluate their oral communication skills with co-workers and superiors.

Emphasis is placed on the students’ ability to:

<table>
<thead>
<tr>
<th>Content</th>
<th>Explanation of Content</th>
</tr>
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| - Communicate orally with co-workers and superiors in hypothetical work situations | Because of:  
  - the potential for transferring learning |
| - Consider points to be improved in terms of their oral communication skills, in hypothetical work situations | Because of:  
  - the use of critical judgment |

The themes and skills are weighted as follows:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication with co-workers</td>
<td>Applying</td>
</tr>
<tr>
<td>Oral communication with superiors</td>
<td>Applying</td>
</tr>
<tr>
<td>Evaluation of their oral communication skills</td>
<td>Evaluating</td>
</tr>
</tbody>
</table>
6. OBSERVABLE BEHAVIOURS

Weighting of items
↓
Numbering in the table of dimensions
↓

40% 1) On the basis of a hypothetical work situation involving co-workers, communicate orally, in accordance with the following specific performance criteria:
   – checking the perceptions of the persons spoken to (10%)
   – expression of their own perceptions (10%)
   – appropriate vocabulary (10%)
   – appropriate nonverbal attitude (10%)

40% 2) On the basis of a hypothetical work situation involving superiors, communicate orally, in accordance with the following specific performance criteria:
   – precise formulation of suggestions, facts, ideas, etc. (10%)
   – clear expression (10%)
   – appropriate level of language (10%)
   – appropriate attitude of active listening (10%)

20% 3) On the basis of the simulation exercises carried out during the course, consider:
   – two points to be improved with respect to their oral communication with co-workers in a work context (5% per point)
   – two points to be improved with respect to their oral communication with superiors in a work context (5% per point)

Criterion:
   – Appropriate points considered
7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The examination required for the summative evaluation consists of three parts.

**Part I** is an oral examination focusing on Dimension 1, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school, and involves an evaluation checklist. Students are not permitted to use course notes or other information.

**Part II** is an oral examination focusing on Dimension 2, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school and involves an evaluation checklist. Students are not permitted to use course notes or other information.

**Part III** is a written or oral presentation focusing on Dimension 3, and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to use course notes and other information.

It may be possible to develop more than one item per observable behaviour. In this case, the marks awarded can be divided among the items, provided that the relative weight of the observable behaviour is taken into account.

7.2 Partnership

Partners inside or outside the school may participate in the summative evaluation process.

7.3 Type of Result

The result obtained may be expressed as a “pass” or “fail,” or as a mark. The pass mark is set at 60% for the entire examination. The results must be transmitted in accordance with the rules set out in the *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Training*. 
8. **BIBLIOGRAPHY**


