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Administration and Management Technology (410.G0)

College program

Sector 01 – Administration, Commerce and Computer Technology

College Education Program

The *Charter of the French language* and its regulations govern the [consultation of English-language content](#).

This document was produced by the Ministère de l'Enseignement supérieur using gender-neutral language.

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Table of Contents

College-Level Programs	2
Aims of College Education	3
Common Competencies of College Education	4
Implementation of College-Level Programs	4
The <i>Administration and Management Technology Program (410.G0)</i>	5
Goals of the Program	6
Program-Specific Component.....	6
Educational Aims	6
General Education Component Common to All Programs and General Education Component Specific to the Program	7
Complementary General Education Component	11
Goals of the Program-Specific Component	12
Objectives	13
Statements of the Competency.....	13
Grid of Competencies	17
Compulsory competencies	19
Optional Competencies	55
General Education Component Common to All Programs and General Education Component Specific to the Program	84
Complementary General Education Component	102
Additional Information	117
Vocabulary Used in Technical Programs	117
Harmonization	119
Occupational Health and Safety Hazards	120

College-Level Programs

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Ministère de l'Enseignement supérieur establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The *Administration and Management Technology* Program (410.G0)

The *Administration and Management Technology* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and evaluation of learning activities, for which the colleges are responsible. By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Administration and Management Technology* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of 65 credits.
- The general education component that is common to all programs consists of $16\frac{2}{3}$ credits:
 - Language of Instruction and Literature: $7\frac{1}{3}$ credits
 - Philosophy or Humanities: $4\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

The goals of the program-specific component of the *Administration and Management Technology* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the workforce, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

Educational aims in the program-specific component are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

The following is a description of the aims of the program-specific component of the *Administration and Management Technology* program:

- develop the desire to keep their skills up to date
- develop professional autonomy and encourage versatility
- develop the ability to exercise judgment
- develop the desire to work with a view to sustainable development
- develop the desire to adapt to technological and organizational changes

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their

studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

- for the aim *To educate students to live responsibly in society:*
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies:*
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyze works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world:*
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature:

- will be able to demonstrate their knowledge of the following:
 - the basic vocabulary and terminology used when discussing literary works
 - ways to apply an independent analytical approach to literary genres
 - ways to apply an independent analytical approach to literary themes
 - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - ways to identify the socio-cultural and historical context of different periods and movements
 - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - compare world views
 - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - recognize forms of creativity and original thought
 - define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - identify, organize and synthesize the salient elements of a particular example of knowledge
 - situate important ethical and social issues in their appropriate historical and intellectual contexts
 - explain, analyze and debate ethical issues in a personal and professional context
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language:

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop: the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education:

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
 - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
 - awareness of the factors that encourage them to practise physical activity more often
 - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
 - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
 - respect for ethical behaviour when participating in a sport or a physical activity
 - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
 - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
 - readiness to adopt the values of discipline, effort, consistency and perseverance
 - readiness to promote, as a social value, the regular and sufficient practice of physical activity

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

Goals of the Program-Specific Component

The *Administration and Management Technology* program prepares students to become administration and management technicians.

Administration and management technicians practise in all sectors of activity (public, private and parapublic) and in every type and size of organization.¹ They carry out technical tasks associated with planning, organization, coordination, analysis and control to ensure that the organization's activities progress and run smoothly and are instrumental in achieving the organization's objectives.

Depending on the organization, their work may be related to all or some of the activities associated principally with internal and external business communications, human resource management, customer service, accounting and financial resource management, logistics and project management.

Generally speaking, administration and management technicians play a key role in the organization and work in synergy with all the organization's stakeholders. While their fields of activity may differ, all technicians perform certain core tasks that they adapt to the demands of the workplace regardless of the specialty area concerned. These tasks include research; data collection, processing and management; preparation of or changes to work methods, standards or procedures; production and transmission of information in a variety of formats; file management; staff support, and so on. Expectations are set by executive or professional staff members.

As part of their work, administration and management technicians are responsible for applying the organization's rules and complying with its policies and standards. Regardless of where they work, their role as resource people requires them to plan, organize, coordinate and evaluate a team's administrative tasks and make sure those tasks are carried out on time, on budget and in accordance with the requirements. To do this, they work closely with other staff members, different customer groups and suppliers of goods and services, at the local, provincial and international levels.

¹ In this document, the term *organization* is used generically and includes every type of business or body: private, public, parapublic, non-profit, association, foundation, cooperative, etc.

Objectives

Statements of the Competency

Program-Specific Component

The program-specific component of the *Administration and Management Technology* program includes 17 compulsory objectives and standards, plus a list of 14 optional objectives and standards from which each individual educational institution may make its own selection.

The compulsory competencies in a program constitute a body of training with foundations that reflect the most meaningful aspects of the profession and address the basic criteria established for the professional qualification.² They are also designed to ensure that training offered by different educational institutions is similar, to some extent, and hence is fair for all students.

The following competencies are compulsory. They require between 1245 and 1395 periods of instruction.

- 02JM Explore the profession
- 02JN Use a digital environment
- 02JP Search for and process information for management purposes
- 02JQ Produce written content for the organization
- 02JR Interact with others in the workplace
- 02JS Create and use data management tools
- 02JT Apply the legal framework
- 02JU Carry out the visual design of content for the organization
- 02JV Use the second language to communicate in the workplace
- 02JW Carry out a monitoring activity for management purposes
- 02JX Play a role in managing human resources
- 02JY Provide customer service
- 02JZ Coordinate administrative activities
- 02K0 Perform accounting cycle operations
- 02K1 Participate in the logistics of the organization's activities
- 02K2 Participate in budget planning and control
- 02K3 Coordinate the realization of projects

² Professional qualification: the set of competencies needed for a person to be able to exercise a profession, with the foundations and scope needed for the person to continue on a given career path.

A program's optional competencies enhance the versatility and professional mobility of graduates in specific fields. They are designed to complement the compulsory competencies and to help develop or improve other competencies. Their purpose is to encourage educational institutions to develop particular areas of expertise that address local, regional or provincial needs for qualified labour.

In addition to the compulsory competencies, each educational institution must select between four and eight optional competencies. The chosen competencies require between 480 and 630 periods of instruction.

- 02K4 Participate in the preparation of a business plan
- 02K5 Play a role in marketing management
- 02K6 Calculate production costs
- 02K7 Provide fiscal support for taxpayers
- 02K8 Participate in the analysis of investment and financing projects
- 02K9 Process elements of specialized accounting
- 02KA Manage a work team
- 02KB Play a role in the management of the customer experience
- 02KC Control internal operations
- 02KD Carry out international transactions
- 02KE Play a role in the organization's digital strategies
- 02KF Create and manage websites
- 02KG Create visual content
- 02KH Communicate in a third language in the workplace

General Education Component Common to All Programs and General Education Component Specific to the Program

16 $\frac{2}{3}$ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

- 4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle
- 4EP1 Improve one's effectiveness when practising a physical activity
- 4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues
- 000W Analyze one of the major problems of our time using one or more social scientific approaches
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
- 000Y Resolve a simple problem by applying the basic scientific method
- 000Z Communicate with limited skill in a modern language
- 0010 Communicate on familiar topics in a modern language
- 0067 Communicate with relative ease in a modern language
- 0011 Recognize the role of mathematics or computer science in contemporary society
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks
- 0013 Consider various forms of art produced according to aesthetic practices
- 0014 Produce a work of art
- 021L Consider contemporary issues from a transdisciplinary perspective
- 021M Explore a contemporary issue from a transdisciplinary perspective

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES											
SPECIFIC COMPETENCIES	Competency Number	GENERAL COMPETENCIES									
		Explore the profession	Use a digital environment	Search for and process information for management purposes	Produce written content for the organization	Interact with others in the workplace	Create and use data management tools	Apply the legal framework	Carry out the visual design of content for the organization	Use the second language to communicate in the workplace	Carry out a monitoring activity for management purposes
Competency Number		02JM	02JN	02JP	02JQ	02JR	02JS	02JT	02JU	02JV	02JW
Play a role in managing human resources	02JX	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide customer service	02JY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate administrative activities	02JZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform accounting cycle operations	02K0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in the logistics of the organization's activities	02K1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in budget planning and control	02K2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate the realization of projects	02K3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of a functional correlation : <input type="radio"/>											

Compulsory competencies

Code: 02JM

Objective

Standard

Statement of the Competency	Achievement Context
Explore the profession.	<ul style="list-style-type: none"> • Based on: <ul style="list-style-type: none"> ○ recent information on the occupation, sectors of activity and different types of organizations ○ legislation, regulations and standards • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Relevance of the information gathered • Accurate identification of the main trends in the field of organizational administration and management • Demonstration of interest in the profession

Elements of the Competency	Performance Criteria
<p>1. Characterize the sectors of activity and types of organizations that employ administration and management technicians.</p>	<ul style="list-style-type: none"> • Proper characterization of the sectors: private, public and parapublic • Proper characterization of the typology and structure of the organizations: private, public, parapublic and non-profit • Appropriate distinction of the impact of working at the local, national or international levels on the administration and management of organizations • Accurate distinction of the roles and responsibilities of administration and management technicians in the structure of an organization
<p>2. Characterize the profession and its prospects.</p>	<ul style="list-style-type: none"> • Accurate recognition of conditions for accessing the workforce • Accurate recognition of employment prospects • Accurate recognition of the importance of initial and continuous training for the exercise of the profession
<p>3. Examine the tasks, operations, skills and behaviours involved in the exercise of the profession.</p>	<ul style="list-style-type: none"> • Adequate analysis of tasks and their respective operations • Adequate connection between the requirements for each task and the conditions in which it is carried out • Explicit recognition of the importance of ethical conduct and professional standards • Accurate recognition of expected professional skills and conduct • Realistic comparison with their own skills and conduct • Accurate recognition of situations involving occupational health and safety risks
<p>4. Examine the legislative and regulatory requirements governing the practice of the profession.</p>	<ul style="list-style-type: none"> • Appropriate examination of the charters of rights and freedoms • Appropriate examination of the rights and responsibilities of individuals and organizations • Appropriate examination of the rights and responsibilities of employers and employees

Objective

Standard

Statement of the Competency	Achievement Context
<p>Use a digital environment.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • For individual or teamwork carried out in person or remotely • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures • Using: <ul style="list-style-type: none"> ○ technological tools (computer, tablet, cellphone, etc.) ○ technological and office automation applications (email, social media, electronic organizer, video conference, cloud computing, etc.) ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Compliance with the rules governing data protection and storage • Compliance with the rules of ergonomics • Compliance with netiquette • Appropriate use of terminology

Elements of the Competency	Performance Criteria
1. Manage a computer workstation.	<ul style="list-style-type: none"> • Functional personalization of the working environment • Methodical filing and archiving of information (media, folders and files) • Proper recognition of file formats • Rigorous application of maintenance procedures • Rigorous application of troubleshooting procedures
2. Communicate using digital tools.	<ul style="list-style-type: none"> • Careful choice of suitable communication tools for different parties • Effective use of methods of communication by computer • Appropriate application of digital communication rules
3. Use digital tools for collaborative work.	<ul style="list-style-type: none"> • Effective use of computer-based methods for collaborative work • Proper personalization of the collaborative software interface • Appropriate conversion of file formats • Methodical organization of information • Correct allocation of access to shared documents
4. Apply computer security rules.	<ul style="list-style-type: none"> • Appropriate recognition of the different types of computer security threats • Effective use of password managers • Proper application of information security procedures • Safe destruction of information

Objective**Standard**

Statement of the Competency	Achievement Context
Search for and process information for management purposes.	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization's sectors of activity • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ a broad range of information sources • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Effective use of technological tools 	
Elements of the Competency	Performance Criteria
1. Plan the search.	<ul style="list-style-type: none"> • Accurate recognition of the context, objectives and time frame for the search • Precise distinction between different information sources (primary, secondary and tertiary sources, search engines, databases, etc.) • Accurate identification of the methods and tools to be used, as needed • Appropriate establishment of the time frames and resources needed for the search
2. Take part in preparing and implementing primary data collection tools.	<ul style="list-style-type: none"> • Data collection tools chosen and adapted to suit the situation • Relevant collection of data, depending on the nature of the information to be collected, and the sampling method and tool used
3. Collect data.	<ul style="list-style-type: none"> • Effective use of search engines and databases • Use of appropriate querying language for each information source • Consideration of relevance, legitimacy, credibility and timeliness when selecting search results
4. Present the results.	<ul style="list-style-type: none"> • Accurate processing and cross-referencing of data (e.g. statistics, etc.) • Appropriate synthesis of results • Accurate presentation of sources • Formatting of the information adapted to the context • Adequate saving of search results

Objective

Standard

Statement of the Competency	Achievement Context
<p>Produce written content for the organization.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • For the preparation of administrative and commercial content • For different types of content (reports, letters, newsletters, social media posts, blogs, forms, resumés, etc.) • Based on: <ul style="list-style-type: none"> • legislation, regulations and standards • the organization’s policies and procedures • a request or need • Using: <ul style="list-style-type: none"> • technological tools • reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Constant concern for the quality and presentation of content • Effective use of technological tools • Demonstration of autonomy and creativity • Compliance with deadlines

Elements of the Competency	Performance Criteria
1. Plan the task.	<ul style="list-style-type: none"> • Accurate interpretation of the request and objectives • Accurate identification of the target audience • Identification of an appropriate communication route • Proper preparation of a production plan • Adequate planning of work time • Appropriate collection of appropriate elements for the drafting process • Choice of appropriate technological tools
2. Correct texts.	<ul style="list-style-type: none"> • Accurate detection of errors • Appropriate correction of grammatical, spelling, syntactical and punctuation errors • Appropriate correction of faulty formulations and Gallicisms • Appropriate elimination of pleonasms and redundancy • Appropriate improvements to phrase structure
3. Summarize texts.	<ul style="list-style-type: none"> • Satisfactory highlighting of the main ideas in the text • Correct transposition of the main ideas • Production of an accurate, concise summary • Rigorous application of the rules of grammar, spelling, syntax and punctuation
4. Write texts.	<ul style="list-style-type: none"> • Clear, consistent writing • Use of an appropriate style and terminology • Rigorous application of the rules of grammar, spelling, syntax and punctuation • Relevant adaptation of language level to the target audience and the context
5. Oversee the presentation of the content.	<ul style="list-style-type: none"> • Appropriate data structure for the type of media and target audience • Formatting in compliance with the established rules
6. Automate operations.	<ul style="list-style-type: none"> • Development of appropriate document templates suited to needs • Creation of relevant internal links (table of contents, index, etc.) • Creation of relevant dynamic links between files • Appropriate use of macro commands • Relevant creation of simple macro commands
7. Publish content.	<ul style="list-style-type: none"> • Submission of content for approval • Satisfactory completion of any changes that may be requested • Appropriate dissemination of the content

Objective

Standard

Statement of the Competency	Achievement Context
Interact with others in the workplace.	<ul style="list-style-type: none"> • In a range of work-related situations • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures • In collaboration with: <ul style="list-style-type: none"> ○ co-workers ○ internal and external, local or international partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Communication adapted to different parties • Adoption of behaviours conducive to cooperation • Application of stress management techniques suited to the particular situation

Elements of the Competency	Performance Criteria
1. Communicate with others in the workplace.	<ul style="list-style-type: none"> • Accurate characterization of the different types of parties with whom one communicates • Appropriate application of active listening techniques and verbal or non-verbal communication techniques • Adoption of a socially and culturally adapted approach to interpersonal relations • Appropriate application of feedback-related concepts • Relevant adaptation of language level to the context • Compliance with the rules of business etiquette
2. Adapt to a variety of work-related situations.	<ul style="list-style-type: none"> • Accurate assessment of the situation • Objective understanding of the consequences of the situation for their practice of the profession • Consideration of internal and external sources of stress • Appropriate adaptation to the new situation
3. Work as part of multidisciplinary teams.	<ul style="list-style-type: none"> • Respect for the expertise of other team members • Effective communication with team members • Active participation in achieving the objectives • Satisfactory performance of the tasks • Compliance with teamwork rules • Appropriate contribution to decisions and problem solving • Respect for the decisions made by the team • Appropriate assertion of their skills where necessary • Effective presentations to a group
4. Manage and prevent conflicts.	<ul style="list-style-type: none"> • Collection of relevant information, as needed • Verification that all parties share the same understanding of the situation • Demonstration of openness and willingness to listen to different points of view • Adequate consideration of psychosocial risks • Adapted application of strategies to solve interpersonal conflicts • Effective participation in the implementation of the agreed-upon solutions • Appropriate demonstration of introspection • Consultation of appropriate resource people, as needed

Elements of the Competency	Performance Criteria
5. Negotiate in a business context.	<ul style="list-style-type: none"> • Accurate understanding of the terms of an agreement • Appropriate application of negotiating techniques • Accurate recognition of the other party's interests • Objective, well-argued presentation of the interests to be defended • Use of a negotiating approach suited to the situation • Reception of objections in a spirit of cooperation • Adoption of attitudes conducive to negotiation
6. Represent the organization.	<ul style="list-style-type: none"> • Demonstration of assurance and a good knowledge of the organization • Clear, precise presentation of the goods and services offered • Appropriate collaboration in promotional and networking activities • Appropriate collaboration in the creation of partnerships

Objective

Standard

Statement of the Competency	Achievement Context
<p>Create and use data management tools.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For the creation, modification and updating of databases • For the creation, modification and updating of questionnaires, forms, templates, tables, diagrams, etc. • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization's policies and procedures • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Effective use of technological tools • Appropriate use of terminology • Accurate interpretation of technical documentation

Elements of the Competency	Performance Criteria
1. Analyze needs.	<ul style="list-style-type: none"> • Appropriate determination of objectives • Accurate identification of available data and data to be collected • Accurate identification of existing tools • Determination of the tools that would be appropriate
2. Create a data management tool.	<ul style="list-style-type: none"> • Preparation of a coherent structure • Satisfactory identification of field types and their properties
3. Use a data management tool.	<ul style="list-style-type: none"> • Rigorous handling of data • Effective search for and modification of data • Satisfactory handling of queries • Relevance of data sorting and filtering criteria • Verification of data compliance
4. Present the results.	<ul style="list-style-type: none"> • Creation of reports suited to the information needs • Appropriate organization of the data for the target audience and type of media • Formatting in compliance with the established rules
5. Automate the operations.	<ul style="list-style-type: none"> • Creation of relevant dynamic links between files • Appropriate use of macro commands
6. Archive the data.	<ul style="list-style-type: none"> • Compliance with data protection and storage rules • Methodical filing and archiving of information

Objective

Standard

Statement of the Competency	Achievement Context
<p>Apply the legal framework.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ goods and services suppliers ○ external resources • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Effective use of technological tools • Consideration of relevance, legitimacy, credibility and timeliness when selecting search results

Elements of the Competency	Performance Criteria
1. Examine the main laws, regulations and standards applicable to individuals and organizations.	<ul style="list-style-type: none"> • Accurate recognition of sources of law • Accurate identification of the applicable provincial and national legislation and regulations
2. Characterize different types of contracts.	<ul style="list-style-type: none"> • Exhaustive identification of contracts by type of organization (public, private or non-profit) • Identification of the fields of application of different types of contracts (individual or group work, supply, service, construction, exclusive, confidential, etc.).
3. Search for and consult legal information applicable to administrative and business situations.	<ul style="list-style-type: none"> • Relevant clarification of the legal issue to be addressed • Rigorous identification of the legal framework under which the issue falls • Identification of appropriate information sources • Methodical application of a consultation process • Exhaustive identification of the sections of an act and elements of jurisprudence applicable to the situation • Relevant recognition of the meaning and scope of the legal provisions concerned
4. Apply the general principles of contract law.	<ul style="list-style-type: none"> • Accurate interpretation of the scope, provisions and main clauses of contracts • Accurate distinction drawn between the parties to a contract
5. Apply the general principles of laws governing calls for tenders.	<ul style="list-style-type: none"> • Accurate characterization of the call for tenders process • Meticulous identification of the publications required as part of a call for tenders • Satisfactory knowledge of the opening of tenders process • Accurate clarification of the follow-up action needed to comply with the requirements of the call for tenders process
6. Examine the consequences of failing to comply with the legal requirements applicable to their work.	<ul style="list-style-type: none"> • Accurate recognition of the consequences of failing to comply with a legal or contractual requirement • Appropriate correlation between the failure to fulfill a duty, obligation or responsibility and the penalty that is likely to be imposed

Objective

Standard

Statement of the Competency	Achievement Context
<p>Carry out the visual design of content for the organization.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • For the production of different types of content (forms, reports, newsletters, multimedia presentations, posters, social media posts, etc.) • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ a request or need • Using: <ul style="list-style-type: none"> ○ image banks, sound elements and videos ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Constant concern for the quality of the content and its presentation • Effective use of technological tools • Demonstration of autonomy and creativity • Compliance with deadlines

Elements of the Competency	Performance Criteria
1. Plan the task.	<ul style="list-style-type: none"> • Accurate interpretation of the request and objectives • Detailed definition of production settings, depending on the media to be used • Accurate determination of the type of visual elements to be used • Proper planning of the work (document structure, storyboard, work time, etc.) • Choice of appropriate technological tools
2. Gather the visual elements.	<ul style="list-style-type: none"> • Effective search for images, sounds or videos • Choice of relevant visual elements • Verification of visual elements (size, resolution, format, etc.) • Establishment of a rigorous file classification and storage method
3. Create and process visual elements.	<ul style="list-style-type: none"> • Satisfactory digitization of visual elements • Careful production of raster images or simple vector images • Appropriate processing of visual elements • Thoughtful adaptation of visual elements
4. Produce complex page layouts.	<ul style="list-style-type: none"> • Appropriate highlighting of the content • Creation and use of adequate formatting grids • Correct organization of text boxes and graphic elements • Compliance with composition rules • Rigorous application of presentation standards specific to the media support used • Harmonious rendering of the document
5. Disseminate the content.	<ul style="list-style-type: none"> • Verification of consistency of content • Rigorous testing of the content • Rigorous quality control • Submission of the content for approval • Effective completion of any changes requested • Appropriate dissemination of the content • Methodical follow-up on the dissemination

Objective

Standard

Statement of the Competency	Achievement Context
<p>Use the second language to communicate in the workplace.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • In a range of work-related situations. • Based on: <ul style="list-style-type: none"> ○ the organization’s policies and procedures ○ a request or need • In collaboration with: <ul style="list-style-type: none"> ○ co-workers ○ internal and external local or international partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with language rules • Effective use of technological tools • Appropriate use of business terminology

Elements of the Competency	Performance Criteria
1. Maintain a business conversation in the second language.	<ul style="list-style-type: none"> • Accurate interpretation of the context and the other party's statements • Appropriate use of forms of address • Relevant clarification of aspects that have not been understood, where applicable • Communication adapted to different parties
2. Interpret the content of documents written in the second language.	<ul style="list-style-type: none"> • Accurate interpretation of the information • Relevant clarification of aspects that have not been understood, where applicable
3. Write short administrative or promotional texts in the second language.	<ul style="list-style-type: none"> • Appropriate planning of the task (writing plan, time, tools, etc.) • Drafting of a clear, consistent message • Use of an appropriate style and vocabulary • Relevant adaptation of the level of language to the context and target audience • Meticulous verification of the quality of the language used
4. Translate short administrative or promotional texts from the second language to the language of instruction.	<ul style="list-style-type: none"> • Rendering of the overall message • Consistency of the level of language in the source text with that of the translated text • Meticulous verification of the quality of the translation

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out a monitoring activity for management purposes.	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization's sectors of activity • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ a broad range of information sources • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Effective use of technological tools
Elements of the Competency	Performance Criteria
1. Characterize the organization's activities.	<ul style="list-style-type: none"> • Accurate recognition of the organization's mission and policies • Precise description of the organization's characteristics (goods or services offered)
2. Identify the factors likely to impact the organization.	<ul style="list-style-type: none"> • Satisfactory identification of the legislation regulations and standards • Accurate definition of the organization's economic, social, technological and competitive contexts
3. Use monitoring tools.	<ul style="list-style-type: none"> • Careful selection of monitoring tools • Appropriate configuration of the chosen tools • Methodical monitoring • Satisfactory identification of future changes
4. Highlight the repercussions for the organization's activities.	<ul style="list-style-type: none"> • Accurate interpretation of the changes and prescribed deadlines • Accurate interpretation of the steps to be taken to comply with the future changes • Meticulous transmission of relevant information to the authorities concerned

Objective

Standard

Statement of the Competency	Achievement Context
<p>Play a role in managing human resources.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ collective agreements or labour agreements, if any • In collaboration with: <ul style="list-style-type: none"> ○ human resources staff members ○ staff members from different departments ○ senior management ○ external resources, where applicable • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents ○ administrative documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with collective agreements or labour agreements, if any • Effective use of technological tools • Communication adapted to different parties • Adequate responses to questions asked by the people concerned • Observance of the boundaries of their area of expertise

Elements of the Competency	Performance Criteria
<p>1. Take part in the planning process of human resources.</p>	<ul style="list-style-type: none"> • Careful consideration of the objectives and budget constraints • Informed analysis of qualitative and quantitative personnel needs • Careful preparation of the job description and requirements for the position to be filled • Appropriate consideration of current conditions of employment on the job market
<p>2. Take part in the recruitment process.</p>	<ul style="list-style-type: none"> • Relevant use of recruitment strategies • Appropriate use of recruitment methods and tools • Careful preparation of a job offer in compliance with the organization's requirements • Demonstration of creativity and initiative throughout the process • Satisfactory contribution to the assessment of the recruitment process
<p>3. Take part in the selection process.</p>	<ul style="list-style-type: none"> • Relevant use of selection strategies • Effective preparation and use of selection tools • Careful selection of candidates • Relevant involvement in the preparation of interviews and selection tests • Appropriate participation in interviews • Careful verification of references • Complete processing of interview results using established criteria • Proper follow-up with candidates • Satisfactory contribution to the assessment of the selection process
<p>4. Oversee the welcoming and integration of new staff members.</p>	<ul style="list-style-type: none"> • Meticulous preparation of an employment contract in compliance with the organization's requirements, where necessary • Appropriate adaptation of the orientation program to the needs of the workplace and the recruit • Clear presentation of the organization's mission and values • Accurate presentation of relevant organizational policies and procedures • Suitable integration of the person into the work team • Methodical follow-up during the orientation period • Demonstration of a welcoming, supportive attitude

Elements of the Competency	Performance Criteria
5. Provide support during training.	<ul style="list-style-type: none"> • Creation of relevant connections between the employer's expectations and the person's performance • Clear transmission of information • Appropriate support for trainees in the performance of their tasks and the achievement of objectives • Objective participation in the evaluation of the trainee
6. Participate in the application and updating of a general remuneration policy.	<ul style="list-style-type: none"> • Accurate identification of the components of general remuneration • Accurate application of pay scales • Appropriate treatment of requests from staff members
7. Prepare and update personnel files.	<ul style="list-style-type: none"> • Relevance and accuracy of the information gathered and recorded • Proper management of personnel files • Effective preparation of follow-up documents • Appropriate updating of the administrative file
8. Manage the workforce.	<ul style="list-style-type: none"> • Appropriate management of staff schedules and workloads • Realistic consideration of the availabilities and limitations of staff members • Compliance with the budget
9. Prevent the occurrence of occupational health and safety violations.	<ul style="list-style-type: none"> • Context-based examination of the occupational health and safety policy • Thorough identification of work-related situations involving risk • Precise identification of prevention methods associated with risks and dangers • Appropriate recognition of the consequences that may arise from health and safety violations • Application of the chosen emergency protocol for accidents and incidents • Careful selection of remedial actions

Objective

Standard

Statement of the Competency	Achievement Context
<p>Provide customer service.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ customers’ needs ○ customers’ language preferences • In collaboration with: <ul style="list-style-type: none"> ○ members of the personnel ○ external partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with data protection and storage rules • Effective use of technological tools • Communication adapted to different parties

Elements of the Competency	Performance Criteria
1. Characterize the customer base.	<ul style="list-style-type: none"> • Relevant analysis of customer behaviours in different market segments • Proper recognition of the customers' decision-making process • Accurate characterization of different types of customers • Accurate interpretation of all customers' needs and expectations
2. Process requests.	<ul style="list-style-type: none"> • Appropriate initiation of contact • Accurate interpretation of the context and specific elements of the situation • Exhaustive gathering of relevant information • Relevance of the proposed solution in light of the customers' needs and expectations • Implementation of relevant alternative solutions • Demonstration of active listening
3. Process objections and complaints.	<ul style="list-style-type: none"> • Accurate clarification of customers' objections • Accurate reformulation of the objections • Relevant arguments proposed in response to the objections • Relevant potential solutions proposed to remedy the situation • Effective management of a complaint
4. Follow up with customers.	<ul style="list-style-type: none"> • Careful application of methods and strategies to service offers and after-sale service • Appropriate responses to customer requests • Forwarding of requests to different departments and appropriate follow-up • Proper verification of customer satisfaction • Complete updating of customer files • Secure use of customers' personal information • Accurate identification of additional business opportunities to address customers' needs

Objective

Standard

Statement of the Competency	Achievement Context
<p>Coordinate administrative activities.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and the organization's standards ○ the organization's policies and procedures • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ external resources where applicable • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents ○ administrative documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization's policies and procedures • Compliance with professional ethics • Effective use of technological tools • Communication adapted to different parties • Adoption of professional attitudes and behaviours • Observance of the boundaries of their area of expertise

Elements of the Competency	Performance Criteria
<p>1. Characterize the administrative management process.</p>	<ul style="list-style-type: none"> • Clear representation of the organization's management approach • Accurate characterization of different management techniques • Proper distinction among different leadership styles • Accurate characterization of the notions of power and authority • Accurate identification and description of own leadership style
<p>2. Participate in time management and priority management.</p>	<ul style="list-style-type: none"> • Adequate planning of activities according to the organization's priorities • Careful assessment of the time needed to perform tasks • Rigorous implementation of the chosen planning methods and tools
<p>3. Manage administrative activities.</p>	<ul style="list-style-type: none"> • Accurate interpretation of requests and instructions • Production of an appropriate work plan • Identification of all human, material and financial resource needs • Careful selection of resources based on availability • Rigorous follow-up on the tasks included in the work plan • Appropriate adjustments made to the plan, based on new instructions and unforeseen developments • Thoughtful performance of the role of intermediary in the organization
<p>4. Prepare and improve work procedures and methods.</p>	<ul style="list-style-type: none"> • Accurate listing of problems and sources of irritation or wasted time • Proper recognition of various methods of continuous improvement • Accurate identification of the changes to be made • Adequate design and/or adaptation of work tools • Production of concise written or visual procedures • Adequate identification of change management techniques suited to the situation • Appropriate implementation of procedures • Accurate assessment of the results (e.g. reporting, etc.) • Methodical follow-up on the improvements that were implemented

Elements of the Competency	Performance Criteria
<p>5. Carry out administrative tasks relating to occupational health and safety.</p>	<ul style="list-style-type: none"> • Appropriate participation in the planning of emergency measures • Accurate interpretation of the emergency measures plan • Rigorous application of measures designed to prevent risks to staff health and safety • Meticulous recording of data concerning accidents or incidents • Responsible communications and interactions with the authorities concerned • Careful updating of the chosen protocol to be applied during an accident or incident
<p>6. Assist with the maintenance of the organization's assets.</p>	<ul style="list-style-type: none"> • Proper planning of maintenance of equipment, buildings and workspaces (snow removal, computer maintenance, cleaning, etc.) • Rigorous monitoring of the application and observance of the organization's asset protection policies • Careful planning of preventive maintenance
<p>7. Enforce security rules.</p>	<ul style="list-style-type: none"> • Proper control of digital identities and access • Compliance with data backup procedures • Proper control of access to the organization's premises and assets • Appropriate detection of unusual incidents
<p>8. Provide help with the use of technological tools.</p>	<ul style="list-style-type: none"> • Adequate analysis of the problem or request • Precise identification of the action required • Methodical preparation of user support documents where needed • Case-by-case support for users • Consistent follow-up on the support provided

Objective

Standard

Statement of the Competency	Achievement Context
<p>Perform accounting cycle operations.</p>	<ul style="list-style-type: none"> • For a small or medium-sized business • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ management’s information needs ○ relevant supporting documents • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ customers ○ goods and services suppliers ○ external resources ○ regulatory organizations • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents ○ historical data
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with deadlines imposed by government authorities, lenders, etc. • Thorough, complete and authentic transactions • Processing in compliance with the requirements of the generally accepted accounting principles for private businesses • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Process the information.	<ul style="list-style-type: none"> • Accurate identification of the actions to be taken • Exhaustive collection of relevant information • Accurate examination of supporting documents • Proper determination of the impact of the actions on the accounts
2. Correlate the business's accounting with its legal form and sector of operations.	<ul style="list-style-type: none"> • Precise identification of the characteristics of different legal forms for businesses • Precise identification of the characteristics of a business's capital, based on its legal form • Accurate correlation between the legal form and the financial statements
3. Record the operations of the accounting cycle.	<ul style="list-style-type: none"> • Accurate entry of operations from: <ul style="list-style-type: none"> ○ the sales cycle ○ the purchasing cycle ○ the payroll cycle • Accurate entry of periodic transactions (rebates, deductions, contributions, etc.) • Accurate entry of adjustments • Reconciliation of end-of-period balances • Precise verification of the trial balance • Accurate entry of closing and reopening entries
4. Produce the financial statements.	<ul style="list-style-type: none"> • Accurate distinction between the different components of the financial statements • Presentation in compliance with the accounting standards for private businesses • Correct presentation of the information required in the notes to the financial statements • Compliance with requirements for the business's legal form • Submission of the financial statements so that decisions can be made within the prescribed deadlines
5. Examine variances in the financial statements.	<ul style="list-style-type: none"> • Consideration of information in the financial statements • Accurate interpretation of variances between financial years • Clear presentation of the interpretation to the authorities concerned
6. Update the accounting system.	<ul style="list-style-type: none"> • Accurate adjustment of account settings • Consideration of the impacts of the changes on accounting operations • Careful adjustment of the parameters of the financial statements

Objective

Standard

Statement of the Competency	Achievement Context
<p>Participate in the logistics of the organization's activities.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization's policies and procedures ○ management's information needs ○ relevant supporting documents • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ goods and services suppliers ○ external partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents ○ historical data
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization's policies and procedures • Compliance with professional ethics • Compliance with deadlines imposed by senior management • Compliance with deadlines imposed by government authorities, lenders, etc. • Processing in accordance with the requirements of generally accepted accounting principles • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Participate in the process of coordinating production or services.	<ul style="list-style-type: none"> • Realistic consideration of the organization's operational activities • Observance of the limitations of different resources • Customized support for production or service management processes • Accurate calculation of the maximum production or service capacity based on the equipment and personnel available, the spatial layout and the budget
2. Examine goods or services needs.	<ul style="list-style-type: none"> • Accurate determination of storage and supply costs • Realistic estimate of needs (historical data, market data, objectives) • Coherent consideration of the organization's procurement strategy • Reliable calculation of the quantities to be stocked • Innovative search for goods and services • Adapted assessment of the quality of available goods and services
3. Make purchases.	<ul style="list-style-type: none"> • Careful selection of goods and services suppliers (call for tenders where applicable) • Appropriate negotiation of agreements with business partners • Meticulous use of order transmission methods in compliance with the organization's policies
4. Follow up on goods or services.	<ul style="list-style-type: none"> • Adapted cooperation with staff members in related departments • Meticulous qualitative and quantitative control of goods received • Proper coordination of deliveries • Appropriate creation or updating of parameters in the product management system • Precise updating of the inventory • Meticulous follow-up on contracts and warranties
5. Manage stocks.	<ul style="list-style-type: none"> • Appropriate consideration of the organization's inventory management method • Effective participation in inventory management • Effective coordination of waste management • Clear transmission of the information to the authorities concerned
6. Participate in the quality management process for the goods and services offered by the organization.	<ul style="list-style-type: none"> • Accurate compilation of target quality measurements (accuracy, quantity, expiry, etc.) • Methodical analysis of any quality discrepancies observed • Active search for solutions to help achieve quality objectives • Clear recording of the steps taken and the follow-up provided

Objective

Standard

Statement of the Competency	Achievement Context
<p>Participate in budget planning and control.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ the organization’s objectives ○ management’s information needs ○ relevant historical data • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with the assumptions made • Compliance with prescribed deadlines • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Identify the organization's budget strategy.	<ul style="list-style-type: none"> • Rigorous consideration of the organization's short-, medium- and long-term objectives • Logical consideration of micro-economic and macro-economic factors • Suitable consideration of the organization's sustainability in terms of a satisfactory performance level for the parties concerned • Consideration of strategic and operational plans
2. Take part in the budget planning process.	<ul style="list-style-type: none"> • Clear distinction between the different types of operating budgets, cash budgets, forecast income statement, pro forma balance sheet, etc. • Precise identification of the actions to be taken and the resources allocated and needed to achieve the organization's objectives • Proper identification of control mechanisms • Realistic preparation of different types of budgets
3. Control the budget.	<ul style="list-style-type: none"> • Periodic, accurate follow-up on budgets: sales, production, remuneration, procurement, investment, overhead, cash, etc. • Systematic application of management control techniques • Methodical examination of variances • Rigorous transmission of relevant information to the authorities concerned • Careful implementation of remedial action where needed
4. Participate in the monitoring of working capital.	<ul style="list-style-type: none"> • Rigorous monitoring of capital inflows and outflows • Rigorous use of the policy governing accounts receivable and accounts payable • Effective collection of accounts receivable and other debts • Optimal management of the organization's short-term financing
5. Measure performance improvements.	<ul style="list-style-type: none"> • Use and preparation of performance indicators suited to the context • Development and proper use of data collection tools • Pinpointing of the organization's performance • Exhaustive comparison of the performance with that of preceding periods • Proposals for coherent action where needed

Objective

Standard

Statement of the Competency	Achievement Context
<p>Coordinate the realization of projects.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • As part of a project targeting the organization's development • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization's policies and procedures • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ goods and services suppliers ○ external partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization's policies and procedures • Compliance with professional ethics • Communication adapted to different parties • Demonstration of respect and trust with regard to the people involved in the project • Demonstration of leadership • Effective priority management • Ongoing concern for quality • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Play a role in defining the project.	<ul style="list-style-type: none"> • Rigorous clarification of needs and expectations • Satisfactory collaboration in the project selection process • Clear definition of project goals and objectives, based on the anticipated outcome • Consideration of the budget and time frame • Exhaustive estimate of project costs and duration • Rigorous identification of the quality and performance criteria to be met
2. Analyze the project's feasibility.	<ul style="list-style-type: none"> • Exhaustive collection of data relevant to the project • Realistic estimate of the break-even point • Relevant identification of potential sources of funding • Careful determination and assessment of the risks associated with the project • Preparation of risk reduction strategies • Production of a detailed analysis report
3. Plan the project.	<ul style="list-style-type: none"> • Effective search for funding methods • Thorough identification of tasks and operations to be performed • Coherent grouping of tasks by category to facilitate the organization of work • Rigorous determination of the human, material and financial resources needed • Rigorous estimate of duration and cost • Logical sequence of the tasks to be performed • Rigorous establishment of a schedule
4. Coordinate the carrying out of the project.	<ul style="list-style-type: none"> • Implementation of relevant methods for follow-up on tasks • Rigorous, regular control of work quality and compliance with the time frame and budget • Informed decisions with regard to use of resources • Clear communication of expectations • Appropriate adjustment due to unforeseen circumstances • Sustained recording of the project's advancement • Complete production and dissemination of synthesis reports

Elements of the Competency	Performance Criteria
5. Close the project.	<ul style="list-style-type: none">• Use of specific tools to measure the extent to which the project's objectives have been met• A posteriori assessment of the project's quality and value• Careful appreciation of the performance of the people involved in the project• Archiving of all project data• Determination of relevant measures to improve the project from the standpoint of administrative processes and use of resources• Production of a clear, coherent report highlighting the results and the extent to which the project's objectives have been met• Relevant feedback to the various stakeholders

Optional Competencies

Code: 02K4

Objective

Standard

Statement of the Competency	Achievement Context
Participate in the preparation of a business plan.	<ul style="list-style-type: none"> • For an investment project, a financing project, etc. • For the start-up or takeover of a business • For the development of an innovative project • For business development purposes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ economic, financial and trade data • In collaboration with specialist organizations, where needed • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Communication adapted to different parties • Demonstration of leadership and determination • Demonstration of creativity • Ongoing concern for quality • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Appreciate the entrepreneurial environment.	<ul style="list-style-type: none"> • Clear description of the profile of an entrepreneurial person • Clear representation of the role and responsibilities of a person who starts a business • Informed assessment of own entrepreneurial potential • Accurate characterization of entrepreneurship in different sectors of activity
2. Take part in selecting a business idea or project.	<ul style="list-style-type: none"> • Effective use of methods to identify project ideas • Clear vision of the business project • Realistic determination of the methods that could be used to bring the business idea or project to fruition • Objective verification, with competent people, of how realistic the business idea or project is • Objective assessment of own potential to bring the business project to fruition
3. Take part in a market survey.	<ul style="list-style-type: none"> • Collection of all data needed to assess the project's feasibility • Accurate assessment of the environment • Realistic forecast of demand • Meticulous verification of the legal requirements • Preliminary estimate of break-even point based on reliable cost and price data • Careful decision regarding the relevance of preparing a business plan
4. Take part in the preparation of a marketing plan.	<ul style="list-style-type: none"> • Appropriate selection of market segment and position • Rigorous establishment of objectives • Precise determination of a marketing strategy • Logical breakdown of the budget
5. Take part in preparing the operational plan.	<ul style="list-style-type: none"> • Careful determination of the main activities to be carried out • Satisfactory identification of the necessary capital assets and supplies • Rigorous estimate of location, layout and operating costs
6. Take part in preparing the human resources plan.	<ul style="list-style-type: none"> • Careful establishment of a human resources structure • Accurate definition of labour needs • Realistic estimate of labour costs • Careful determination of the tasks to be performed • Satisfactory establishment of hiring and training plans

Elements of the Competency	Performance Criteria
7. Take part in preparing the provisional financial plan and the working capital plan.	<ul style="list-style-type: none"> • Collection of all data concerning sales forecasts, project costs and financing • Proper determination of working capital or financing needs • Coherent estimate of production costs and break-even point • Careful calculation of start-up expenses and the financial resources needed to start the business
8. Determine the start-up conditions.	<ul style="list-style-type: none"> • Careful selection of a start-up method • Relevant selection of business partners and lenders • Appropriate selection of the business's legal form
9. Take part in preparing financing applications.	<ul style="list-style-type: none"> • Careful selection of sources of financing • Accurate anticipation of potential questions and objections • Use of convincing arguments to defend the project
10. Organize the information for presentation.	<ul style="list-style-type: none"> • Precise identification of the audience • Accurate clarification of the presentation's objective • Meticulous preparation of the documentation • Attractive presentation of the business project

Objective

Standard

Statement of the Competency	Achievement Context
<p>Play a role in marketing management.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s mission, policies and procedures ○ a request or need • In collaboration with: <ul style="list-style-type: none"> ○ senior management ○ staff members ○ external partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with data protection and storage rules • Communication adapted to different parties • Effective management of priorities • Ongoing concern for quality • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Participate in an analysis of the situation.	<ul style="list-style-type: none"> • Rigorous analysis of the organization's internal and external environment • Thorough identification of the main issues
2. Participate in the strategic orientation.	<ul style="list-style-type: none"> • Proper consideration of the organization's mission, vision and values • Setting of clear, relevant objectives • Coherent determination of target customer groups
3. Assist with the development of marketing strategies.	<ul style="list-style-type: none"> • Appropriate selection of a supply strategy for goods or services based on their nature and life cycle • Careful establishment of a pricing strategy for goods or services • Relevant determination of a distribution strategy • Coherent, effective proposal of a promotional strategy • Proposal of an adequate after-sales service strategy
4. Take part in the preparation of the marketing plan.	<ul style="list-style-type: none"> • Design of a clear, structured plan • Appropriate designation of people in charge of the plan • Appropriate determination of deadlines • Consistency of the budget with the predefined objectives • Coherent breakdown of costs between the different marketing components • Appropriate choice of criteria to measure the strategy's impact • Relevant presentation of the plan to the authorities concerned
5. Assist with the implementation and monitoring of marketing activities.	<ul style="list-style-type: none"> • Conformity of the activities with those included in the marketing plan • Rigorous management of deadlines • Periodical verification and recording of developments • Relevant adaptations made to the activities, as needed
6. Assess the results.	<ul style="list-style-type: none"> • Relevant use of assessment methods • Meticulous analysis of the results in terms of the objectives • Proposal and implementation of means to improve the efficiency of the marketing plan

Objective

Standard

Statement of the Competency	Achievement Context
<p>Calculate production costs.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s objectives ○ the organization’s policies and procedures ○ management’s information needs ○ relevant historical data • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management • Using: <ul style="list-style-type: none"> ○ technological tools ○ guides and reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Compliance with the organization’s obligations • Compliance with prescribed deadlines • Processing in compliance with the requirements of generally accepted accounting principles • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Carry out accounting tasks.	<ul style="list-style-type: none"> • Accurate characterization of the role of management accounting in the organization • Reliable accounting of goods and services costs using the selected method • Respectful treatment of the information needs of the organization's members • Rigorous transmission of information to the authorities concerned
2. Calculate the production cost of goods and services.	<ul style="list-style-type: none"> • Careful analysis of costs • Consideration of management's assumptions • Careful use of forecasts • Realistic analysis of the imputation rate used • Realistic and precise calculation of production costs • Reliable identification of variances
3. Propose actions to help optimize resources.	<ul style="list-style-type: none"> • Relevant identification of the resources concerned • Compliance with the orientations provided by the organization • Realistic measurement of the impact of the proposed improvements • Suitable involvement in the decision-making process
4. Draw up the cost of goods manufactured statement or the cost of goods sold statement.	<ul style="list-style-type: none"> • Presentation in compliance with generally accepted accounting principles • Compliance with given deadlines • Clear transmission of information needed for decision making

Objective

Standard

Statement of the Competency	Achievement Context
<p>Provide fiscal support for taxpayers.</p>	<ul style="list-style-type: none"> • For an individual with or without a sole proprietorship, or an individual holding shares in a business corporation • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ relevant supporting documents • In collaboration with: <ul style="list-style-type: none"> ○ the individual or their representative ○ resource persons ○ representatives of regulatory organizations • Using: <ul style="list-style-type: none"> ○ technological tools ○ guides and reference documents ○ relevant historical data
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Compliance with professional ethics • Compliance with deadlines imposed by government authorities • Processing in compliance with the requirements of government authorities • Exhaustive nature of the fiscal processing • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Analyze the tax status.	<ul style="list-style-type: none"> • Precise determination of tax status • Precise determination of the work to be done • Accurate analysis of tax returns • Relevant analysis of changes to the tax status for the current year
2. Search for information.	<ul style="list-style-type: none"> • Obtaining of the necessary information • Accurate verification of balances carried forward from previous years • Demonstration of professional curiosity to obtain all the necessary information
3. Produce tax returns.	<ul style="list-style-type: none"> • Processing in compliance with tax rules for provincial and federal returns • Informed verification of the returns • Appropriate use of submission methods
4. Propose ways to reduce income tax.	<ul style="list-style-type: none"> • Proper monitoring of changes to tax rules • Search for proposals suited to the taxpayer's situation • Choice of tax shelters suited to the taxpayer's situation
5. Optimize financial strategies that affect income tax.	<ul style="list-style-type: none"> • Proper distinction between the different types of financing and investment, and their treatment for tax purposes • Accurate calculation of the cost of debt, based on its tax impact • Precise calculation of investment yields based on their tax impacts • Formulation of thoughtful recommendations regarding financing and investment choices

Objective

Standard

Statement of the Competency	Achievement Context
<p>Participate in the analysis of investment and financing projects.</p>	<ul style="list-style-type: none"> • For privately owned organizations of all sizes • For non-profit organizations • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ the organization’s objectives ○ management’s information needs ○ relevant historical data • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ external partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ guides and reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with the organization’s obligations and objectives • Compliance with prescribed deadlines • Consideration of trends and information relevant to the organization’s activities • Thoroughness of the analysis of findings • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Calculate the current and capitalized value of a financial transaction.	<ul style="list-style-type: none"> • Precise characterization of the current or future yield for the chosen periodicity • Proper consideration of the periodicity interval in the calculation • Accuracy of the calculations • Clear transmission of results to the authorities concerned
2. Analyze the financing costs.	<ul style="list-style-type: none"> • Rigorous identification of the types of available financing • Precise identification of the tax impacts of each type of financing • Adequate comparison of different financing scenarios • Formulation of thoughtful recommendations based on the organization's requirements
3. Examine the investment's yields.	<ul style="list-style-type: none"> • Accurate identification of the available investment products • Meticulous clarification of guarantees, yields and tax impacts • Realistic estimate of investment yields • Formulation of thoughtful recommendations based on the organization's issues
4. Assess an investment project.	<ul style="list-style-type: none"> • Precise definition of the project to be assessed • Careful selection of an assessment method • Proper use of the project's acceptability threshold • Proper clarification of the organization's objectives • Determination of the project's profitability • Careful presentation of the assessment

Objective

Standard

Statement of the Competency	Achievement Context
<p>Process elements of specialized accounting.</p>	<ul style="list-style-type: none"> • For privately owned or non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ management’s information needs ○ relevant supporting documents • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ customers ○ goods and services suppliers ○ external resources • Using: <ul style="list-style-type: none"> ○ technological tools ○ guides and reference documents ○ historical data
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Processing in compliance with the requirements of generally accepted accounting principles • Acceptable presentation of accounting information • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Record affiliated-company transactions.	<ul style="list-style-type: none"> • Accurate reconciliation of intercompany debts • Active participation in the cost calculation of an intercompany transfer • Precise recording of shareholdings in affiliated companies • Clear distinction between the handling of shares in affiliates and shares in subsidiaries
2. Record operations by project or by administrative entity.	<ul style="list-style-type: none"> • Accurate clarification of the existing classification system • Entry of operations in compliance with the system used • Verification of the relevance of the information produced • Adjustment of the system to obtain useful information • Proper transmission of information that is useful to the decision-making process within the given deadlines
3. Process the operations of non-profit organizations.	<ul style="list-style-type: none"> • Correct use of a conventional accounting system • Production of a correct financial status statement, income statement and statement of changes in net assets • Presentation in compliance with accounting standards • Correct presentation of the information needed in the notes to the financial statements • Transmission of information that is useful to the decision-making process
4. Enter estimated and contingent liabilities.	<ul style="list-style-type: none"> • Determination of the existence of a liability • Correct classification of a liability • Observation of a liability's due date • Accurate estimate of the amounts to be entered, based on the nature of the liability • Presentation in compliance with the accounting standards for private businesses • Correct presentation of the information needed in the notes to the financial statements
5. Record assets and liabilities relating to natural resources and environmental obligations.	<ul style="list-style-type: none"> • Proper recognition of obligations • Suitable estimate of future benefits • Realistic estimate of future costs to extinguish the liability
6. Draw up the cash flow statement.	<ul style="list-style-type: none"> • Correct use of the indirect method • Accurate transcription of operating cash flow, investment cash flow and financing cash flow • Clear explanation of cash flows

Objective

Standard

Statement of the Competency	Achievement Context
<p>Manage a work team.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Interacting with staff members under their responsibility • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization's policies and procedures ○ collective agreements or of employment contracts, if any • In collaboration with: <ul style="list-style-type: none"> ○ staff from the human resources department and other departments ○ senior management ○ external resources where applicable • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents ○ administrative documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization's policies and procedures • Compliance with professional ethics • Compliance with collective agreements or employment contracts, if any • Effective use of technological tools • Demonstration of leadership • Observance of the boundaries of their area of expertise

Elements of the Competency	Performance Criteria
1. Characterize the position of manager.	<ul style="list-style-type: none"> • Accurate identification of the manager's role and the management skills required • Accurate identification of their managerial style • Critical analysis of their strengths and weaknesses • Accurate determination of methods to improve their managerial skills
2. Coordinate the work.	<ul style="list-style-type: none"> • Accurate distinction of the roles and responsibilities of team members • Accurate description of the tasks to be performed • Effective organization of work, based on time frames and available budgets • Careful assignment of tasks based on the strengths and interests of team members • Precise communication of instructions • Appropriate follow-up on the work done
3. Foster staff motivation and satisfaction.	<ul style="list-style-type: none"> • Structured communication of objectives • Frequent use of reinforcement measures • Application of appropriate general remuneration strategies • Appropriate diagnosis of problems relating to motivation at work • Introduction of adequate measures to motivate staff members • Adapted support to assist staff members with change management • Maintenance of a pleasant work environment
4. Foster the maintenance of a healthy working environment.	<ul style="list-style-type: none"> • Accurate assessment of the level of danger in different situations • Careful selection of prevention and intervention methods and measures • Adequate introduction of prevention and intervention methods and measures • Responsible supervision of staff members • Appropriate application of intervention strategies for people who are in distress, aggressive or intimidating, etc. • Consideration of their own limitations and abilities

Elements of the Competency	Performance Criteria
5. Apply labour relations policies.	<ul style="list-style-type: none"> • Accurate distinction between an individual employment contract and a collective agreement • Consideration of the labour relations legal framework applicable to the organization • Effective retrieval of information from an employment contract • Appropriate assistance with the application of specific clauses in an employment contract • Appropriate production of a register containing all documents used for labour relations purposes • Periodic updating of labour relations documents
6. Assess performance.	<ul style="list-style-type: none"> • Clear transmission of objectives and performance criteria • Careful selection and use of assessment methods and tools • Fair and objective assessment of performance • Relevant feedback and careful identification of aspects to be improved • Thorough updating of personnel files • Careful, regular follow-up on improvement plans
7. Apply a disciplinary process.	<ul style="list-style-type: none"> • Proper analysis of context-related elements • Accurate distinction between administrative and disciplinary measures • Appropriate application of measures • Demonstration of tact and diplomacy • Precise recording of relevant information in the person's file • Helpful guidance towards relevant assistance and support programs where necessary

Objective

Standard

Statement of the Competency	Achievement Context
<p>Play a role in the management of the customer experience.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ the customers’ needs • In collaboration with: <ul style="list-style-type: none"> ○ senior management ○ staff members ○ external partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with data protection and storage rules • Effective use of technological tools • Communication adapted to different parties

Elements of the Competency	Performance Criteria
1. Create a specialist customer service database.	<ul style="list-style-type: none"> • Relevant identification of the data to be obtained • Constitution of an exhaustive digital database
2. Collect data on the organization's customer service activities.	<ul style="list-style-type: none"> • Accurate characterization of customer base, competition, suppliers and trends • Preparation of a complete map of the customer experience • Proper measurement of customer satisfaction
3. Process the data.	<ul style="list-style-type: none"> • Rigorous recording of data • Careful analysis of data • Proper transmission of reports to the authorities concerned
4. Assist with the design and management of a loyalty program.	<ul style="list-style-type: none"> • Clear formulation of issues • Rigorous definition of the program's objectives • Establishment of an adequate budget • Precise information on target customer groups • Relevant determination of the tactics to be implemented both internally and externally • Rigorous application of the program • Relevant promotion of the program both internally and externally • Rigorous analysis of the results in terms of the objectives • Proposal and implementation of methods designed to improve the loyalty plan's effectiveness

Objective

Standard

Statement of the Competency	Achievement Context
Control internal operations.	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ relevant supporting documents • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ external resources • Using: <ul style="list-style-type: none"> ○ technological tools ○ guides and reference documents ○ historical data
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with deadlines prescribed by the authorities concerned • Processing in compliance with the requirements of generally accepted accounting principles • Accurate application of the requirements of generally accepted auditing standards • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Analyze the risks associated with the organization's operations.	<ul style="list-style-type: none"> • Accurate identification of the risk of voluntary or involuntary anomalies of internal or external origin • Realistic measurement of the risks relating to the organization's assets • Careful identification of work methods that may increase risk • Analysis of risks originating from staff members in the performance of their tasks • Coherent quantification of the potential cost of a risk
2. Propose internal control methods.	<ul style="list-style-type: none"> • Accurate survey of existing prevention measures • Precise assessment of detection measures • Reliable analysis of the effectiveness of existing measures • Careful proposal of changes to work methods designed to improve internal control
3. Follow up on control measures.	<ul style="list-style-type: none"> • Adequate verification of the application of internal control measures • Accurate verification of the relevance of existing measures • Precise determination of the need to implement new controls • Accurate assessment of the cost-benefit ratio applicable to a measure
4. Assist with certification activities.	<ul style="list-style-type: none"> • Clear characterization of accounting standards and auditing standards • Accurate appreciation of the differences between the audit, examination and compilation missions • Precise application of processes to gather corroborating evidence • Accurate assessment of the quality of the corroborating evidence • Rigorous documenting of processes targeting the intermediate audit of operations • Thorough documenting of the end-of-year audit of balances

Objective

Standard

Statement of the Competency	Achievement Context
Carry out international transactions.	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For the import and export of goods and services • Based on: <ul style="list-style-type: none"> ○ national and international legislation, standards and regulations ○ the organization's policies and procedures ○ relevant supporting documents • In collaboration with: <ul style="list-style-type: none"> ○ staff members from different divisions and departments ○ senior management ○ customers ○ goods and services suppliers ○ external resources ○ lenders ○ regulatory organizations • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization's policies and procedures • Compliance with professional ethics • Compliance with international trade agreements • Maintenance of the confidentiality and security of information provided • Compliance with deadlines imposed by the parties concerned • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Identify the characteristics of the proposed transaction.	<ul style="list-style-type: none"> • Proper identification of the product's characteristics (e.g. origin and nature of the goods, etc.) • Accurate characterization of the requirements of the countries concerned • Proper identification of the applicable agreements
2. Estimate the risks associated with the transaction.	<ul style="list-style-type: none"> • Accurate definition of the transaction's impacts for the organization • Realistic identification of the risks associated with the countries and stakeholders concerned • Appropriate quantification of the risks (exchange, credit, transportation, deadlines, legal aspects, etc.) • Accurate estimate of the costs arising from the transaction's risks • Careful selection of international sales conditions (Incoterms) in compliance with the contract
3. Prepare to ship goods.	<ul style="list-style-type: none"> • Relevant selection of transportation methods • Optimal selection of packaging, labelling and branding • Accurate identification of the payment method and documentation required • Precise identification of the need for financing, sureties or guarantees
4. Process the documents required to import or export goods and services to or from Canada.	<ul style="list-style-type: none"> • Clear, consistent wording of the documentation (customs, inspection, etc.) • Precise classification and processing for tariff purposes • Accurate calculation of the customs value
5. Provide follow-up on the transaction.	<ul style="list-style-type: none"> • Effective communications with the various stakeholders • Rigorous monitoring of compliance with agreements • Precise monitoring of invoicing and payment • Optimal management of unforeseen circumstances • Rapid settlement of disputes, if any

Objective

Standard

Statement of the Competency	Achievement Context
<p>Play a role in the organization’s digital strategies.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • For advertising, recruitment, communication and brand awareness strategies, etc. • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ a request or need • In collaboration with: <ul style="list-style-type: none"> ○ senior management ○ staff members ○ external partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with data protection and storage rules • Constant concern for the quality of the content and material presentation • Effective use of technological tools • Demonstration of autonomy and creativity • Compliance with deadlines

Elements of the Competency	Performance Criteria
<p>1. Assist with the creation of a profitable search engine advertising (SEA) campaign.</p>	<ul style="list-style-type: none"> • Detailed definition of the advertising strategy for searches • Detailed definition of the target audience • Careful search and definition of keywords for the campaign • Wording of appropriate advertisements • Rigorous monitoring of the campaign • Careful analysis of the campaign using analysis tools • Clear presentation of the results to the authorities concerned
<p>2. Organize search engine optimization (SEO) projects.</p>	<ul style="list-style-type: none"> • Production of a complete referencing audit • Definition of relevant keywords for the referencing strategy • Optimization of text and visual content • Optimization of data structure and downloading speed • Implementation of relevant strategies for link and content exchanges • Careful analysis of the results using analysis tools • Clear presentation of the results to the authorities concerned
<p>3. Implement social media usage strategies.</p>	<ul style="list-style-type: none"> • Precise description of the presence on social media of the organization and its competitors • Detailed definition of the target public and communication objectives • Selection of appropriate social networks • Adequately created accounts in the chosen social networks • Proper planning of posting frequency • Creation of relevant posts, images, videos, livestreams, stories, etc. • Organization of coherent advertising campaigns on social networks • Organization of coherent influencer campaigns
<p>4. Monitor and update social media usage strategies.</p>	<ul style="list-style-type: none"> • Rigorous monitoring of posts and comments • Careful analysis of results using social media analysis tools • Clear presentation of the results to the authorities concerned • Proposals for relevant improvements where necessary

Objective

Standard

Statement of the Competency	Achievement Context
<p>Create and manage websites.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • For a transactional or non-transactional website • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ a request or need • In cooperation with internal and external partners as needed • Using: <ul style="list-style-type: none"> ○ image banks, sound elements and videos ○ technological tools ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with data protection and storage rules • Constant concern for the quality of the content and material presentation • Effective use of technological tools • Demonstration of autonomy and creativity • Compliance with deadlines

Elements of the Competency	Performance Criteria
1. Assist with the planning of a website.	<ul style="list-style-type: none"> • Careful determination of the website's objectives • Detailed definition of the target public • Realistic definition of a content strategy (referencing, updating, blog-posting schedule, etc.) • Establishment of a promotional plan that is within the allocated budget
2. Create the website environment.	<ul style="list-style-type: none"> • Choice and acquisition of an appropriate domain name • Choice and acquisition of appropriate hosting • Creation of a search engine optimization plan • Appropriate configuration of a content management system • Appropriate configuration of additional tools • Detailed definition of the site's tree graph • Appropriate definition of the navigational structure • Proper personalization of templates • Careful construction of model web pages • Creation of appropriate lists, tables or forms • Creation of coherent categories, keywords, etc.
3. Bring a website online.	<ul style="list-style-type: none"> • Verification of content compliance • Rigorous testing • Exhaustive quality control • Appropriate posting • Careful moderation of chats • Methodical monitoring of operational activities • Methodical monitoring of website statistics • Careful production of reports for the authorities concerned
4. Update a website.	<ul style="list-style-type: none"> • Accurate analysis of updating needs • Adequate choice and uploading of texts and visual or sound elements • Insertion of content elements in the right places • Activation and verification of the page's interactivity • Compliance with the page template • Compliance with page composition rules • Appropriate alterations to the code and style sheets • Suitable adjustments to navigation • Appropriate adaptation of the display for a mobile device (responsive website)

Objective

Standard

Statement of the Competency	Achievement Context
<p>Create visual content.</p>	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • For all the organization’s sectors of activity • For visual content (multimedia presentations, videos, displays, social media posts, etc.) • Based on: <ul style="list-style-type: none"> ○ legislation, regulations and standards ○ the organization’s policies and procedures ○ a request or need • In cooperation with internal or external partners, as needed • Using: <ul style="list-style-type: none"> ○ technological tools ○ image banks, sound elements and videos ○ reference documents
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with legislation, regulations and standards • Observance of the organization’s policies and procedures • Compliance with professional ethics • Constant concern for the quality of the content and material presentation • Effective use of technological tools • Demonstration of autonomy and creativity • Compliance with deadlines

Elements of the Competency	Performance Criteria
1. Plan the task.	<ul style="list-style-type: none"> • Accurate interpretation of the request and objectives • Suitable planning of the task (document structure, scenario, storyboard, technological tools, etc.) • Detailed planning of pre-production, production and post-production activities
2. Create illustrations.	<ul style="list-style-type: none"> • Appropriate visual translation of the communication goals • Relevant creation of graphic and text elements (2D or 3D) • Proper application of composition rules and graphic standards • Meticulous vectorization • Systematic saving of files in an appropriate format
3. Create and manipulate photographs.	<ul style="list-style-type: none"> • Suitable spatial layout • Careful determination of types of lighting • Careful determination of colour temperature • Compliant installation of equipment • Proper application of framing rules • Appropriate image processing • Systematic saving of files in an appropriate format • Proper assessment of the quality of the result
4. Create videos.	<ul style="list-style-type: none"> • Suitable spatial layout of the filming site • Careful determination of scales of shots, types of shots and camera movements • Careful determination of how sound will be recorded • Proper installation of equipment • Methodical implementation of sound and image recording tests • Methodical approach to filming and sound recording • Meticulous verification of recording quality • Systematic saving of files in an appropriate format
5. Finalize the content.	<ul style="list-style-type: none"> • Methodical importing of image and sound files, graphic elements, text, music and sound effects • Careful ordering of sequences • Aesthetic animation of graphic elements or text • Proper synchronization of sounds and images • Optimal refinement of the montage • Proper exporting of the montage, depending on the dissemination medium • Optimization of file quality and size

Objective

Standard

Statement of the Competency	Achievement Context
Communicate in a third language in the workplace.	<ul style="list-style-type: none"> • For private, public, parapublic and non-profit organizations of all sizes • In a range of work-related situations • Based on: <ul style="list-style-type: none"> ○ the organization’s policies and procedures ○ a request or need • With: <ul style="list-style-type: none"> ○ co-workers ○ internal, external, local and international partners • Using: <ul style="list-style-type: none"> ○ technological tools ○ reference documents

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Observance of the organization’s policies and procedures • Compliance with professional ethics • Compliance with language rules • Effective use of technological tools

Elements of the Competency	Performance Criteria
1. Hold a conversation on a familiar subject.	<ul style="list-style-type: none"> • Proper interpretation of the meaning of a simple verbal message • Acceptable pronunciation, intonation and flow • Use of appropriate terminology for the situation • Coherence of verbal messages • Appropriate use of language structures
2. Communicate a verbal message relating to the work context.	<ul style="list-style-type: none"> • Proper fit between the message, the intention and the communication situation • Correct use of terminology • Clear transmission of information • Correct use of the grammatical code • Verification of the communication’s effectiveness
3. Interpret a business letter.	<ul style="list-style-type: none"> • Appropriate decoding of the message • Proper interpretation of a business letter

General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

Objective**Standard****Statement of the Competency**

Analyze and produce various forms of discourse.

Elements of the Competency**Performance Criteria**

1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Formulate a discourse.	<ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-4 or 1-3-4
 Credits: 2 $\frac{2}{3}$

Objective**Standard****Statement of the Competency**

Apply an analytical approach to literary genres.

Elements of the Competency**Performance Criteria**

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-3
 Credits: 2 ½

Objective

Standard

Statement of the Competency

Apply an analytical approach to a literary theme.

Elements of the Competency

Performance Criteria

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> • Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text.	<ul style="list-style-type: none"> • Appropriate identification of expression (explicit/implicit) of a value system in a text
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-3
 Credits: 2 ½

Objective**Standard****Statement of the Competency**

Communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency**Performance Criteria**

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Exploration of a variety of topics
2. Recognize the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. Formulate an oral and a written discourse.	<ul style="list-style-type: none"> • Examine ways to address and structure a given topic • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies including media and technology • Formulation of a 1000-word discourse
4. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline:	English, Language of Instruction and Literature
Periods of instruction:	60
Credits:	2

Humanities

Code: 4HU0

Objective**Standard****Statement of the Competency**

Apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency**Performance Criteria**

1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> • Appropriate description of the basic elements • Appropriate use of terminology relevant to a field of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> • Adequate definition of the dimensions, limits, and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of a field of knowledge • Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the main components
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-1-3
 Credits: 2½

Humanities

Code: 4HU1

Objective

Standard

Statement of the Competency

Apply a critical thought process to world views.

Elements of the Competency

Performance Criteria

1. Describe world views.	<ul style="list-style-type: none"> • Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> • Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
4. Compare world views.	<ul style="list-style-type: none"> • Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> • Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-0-3
 Credits: 2

Humanities

Code: 4HUP

Objective**Standard****Statement of the Competency**

Apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency**Performance Criteria**

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world views and fields of knowledge
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> • Adequate description of the salient components of the issues
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. Debate the ethical issues.	<ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in standard French.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
 Weighting: 2-1-3
 Credits: 2

Objective

Standard

Statement of the Competency

Communicate in standard French with some ease.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

Objective

Standard

Statement of the Competency

Communicate with ease in standard French.

Elements of the Competency

Performance Criteria

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> • Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> • Accurate identification of the main elements of a text of between 2 500 and 3 000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> • Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas

Learning Activities

Discipline: French as a Second Language
 Weighting: 2-1-3
 Credits: 2

French as a Second Language (Level IV)

Code: 4SF3

Objective**Standard****Statement of the Competency**

Explore a cultural and literary topic.

Elements of the Competency**Performance Criteria**

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its socio-cultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

French as a Second Language (Level I)

Code: 4SFP

Objective**Standard****Statement of the Competency**

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Write and revise a short text related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in writing • Appropriate use of writing techniques • Appropriate use of standard and specialized vocabulary • Clear and coherent formulation of the text • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
2. Understand the meaning and characteristics of a text related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the text • Accurate identification of the characteristics of the text • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the text • Accurate description of the general meaning and essential ideas of the text
3. Convey a simple oral message related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the difficulties in oral expression • Appropriate use of techniques of oral expression • Appropriate use of standard and specialized vocabulary • Intelligible expression of the message
4. Understand the meaning of a simple oral message related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the message • Accurate identification of the characteristics of the message • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the message • Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

French as a Second Language (Level II)

Code: 4SFQ

Objective**Standard****Statement of the Competency**

Communicate in French on topics related to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Write a text related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of specialized vocabulary and of conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate use of writing techniques
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Differentiate the types of texts specific to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the formal characteristics of each of the main types of texts and the conventions used
4. Analyze texts representative of the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the main elements of the text • Accurate interpretation of specialized vocabulary • Accurate identification of the ideas and subjects covered • Appropriate use of reading and listening techniques

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

French, Second Language (Level III)

Code: 4SFR

Objective**Standard****Statement of the Competency**

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Produce a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequencing of ideas • Appropriate form for the content
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Comment on texts specific to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the formal characteristics of the main types of texts and the conventions used • Accurate explanation of the meaning of the words in the text • Accurate identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Produce a text in French on a topic related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text on a topic related to the student's field of study.

- Respect for the topic
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts
- Appropriate choice of the main elements of the corpus based on the type of text
- Clear and coherent formulation of the text
- Respect for the level of language and rules of grammar and spelling
- Clear articulation of a personal point of view

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Analyze a text related to the student's field of study.

- Precise differentiation of the formal characteristics of specific types of texts
- Personal formulation of the main elements
- Listing of the main themes
- Accurate identification of the structure of the text
- Identification of clues that help situate the text in its context
- Clear articulation of a personal point of view
- Accurate association of elements of the text with the topic

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency

Performance Criteria

1. Establish the relationship between one's lifestyle habits and health.

- Proper use of documentation from scientific research or the media
- Recognition of the influence of social and cultural factors on the practice of physical activity
- Pertinent links made between one's lifestyle habits and the impact they have on health

2. Be physically active in a manner that promotes one's health.

- Respect for the rules specific to the physical activity practised
- Respect for codes of ethics, safety rules and regulations when being physically active
- Respect for one's abilities when practising physical activities

3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.

- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition
- Overall assessment of one's needs and abilities in terms of physical activity
- Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis

4. Propose physical activities that promote one's health.

- Appropriate choice of physical activities according to one's needs, abilities and motivational factors
- Use of clear reasoning to explain the choice of physical activity

Learning Activities

Discipline: Physical Education

Weighting: 1-1-1

Credits: 1

Objective

Standard

Statement of the Competency

Improve one's effectiveness when practising a physical activity.

Elements of the Competency

Performance Criteria

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

Learning Activities

Discipline: Physical Education
 Weighting: 0-2-1
 Credits: 1

Objective

Standard

Statement of the Competency

Demonstrate one’s ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency

Performance Criteria

1. Plan a personal physical activity program.

- Mention of priorities according to one’s needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one’s physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one’s lifestyle

Learning Activities

Discipline: Physical Education
 Weighting: 1-1-1
 Credits: 1

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency

Estimate the contribution of the social sciences to an understanding of contemporary issues.

Achievement Context

- Working alone
- In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues
- Using documents and data from the field of social sciences

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| 1. Recognize the focus of one or more of the social sciences and their main approaches. | <ul style="list-style-type: none"> • Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences |
| 2. Identify some of the issues currently under study in the social sciences. | <ul style="list-style-type: none"> • Association of issues with the pertinent areas of research in the social sciences |
| 3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. | <ul style="list-style-type: none"> • Presentation of contemporary issues by highlighting the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences |

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.
Use code 305 for a multidisciplinary course.
Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words on a topic related to human existence Using reference materials from the field of social sciences

Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> Presentation of the background to the problem Use of appropriate concepts and language Brief description of individual, collective, spatiotemporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> Clear formulation of an issue Selection of pertinent reference materials Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> Appropriate use of the selected method Determination of appropriate evaluation criteria Identification of strengths and weaknesses of the conclusions Broadening of the issue analyzed

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> • Working alone • Using a written commentary on a scientific discovery or technological development • In an essay of approximately 750 words
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> • Brief description of the essential characteristics of scientific thinking, including quantification and demonstration • Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> • Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> • Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries • Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> • Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> • Working alone or in groups • Applying the standard scientific method to a given, simple scientific and technological problem • Using common scientific instruments and reference materials (written or other)
Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> • Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> • Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> • Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> • For modern Latin-alphabet languages: <ul style="list-style-type: none"> ○ during a conversation consisting of at least eight lines of dialogue ○ in a written text consisting of at least eight sentences • For modern non–Latin-alphabet languages: <ul style="list-style-type: none"> ○ during a conversation consisting of at least six lines of dialogue ○ in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of simple sentences • Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequencing of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.

“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> • During a conversation that includes at least 15 lines of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non–Latin-alphabet languages • Based on: <ul style="list-style-type: none"> • common situations in everyday life • simple topics from everyday life • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> Working alone During a conversation consisting of at least 20 lines of dialogue In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) Given documents of a socio-cultural nature Using reference materials for the written text

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> Accurate explanation of the general meaning and essential ideas of the message Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> Accurate explanation of the general meaning and essential ideas of the text Clear identification of structural elements of the language
3. Have a conversation on a subject.	<ul style="list-style-type: none"> Appropriate use of the structural elements of the language according to the message to be expressed Appropriate use of everyday vocabulary Accurate pronunciation and intonation Normal flow in a conversation in everyday language Coherence of the message expressed Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> Appropriate use of the structural elements of the language according to the text to be written Accurate vocabulary Coherence of the text as a whole Observance of presentation and writing rules applicable to the text

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words Using different personally selected concrete examples

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> Identification of basic notions and concepts Identification of the main branches of mathematics or computer science Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> Identification of several major influences Explanation of the way in which mathematics or computer science have changed certain human and organizational realities Recognition of the advantages and disadvantages of these influences

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> • Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> • Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> • Listing of numerous possibilities available through the use of mathematical and computing tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures • Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> • Use of a planned and methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> • Accurate interpretation, given the context • Clear, precise formulation of the interpretation

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> • Working alone • Given a specified work of art • In a written commentary of approximately 750 words
Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	<ul style="list-style-type: none"> • Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> • Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> • Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	<ul style="list-style-type: none"> • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines

Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> • Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> • Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> • Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> • Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	<ul style="list-style-type: none"> • Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	<ul style="list-style-type: none"> • Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements of knowledge, skills in a variety of fields, perceptions, attitudes, etc.) (*Élaboration des programmes d'études techniques, Cadre général – Cadre technique 2002*, p. 15).

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and, in some cases, other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and, consequently, of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the number of contact hours, the number of credits and any details deemed essential.

Harmonization

The Ministère de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Administration and Management Technology* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Techniques d'administration et de gestion*.

Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *Administration and Management Technology* program.

The table below, “Sources and risk levels for each competency,” links competencies with the six sources of risk listed in the following typology. It also indicates whether the risk level is high or low. These levels of risk are provided for information purposes only since they vary depending on the operations carried out and the achievement context. The table serves as a guide for teachers to planning progressive learning activities, a way of organizing their teaching in compliance with occupational health and safety in the workplace.

Typology of occupational health and safety in the workplace with a list of dangers and hazardous situations:

- Chemical hazards or dangers:
 - Form of substance (solid, liquid, aerosol, gas, etc.) and exposure (inhalation, absorption through the skin, ingestion, etc.).
- Physical hazards or dangers:
 - Electrical hazards
 - Thermal hazards
 - Noise
 - Vibration
 - Other physical hazards
- Biological hazards or dangers:
 - Form of substance (dust, mist, fluid, etc.) and exposure (inhalation, absorption through the skin, ingestion, cuts, etc.).
- Ergonomic hazards or dangers:
 - Constrained postures
 - Excessive effort
 - Repetitive movements
- Psychosocial hazards or dangers:
 - Factors associated with the nature of the work
 - Factors related to the organization of the work
 - Social factors
- Safety hazards or dangers:
 - Hazards related to general mechanical phenomena
 - Hazards related to moving parts, tools or vehicles
 - Risk of falling (workers and objects)
 - Hazards linked to confined spaces
 - Fire or explosion hazards

Risk levels

Risk levels are indicated according to their frequency, duration or intensity, and not according to the severity of their effects on personal health and safety.

Low risk: ○ High risk: ●

SOURCES AND RISK LEVELS FOR EACH COMPETENCY							
COMPETENCY NUMBER	ADMINISTRATION AND MANAGEMENT TECHNOLOGY (410.G0)	Sources of risk					
		Chemical hazards or dangers	Physical hazards or dangers	Biological hazards or dangers	Ergonomic hazards or dangers	Psychosocial hazards or dangers	Safety hazards or dangers
	STATEMENT OF THE COMPETENCY	1	2	3	4	5	6
02JM	Explore the profession						
02JN	Use a digital environment				●		
02JP	Search for and process information for management purposes				○		
02JQ	Produce written content for the organization				○	○	
02JR	Interact with others in the workplace				○	○	
02JS	Create and use data management tools				○		
02JT	Apply the legal framework				○		
02JU	Carry out the visual design of content for the organization				○	○	
02JV	Use the second language to communicate in the workplace				○		
02JW	Carry out a monitoring activity for management purposes				○		
02JX	Play a role in managing human resources				○	○	
02JY	Provide customer service				○	○	
02JZ	Coordinate administrative activities				○	○	
02K0	Perform accounting cycle operations				○	○	
02K1	Participate in the logistics of the organization's activities				○	○	
02K2	Participate in budget planning and control				○	○	
02K3	Coordinate the realization of projects				○	○	
02K4	Participate in the preparation of a business plan				○		
02K5	Play a role in marketing managements				○		
02K6	Calculate production costs				○	○	
02K7	Provide fiscal support for taxpayers				○	○	
02K8	Participate in the analysis of investment and financing projects				○	○	
02K9	Process elements of specialized accounting				○	○	
02KA	Manage a work team				○	○	
02KB	Play a role in the management of the customer experience				○		
02KC	Control internal operations				○	○	
02KD	Carry out international transactions				○	○	
02KE	Play a role in the organization's digital strategies				○		
02KF	Create and manage websites				○	○	
02KG	Create visual content				○	○	
02KH	Communicate in a third language in the workplace				○		

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