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Technical Education Program

410.D0

Business Management

Training Sector

1

Administration,
Commerce and
Computer Technology

Business management

Training Sector

1

Administration,
Commerce and
Computer Technology

Formation professionnelle et technique
et formation continue

Direction générale des programmes
et du développement

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Ministère de l'Éducation, 2002-02-00995

ISBN 2-550-39840-8

Legal deposit– Bibliothèque nationale du Québec, 2002

410.D0

Business Management

2002

Type of certification: Diploma of College Studies

Number of credits: 85 2/3

Total duration: 2 265 hours of instruction

General education components: 660 hours of instruction

Program-specific component: 1 605 hours of instruction

Prerequisite: Mathematics 436

ACKNOWLEDGMENTS

The Ministère de l'Éducation would like to thank the many people working in the field and in the education community who helped in the development of this technical program, in particular the following individuals, who took part in the development of the program-specific component.

Business Community

Gérald Blouin
Service Director
Réno-Dépôt Inc.

Normand DeCelles
Human Resources Consultant
Groupe Jean Coutu

Éric Hamel
Sales and Marketing Director
Compagnie canadienne de tableaux noirs

Nicole Hébert
Regional Director for Shopping Centres
Société immobilière Trans-Québec

Louise Labbée
Manager
Le Naturiste J.M. Brunet

Patricia Lapierre
General Director
Comité sectoriel de main-d'œuvre du commerce
de détail

Dominique Ouellet
Sales Director
Sears Canada Inc.

Francine Parent
Branch Director
Société des alcools du Québec

Karlyn Perry
Supervisor
Entreprise Vagabond

Education Community

Serge Benoît
Continuing Education Lecturer
Collège O'Sullivan

François Cauchy
Assistant Academic Dean
Cégep Montmorency

Louise Cotnoir
Coordinator
Cégep de Maisonneuve

Vincent Di Maulo
Teacher
Cégep Bois-de-Boulogne

Nicole Filion
Educational Advisor
Cégep Édouard Montpetit

Marie-Johanne Lacroix
Academic Dean
Cégep de Granby Haute-Yamaska

Serge Parent
Teacher
Cégep Montmorency

Ghislain Roy
Teacher
Cégep de Rivière-du-Loup

Business Community

Daniel Tanguay
Training Program Coordinator
Société de développement de l'avenue du Mont-
Royal

Catherine Tremblay
Manager
Los Angeles Express

Jean-Pierre Tremblay
General Director
Ressources Graphiques Groupe Cascades

PRODUCTION TEAM

Coordination

Louise Charlebois
Ghislaine Timmons Plamondon
Directors of the Administration, Business and Data
Processing Sector
Ministère de l'Éducation

Design and development

Denis Lizotte
Cégep de Sainte-Foy

Michel Beaudry
Cégep de Sherbrooke

Claudine Dupré
Program Development Counsellor

Jacqueline Frenette-Roy
Program Development Counsellor

English version

Translation

Direction de production en langue anglaise
Services à la communauté anglophone

Technical Editing

Steve Martin

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INTRODUCTION TO THE PROGRAM

The *Business Management* program is in keeping with the aims and orientations of technical education that guide the Direction générale des programmes et du développement. It has been designed in accordance with the framework for developing technical programs, which requires participation by people working in the field and in the education community.

This program is based on competencies, formulated in terms of objectives and standards. It was designed using an approach that takes into account training needs, the job analysis and the general goals of technical education, and it serves as the basis for the definition and evaluation of learning activities. In addition, it lends itself to the application of the program-based approach.

The *Business Management* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 59 credits.

This document has two parts. Part One presents an overview of the program, and Part Two describes the objectives and standards for the general education components and the program-specific component.

GLOSSARY

Program

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Competency

In the program-specific component of a technical program: an integrated set of cognitive and psychomotor skills and socioaffective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

Statement of the competency

In the program-specific component of a technical program, the statement of the competency is the result of the job analysis, the general goals of technical education and, in certain cases, other determinants. It consists of an action verb and a complement. It must be clear and unequivocal.

In the general education components, the statement of the competency 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 the competency. They specify the major steps in exercising the competency or the main aspects of the competency.

In the general education components, the elements of the objective, formulated in terms of a competency, specify the main aspects of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

The level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

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.

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. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. 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. All the criteria must be respected for the objective to be recognized as having been attained.

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 total hours of instruction, the number of credits and any details deemed essential.

PART ONE

GOALS OF THE PROGRAM

The goals of the program serve to relate it to the field of business management and describe its particular elements. These goals also illustrate the general orientations of technical education.

The following paragraphs describe the ultimate outcome of the training program and provide a general description of the occupation, as well as the educational intentions that direct the overall goals of technical and general education.

Outcome

The aim of the Business Management program is to train individuals to practise the occupation of business management technician.

Description of the Occupation

Business managers are responsible for managing a business or supervising a sales team in a commercial establishment or company.

Business managers mainly work in retail stores, wholesale centres or other companies or establishments specializing in the sale of products and services. They may be company employees or independent professionals. In retail stores, they act as managers. In wholesale establishments and specialized industries or establishments, they act as sales team supervisors.

The business manager's main responsibilities consist of managing sales personnel, ensuring that sales goals are met, promoting and marketing products and services, acquiring merchandise and directing the customer service department. As the manager of the establishment or sales team, business managers are sometimes called upon to actively participate in the actual sales process.

Business managers occupy positions in small, medium-sized and large businesses. In general, the smaller the company the more versatile the business manager must be in order to fulfill the more varied and greater number of responsibilities.

The *Business Management* program addresses two requirements of college-level training: versatility and the mastery of technical skills.

Students' versatility is ensured by their acquisition of general competencies necessary for business managers to independently accomplish any task with which they may be confronted on a daily basis. Thus, the general competencies acquired as a result of this program equip them with the tools and methods to work effectively with marketing data, current economic data and legal sources dealing with marketing issues. The acquired skills will also help them communicate effectively in work situations. Skills relating to the management process, advertising and international trade will also be developed in this program.

The students' mastery of technical skills, an absolute necessity for entering the job market, is ensured by the acquisition of specific skills necessary for the exercise of the occupation. These skills deal with performing sales tasks, acting as a sales representative, managing customer service and marketing products and services. Personnel management as well as budget and stock management are also developed. These skills cover all the different aspects of the occupation and, therefore, contribute to job mobility.

Educational Intentions

In keeping with the general goals of technical education, the program-specific component of the *Business Management* program is designed to:

- enable students to acquire competence in the exercise of the occupation, i.e. carrying out the tasks and activities of the occupation at the level required for entry into the job market
- help students integrate into the working world by familiarizing them with the job market in general, and the specific context of the selected occupation
- foster the students' personal growth and encourage their continuing professional development
- ensure students' future job mobility by helping them to acquire career-management skills and an awareness of entrepreneurship

GOALS OF GENERAL EDUCATION

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that it places greater emphasis on the cultural content of education and leads directly to the job market or to university. The college system meets current needs with respect to technical and pre-university education. It allows students to further their education without narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

General education is an integral part of every program and comprises three components: a component common to all programs, a component adapted to the particular program and a complementary component. The aim of general education is to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. Its purpose is to educate students as individuals, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

Common cultural core

The common cultural core comprises the following:

- mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation
- the ability to communicate in another language, primarily French or English
- openness to the world and to cultural diversity
- appreciation of the riches of our cultural heritage through awareness of the accomplishments of human civilization
- the ability to relate to major currents in the history of human thought
- the ability to think independently and critically
- personal and social ethics
- knowledge concerning the development of physical and intellectual well-being
- awareness of the need to develop habits conducive to good health

Generic skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis
- coherent reasoning
- critical judgment
- articulate expression
- the ability to apply what they have learned to the analysis of situations

- the ability to apply what they have learned to decision making
- work methods
- the ability to reflect on what they have learned

Desirable attitudes

The common cultural core and generic skills help students to acquire and develop the following attitudes:

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others
- openmindedness
- creativity
- openness to the world

These aims apply to the three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:
 - language of instruction and literature: 7 1/3 credits
 - humanities or *philosophie*: 4 1/3 credits
 - physical education: 3 credits
 - second language: 2 credits
- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits
 - humanities or *philosophie*: 2 credits
 - second language: 2 credits
- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences
 - science and technology
 - modern languages
 - mathematics literacy and computer science
 - art and aesthetics

The knowledge and skills acquired in the general education components should be emphasized and, whenever possible, applied in the program-specific component, and vice-versa. Thus, general education and the program-specific component of a program enhance each other as they contribute to the students' overall education.

Each college-level institution must provide general education through learning activities that are consistent with its educational project, in keeping with the aims, subject areas and ministerial guidelines provided.

The objectives and standards in the general education components were developed according to the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, October 2001.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

The educational intentions describe how each field of studies in the common, adapted and complementary components of general education contributes to achieving the goals of general education. For the common and adapted components, the educational intentions include:

- a general statement of the role of each field of studies
- the principles underlying this role
- outcome objectives defining (in terms of knowledge, skills and attitudes) the contribution of each field to the achievement of the goals of general education
- an explanation of the sequence of objectives and standards

The full text of the educational intentions may be found at the end of this document.

PROGRAM OBJECTIVES

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world-views.
- 0017 Appliquer les notions de base de la communication en français courant.
- or
- 000A Communiquer en français avec une certaine aisance.
- or
- 000B Communiquer avec aisance en français.
- or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION COMPONENT ADAPTED TO THIS PROGRAM

(6 credits)

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
- or
- 000Q Communiquer en français dans un champ d'études particulier.
- or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.
- or
- 000S Dissserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION COMPONENT

(4 credits)

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

PROGRAM-SPECIFIC COMPONENT**(59 credits)**

- 01TS To analyze the work functions.
- 01TT To communicate and interact in a business management context.
- 01TU To use current software applications for business management tasks.
- 01TV To use statistical methods to analyze commercial data.
- 01TW To research and analyze commercial data.
- 01TX To establish a marketing plan and ensure its implementation.
- 01TY To use legal resources that apply to commercial activities.
- 01TZ To communicate in French with the personnel and directors of the establishment or company.
- 01U0 To deal with clients and suppliers in French.
- 01U1 To promote products and services using mass media methods.
- 01U2 To sell products and services in a commercial establishment.
- 01U3 To apply management processes in a marketing context.
- 01U4 To form a sales team.
- 01U5 To produce accounting data for management purposes.
- 01U6 To analyze accounting and financial data for commercial management purposes.
- 01U7 To prepare and manage an operating budget.
- 01U8 To ensure merchandise availability in a commercial establishment.
- 01U9 To use up-to-date economic information in commercial management tasks.
- 01UA To sell products and services by means of representatives.
- 01UB To supervise a sales team.
- 01UC To set up a sales space and visual presentation of the products and services.
- 01UD To train sales personnel.
- 01UE To implement and supervise a customer service operation using a quality approach.
- 01UF To research opportunities for international trade.
- 01UG To participate in his or her integration into the job market.
- 01UH To manage a product or service marketing project.

HARMONIZATION

The *Business Management* program (410.D0) has been designed and written in the context of a project to harmonize vocational and technical programs. As a result it has been harmonized with the vocational education programs *Professional Sales* 5696 and *Accounting* 5731 and with the technical education programs *Conseil en assurances et en services financiers* (410.C0) and *Accounting and Management Technology* (410.B0). The purpose of the harmonization is to optimize students' progress in their training by making it easier for them to go from one program to another or from one level of education to another without duplication of learning content.

FROM THE **BUSINESS MANAGEMENT** PROGRAM TO THE **ACCOUNTING AND MANAGEMENT TECHNOLOGY** PROGRAM

Students who have successfully completed competencies in the <i>Business Management</i> program may receive recognition for the corresponding competencies in the <i>Accounting and Management Technology</i> program, listed below, if they wish to continue their studies in that program.			
FROM BUSINESS MANAGEMENT		TO ACCOUNTING AND MANAGEMENT TECHNOLOGY	
CODE	COMPETENCY	CODE	COMPETENCY
01TS	To analyze the work functions.	01H5	To analyze the work functions.
01TT	To communicate and interact in a business management context.	01HA	To communicate and interact in a management context, using a client-based approach.
01TU	To use current software applications for business management tasks.	01H7	To make use of common operating systems and software applications for administrative purposes.
01TV	To use statistical methods to analyze commercial data.	01HC	To use statistical methods for management purposes.
01TW	To research and analyze commercial data.	01H9	To research and process information for management purposes
01TY	To use legal resources that apply to commercial activities.	01HB	To use legal sources applicable to administrative and commercial contexts.
01TZ	To communicate in French with the personnel and directors of the establishment or company.	01HK	To communicate in French in a business context.
01U3	To apply management processes in a marketing context.	01HG	To use and adapt management methods and tools.

Students who have successfully completed competencies in the *Business Management* program may receive recognition for the corresponding competencies in the *Accounting and Management Technology* program, listed below, if they wish to continue their studies in that program.

FROM BUSINESS MANAGEMENT		TO ACCOUNTING AND MANAGEMENT TECHNOLOGY	
CODE	COMPETENCY	CODE	COMPETENCY
01U4	To form a sales team.	01HH	To supervise the personnel in one's department.
01UB	To supervise a sales team.		
01UD	To train sales personnel.		
01U5	To produce accounting data for management purposes.	01HE	To contribute to the planning, budget control and performance measurement of the company's activities.
01U6	To analyze accounting and financial data for commercial management purposes.		
01U7	To prepare and manage an operating budget.		
01U9	To use up-to-date economic information in commercial management tasks.	01HL	To use macroeconomic information for management purposes.

FROM THE ACCOUNTING AND MANAGEMENT TECHNOLOGY PROGRAM TO THE BUSINESS MANAGEMENT PROGRAM

Students who have successfully completed competencies in the <i>Accounting and Management Technology</i> program may receive recognition for the corresponding competencies in the <i>Business Management</i> program, listed below, if they wish to continue their studies in that program.			
FROM ACCOUNTING AND MANAGEMENT TECHNOLOGY		TO BUSINESS MANAGEMENT	
CODE	COMPETENCY	CODE	COMPETENCY
01H5	To analyze the work functions.	01TS	To analyze the work functions.
01H7	To make use of common operating systems and software applications for administrative purposes.	01TU	To use current software applications for business management tasks.
01H8	To analyze and process data in the accounting cycle.	01U5	To produce accounting data for management purposes.
		01U6	To analyze accounting and financial data for commercial management purposes.
01HA	To communicate and interact in a management context, using a client-based approach.	01TT	To communicate and interact in a business management context.
01HB	To use legal sources applicable to administrative and commercial contexts.	01TY	To use legal resources that apply to commercial activities.
01HC	To use statistical methods for management purposes.	01TV	To use statistical methods to analyze commercial data.
01HE	To contribute to the planning, budget control and performance measurement of the company's activities.	01U7	To prepare and manage an operating budget.
01HG	To use and adapt management methods and tools.	01U3	To apply management processes in a marketing context.
01HK	To communicate in French in a business context.	01TZ	To communicate in French with the personnel and directors of the establishment or company.
01HL	To use macroeconomic information for management purposes.	01U9	To use up-to-date economic information in commercial management tasks.

FROM THE *BUSINESS MANAGEMENT* PROGRAM TO THE *CONSEIL EN ASSURANCES ET EN SERVICES FINANCIERS* PROGRAM

Students who have successfully completed competencies in the <i>Business Management</i> program may receive recognition for the corresponding competencies in the <i>Conseil en assurances et en services financiers</i> program, listed below, if they wish to continue their studies in that program.			
FROM BUSINESS MANAGEMENT		TO CONSEIL EN ASSURANCES ET EN SERVICES FINANCIERS	
CODE	COMPETENCY	CODE	COMPETENCY
01TT	To communicate and interact in a business management context.	01RG	Communiquer en milieu de travail et avec la clientèle
01TU	To use current software applications for business management tasks.	01RF	Utiliser des logiciels d'application générale
01TV	To use statistical methods to analyze commercial data.	01RS	Utiliser, à des fins d'analyse de risques et de promotion de produits, des méthodes statistiques
01U5	To produce accounting data for management purposes.	01RK	Appliquer des principes et des méthodes de comptabilité financière
01U6	To analyze accounting and financial data for commercial management purposes.		
01U7	To prepare and manage an operating budget.		
01U9	To use up-to-date economic information in commercial management tasks.	01RM	Utiliser, à des fins de conseil à la clientèle, l'information à caractère macroéconomique
01UE	To implement and supervise a customer service operation using a quality approach.	01RJ	Appliquer une approche client et des techniques de gestion de la qualité

FROM THE *CONSEIL EN ASSURANCES ET EN SERVICES FINANCIERS* PROGRAM TO THE *BUSINESS MANAGEMENT* PROGRAM

Students who have successfully completed competencies in the <i>Conseil en assurances et en services financiers</i> program may receive recognition for the corresponding competencies in the <i>Business Management</i> program, listed below, if they wish to continue their studies in that program.			
FROM CONSEIL EN ASSURANCES ET EN SERVICES FINANCIERS		TO BUSINESS MANAGEMENT	
CODE	COMPETENCY	CODE	COMPETENCY
01RG	Communiquer en milieu de travail et avec la clientèle	01TT	To communicate and interact in a business management context.
01RH	Appliquer des dispositions légales relatives à l'assurance et aux produits financiers	01TY	To use legal resources that apply to commercial activities.
01RM	Utiliser, à des fins de conseil à la clientèle, l'information à caractère macroéconomique	01U9	To use up-to-date economic information in commercial management tasks.
01RS	Utiliser, à des fins d'analyse de risques et de promotion de produits, des méthodes statistiques	01TV	To use statistical methods to analyze commercial data.

FROM THE SECONDARY LEVEL TO THE COLLEGE LEVEL

Students who have successfully completed objectives in the secondary-level <i>Accounting</i> program may receive recognition for the corresponding competencies in the <i>Business Management</i> program, listed below, if they wish to continue their studies at the college level.			
FROM ACCOUNTING		TO BUSINESS MANAGEMENT	
CODE	COMPETENCY	CODE	COMPETENCY
961 034	To produce tables and charts.	01TU	To use current software applications for business management tasks.
961 054	To format accounting-related correspondence.		
961 144	To organize and process data related to a company's resources.		
961 165	To ensure that they work efficiently.		
961 074	To process source documents in different types of companies.	01U5	To produce accounting data for management purposes.
961 083	To handle cash.		
961 122	To prepare the payroll.		
961 154	To carry out daily tasks related to transactions involving receivables and payables.		
961 185	To perform end-of-period tasks.		
961 195	To perform year-end tasks.		
961 195	To perform year-end tasks.	01U6	To analyze accounting and financial data for commercial management purposes.
961 093	To use information related to legislation affecting businesses.	01TY	To use legal resources that apply to commercial activities.
961 115	To communicate in French in an accounting context.	01TZ	To communicate in French with the personnel and directors of the establishment or company.
961 134	To write and format accounting-related correspondence in French.		

Students who have successfully completed objectives in the secondary-level *Professional Sales* program may receive recognition for the corresponding competencies in the *Business Management* program, listed below, if they wish to continue their studies at the college level.

FROM PROFESSIONAL SALES		TO BUSINESS MANAGEMENT	
CODE	COMPETENCY	CODE	COMPETENCY
948 124	To communicate in the workplace.	01TT	To communicate and interact in a business management context.
948 133	To interpret consumer behaviour.		
948 153	To present a file on a product or service.		
948 168	To apply the consultation process in the sale of a product or service.		
948 233	To perform telephone sales operations.		
948 153	To present a file on a product or service.	01U2	To sell products and services in a commercial establishment.
948 168	To apply the consultation process in the sale of a product or service.		
948 215	To process sales data on a computer.	01TU	To use current software applications for business management tasks.

FROM THE COLLEGE LEVEL TO THE SECONDARY LEVEL

Students who have successfully completed objectives in the <i>Business Management</i> program may receive recognition for the corresponding competencies in the secondary-level <i>Accounting</i> program, listed below, if they wish to continue their studies at the secondary level.			
FROM BUSINESS MANAGEMENT		TO ACCOUNTING	
CODE	COMPETENCY	CODE	COMPETENCY
01TU	To use current software applications for business management tasks.	961 034	To produce tables and charts.
		961 054	To format accounting-related correspondence.
		961 144	To organize and process data related to a company's resources.
		961 165	To ensure that they work efficiently.
01TT	To communicate and interact in a business management context.	961 102	To interact in a variety of professional situations.
01TY	To use legal resources that apply to commercial activities.	961 093	To use information related to legislation affecting businesses.
01U5	To produce accounting data for management purposes.	961 074	To process source documents in different types of companies.
		961 083	To handle cash.
		961 122	To prepare the payroll.
		961 154	To carry out daily tasks related to transactions involving receivables and payables.
		961 185	To perform end-of-period tasks.
01U6	To analyze accounting and financial data for commercial management purposes.	961 195	To perform year-end tasks.
01U7	To prepare and manage an operating budget.	961 083	To handle cash.
		961 185	To perform end-of-period tasks.
01TZ	To communicate in French with the personnel and directors of the establishment or company.	961 115	To communicate in French in an accounting context.
		961 134	To write and format accounting-related correspondence in French.

Students who have successfully completed objectives in the *Business Management* program may receive recognition for the corresponding competencies in the secondary-level *Professional Sales* program, listed below, if they wish to continue their studies at the secondary level.

FROM BUSINESS MANAGEMENT		TO PROFESSIONAL SALES	
CODE	COMPETENCY	CODE	COMPETENCY
01TT	To communicate and interact in a business management context.	948 124	To communicate in the workplace.
01TU	To use current software applications for business management tasks.	948 215	To process sales data on a computer.
01U1	To promote products and services using mass media methods.	948 223	To promote a product and a service.
01U2	To sell products and services in a commercial establishment.	948 153	To present a file on a product or service.
		948 168	To apply the consultation process in the sale of a product or service.
		948 192	To perform financial operations.
01U8	To ensure merchandise availability in a commercial establishment.	948 203	To perform supply-related operations.
01UA	To sell products and services by means of representatives.	948 253	To canvass a sales area.
01UE	To implement and supervise a customer service operation using a quality approach.	948 143	To ensure the quality of customer service.
01UG	To participate in his or her integration into the job market.	948 262	To use job search techniques.

PART TWO

**OBJECTIVES AND STANDARDS –
GENERAL EDUCATION COMPONENT
COMMON TO ALL PROGRAMS**

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: CODE: 0004
LANGUAGE OF INSTRUCTION AND LITERATURE

OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To analyze and produce various forms of discourse.</p> <p>Elements of the Competency</p> <p>1 To identify the characteristics and functions of the components of discourse.</p> <p>2 To determine the organization of facts and arguments of a given discourse.</p> <p>3 To prepare ideas and strategies for a projected discourse.</p> <p>4 To formulate a discourse.</p> <p>5 To edit the discourse.</p>	<p>Performance Criteria</p> <p>1.1 Accurate explanation of the denotation of words.</p> <p>1.2 Adequate recognition of the appropriate connotation of words.</p> <p>1.3 Accurate definition of the characteristics and function of each component.</p> <p>2.1 Clear and accurate recognition of the main idea and structure.</p> <p>2.2 Clear presentation of the strategies employed to develop an argument or thesis.</p> <p>3.1 Appropriate identification of topics and ideas.</p> <p>3.2 Adequate gathering of pertinent information.</p> <p>3.3 Clear formulation of a thesis.</p> <p>3.4 Coherent ordering of supporting material.</p> <p>4.1 Appropriate choice of tone and diction.</p> <p>4.2 Correct development of sentences.</p> <p>4.3 Clear and coherent development of paragraphs.</p> <p>4.4 Formulation of a 750-word discourse.</p> <p>5.1 Thorough revision of form and content.</p>
LEARNING ACTIVITIES	
<p>Discipline: English</p> <p>Weighting: 2-2-4, 1-3-4</p> <p>Credits: 2 2/3</p>	

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: CODE: 0005
LANGUAGE OF INSTRUCTION AND LITERATURE

OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To apply a critical approach to literary genres.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To distinguish genres of literary discourse. 2 To recognize the use of literary conventions within a specific genre. 3 To situate a discourse within its historical and literary period. 4 To explicate a discourse representative of a literary genre. 	<p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Clear recognition of the formal characteristics of a literary genre. 2.1 Accurate recognition of the figurative communication of meaning. 2.2 Adequate explanation of the effects of significant literary and rhetorical devices. 3.1 Appropriate recognition of the relationship of a text to its period. 4.1 Selective use of appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES	
<p>Discipline: English</p> <p>Weighting: 2-2-3</p> <p>Credits: 2 1/3</p>	

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: CODE: 0006
LANGUAGE OF INSTRUCTION AND LITERATURE

OBJECTIVE		STANDARD	
Statement of the Competency			
To apply a critical approach to a literary theme.			
Elements of the Competency		Performance Criteria	
1	To recognize the treatment of a theme within a literary text.	1.1	Clear recognition of elements within the text which define and reinforce a theme and its development.
		1.2	Adequate demonstration of the effects of significant literary and rhetorical devices.
2	To situate a literary text within its cultural context.	2.1	Appropriate recognition of a text as an expression of cultural context.
		2.2	Adequate demonstration of the effects of significant literary and rhetorical devices.
3	To detect the value system inherent in a literary text.	3.1	Appropriate identification of expression (explicit/implicit) of a value system in a text.
4	To explicate a text from a thematic perspective.	4.1	Selective use of an appropriate terminology.
		4.2	Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES			
Discipline:	English		
Weighting:	2-2-3		
Credits:	2 1/3		

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: HUMANITIES CODE: 00B2	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To apply a logical analytical process to how knowledge is organized and used.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components. 	<p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.
LEARNING ACTIVITIES	
<p>Discipline: Humanities</p> <p>Weighting: 3-1-3</p> <p>Credits: 2 1/3</p>	

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: HUMANITIES CODE: 000G	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To apply a critical thought process to world-views.</p> <p>Elements of the Competency</p> <p>1 To describe world-views.</p> <p>2 To explain the major ideas, values, and implications of a world-view.</p> <p>3 To organize the ideas, values and experiences of a world-view into coherent patterns.</p> <p>4 To compare world-views.</p>	<p>Performance Criteria</p> <p>1.1 Accurate description of a society or group with a distinctive world-view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world-view.</p> <p>3.1 Coherent organization of ideas about a world-view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world-views.</p> <p>4.1 Comparative analysis of these world-views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p>
LEARNING ACTIVITIES	
<p>Discipline: Humanities</p> <p>Weighting: 3-0-3</p> <p>Credits: 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I) CODE : 0017	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Appliquer les notions de base de la communication en français courant.</p> <p>Éléments</p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p>	<p>Critères de performance</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II) CODE : 000A	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer en français avec une certaine aisance.</p> <p>Éléments</p> <p>1 Interpréter un texte oral simple de trois minutes en français courant.</p> <p>2 Produire un texte oral planifié de cinq minutes en français courant.</p> <p>3 Interpréter un texte écrit en français courant.</p> <p>4 Rédiger un texte simple en français courant.</p>	<p>Critères de performance</p> <p>1.1 Distinction claire des principaux éléments du texte oral.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis des idées et des sujets traités dans le texte.</p> <p>2.1 Emploi pertinent du vocabulaire courant.</p> <p>2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation.</p> <p>2.3 Formulation claire et cohérente du propos.</p> <p>3.1 Distinction claire des principaux éléments du texte.</p> <p>3.2 Explication précise du sens des mots dans le texte.</p> <p>3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.</p> <p>4.1 Respect du code grammatical et orthographique.</p> <p>4.2 Utilisation judicieuse des principaux éléments du corpus.</p> <p>4.3 Formulation claire et cohérente des phrases.</p> <p>4.4 Articulation cohérente des paragraphes.</p> <p>4.5 Rédaction d'un texte de 200 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III) CODE : 000B

OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer avec aisance en français.</p> <p>Éléments</p> <p>1 Produire un texte oral planifié de cinq minutes de complexité moyenne.</p> <p>2 Commenter un texte écrit de complexité moyenne.</p> <p>3 Rédiger un texte de complexité moyenne.</p>	<p>Critères de performance</p> <p>1.1 Emploi pertinent du vocabulaire courant.</p> <p>1.2 Adaptation à l’interlocuteur ou à l’interlocutrice.</p> <p>1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation.</p> <p>1.4 Formulation claire et cohérente du propos.</p> <p>1.5 Agencement pertinent des idées.</p> <p>2.1 Distinction claire des principaux éléments d’un texte comprenant entre 2 500 et 3 000 mots.</p> <p>2.2 Explication précise du sens des mots dans le texte.</p> <p>2.3 Distinction précise des idées principales et secondaires, des faits et des opinions.</p> <p>2.4 Formulation d’éléments implicites.</p> <p>3.1 Respect du code grammatical et orthographique.</p> <p>3.2 Adaptation au lecteur ou à la lectrice.</p> <p>3.3 Utilisation judicieuse des principaux éléments du corpus.</p> <p>3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes.</p> <p>3.5 Articulation cohérente des paragraphes.</p> <p>3.6 Rédaction d’un texte de 350 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU IV) CODE : 000C	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Traiter d'un sujet culturel et littéraire.</p> <p>Éléments</p> <p>1 Analyser un texte culturel ou littéraire.</p> <p>2 Rédiger un texte sur un sujet culturel ou littéraire.</p>	<p>Critères de performance</p> <p>1.1 Formulation personnelle des éléments principaux du texte.</p> <p>1.2 Inventaire des thèmes principaux.</p> <p>1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.</p> <p>1.4 Repérage des valeurs véhiculées.</p> <p>1.5 Repérage juste de la structure du texte.</p> <p>1.6 Articulation claire d'un point de vue personnel.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Respect du code grammatical et orthographique.</p> <p>2.3 Adaptation au lecteur ou à la lectrice.</p> <p>2.4 Utilisation judicieuse des principaux éléments du corpus.</p> <p>2.5 Formulation claire et cohérente d'un texte de 500 mots.</p> <p>2.6 Articulation claire d'un point de vue personnel.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 3-0-3</p> <p>Unités : 2</p>	

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: PHYSICAL EDUCATION		CODE: 0064
OBJECTIVE		STANDARD
Statement of the Competency To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.		
Elements of the Competency 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health.		Performance Criteria 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
LEARNING ACTIVITIES		
Discipline: Physical Education Weighting: 1-1-1 Credits: 1		

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: PHYSICAL EDUCATION		CODE: 0065
OBJECTIVE		STANDARD
Statement of the Competency To improve one's effectiveness when practising a physical activity. Elements of the Competency 1 To use a process designed to improve one's effectiveness in the practice of a physical activity.		Performance Criteria 1.1 Initial assessment of one's abilities and attitudes when practising a physical activity. 1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity. 1.3 Appropriate formulation of personal objectives. 1.4 Statement of the means to achieve one's objectives. 1.5 Observance of the rules involved in the physical activity, including safety guidelines. 1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity. 1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity. 1.8 Pertinent and periodic adjustments of objectives or action plan. 1.9 Appreciable improvement of the motor skills required by the activity.
LEARNING ACTIVITIES		
Discipline: Physical Education Weighting: 0-2-1 Credits: 1		

GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: PHYSICAL EDUCATION		CODE: 0066
OBJECTIVE		STANDARD
Statement of the Competency To demonstrate one's responsibility for being physically active in a manner which promotes health.		
Elements of the Competency 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program.		Performance Criteria 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs, abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.
LEARNING ACTIVITIES		
Discipline: Physical Education Weighting: 1-1-1 Credits: 1		

**OBJECTIVES AND STANDARDS –
GENERAL EDUCATION COMPONENT
ADAPTED TO THIS PROGRAM**

GENERAL EDUCATION COMPONENT ADAPTED TO THIS PROGRAM: CODE: 000L
LANGUAGE OF INSTRUCTION AND LITERATURE

OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To communicate in the forms of discourse appropriate to one or more fields of study.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To identify the forms of discourse appropriate to given fields of study. 2 To recognize the discursive frameworks appropriate to given fields of study. 3 To formulate a discourse. 	<p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Accurate recognition of specialized vocabulary and conventions. 1.2 Accurate recognition of the characteristics of the form of discourse. 2.1 Clear and accurate recognition of the main ideas and structure. 2.2 Appropriate distinction between fact and argument. 3.1 Appropriate choice of tone and diction. 3.2 Correctly developed sentences. 3.3 Clearly and coherently developed paragraphs. 3.4 Appropriate use of program-related communication strategies. 3.5 Formulation of a 1000-word discourse. 3.6 Thorough revision of form and content.
LEARNING ACTIVITIES	
<p>Discipline: English</p> <p>Total Contact Hours: 60</p> <p>Credits: 2</p>	

GENERAL EDUCATION COMPONENT ADAPTED TO THIS PROGRAM: HUMANITIES
CODE: 000U

OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To apply a critical thought process to ethical issues relevant to the field of study.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To situate significant ethical issues, in appropriate world-views and fields of knowledge. 2 To explain the major ideas, values, and social implication of ethical issues. 3 To organize the ethical questions and their implications into coherent patterns. 4 To debate the ethical issues. 	<p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world-views and fields of knowledge. 2.1 Adequate description of the salient components of the issues. 3.1 Coherent organization of the ethical questions and their implications. 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues. 4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view.
LEARNING ACTIVITIES	
<p>Discipline: Humanities</p> <p>Total Contact Hours: 45</p> <p>Credits: 2</p>	

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I)		CODE : 0018
OBJECTIF		STANDARD
Énoncé de la compétence Appliquer des notions fondamentales de la communication en français, liées à un champ d'études. Éléments 1 Dégager le sens d'un message oral simple lié à un champ d'études. 2 Dégager le sens et les caractéristiques d'un texte lié à un champ d'études. 3 Émettre un message oral simple lié à un champ d'études. 4 Rédiger un court texte lié à un champ d'études.		Critères de performance 1.1 Repérage précis des difficultés de compréhension du message. 1.2 Distinction juste des caractéristiques du message. 1.3 Repérage juste du vocabulaire spécialisé. 1.4 Utilisation pertinente des techniques d'écoute choisies. 1.5 Distinction claire des principaux éléments du message. 1.6 Description précise du sens général et des idées essentielles du message. 2.1 Repérage précis des difficultés de compréhension du texte. 2.2 Distinction juste des caractéristiques du texte. 2.3 Repérage précis du vocabulaire spécialisé. 2.4 Utilisation pertinente des techniques de lectures choisies. 2.5 Distinction claire des principaux éléments du texte. 2.6 Description précise du sens général et des idées essentielles du texte. 3.1 Repérage précis des difficultés d'expression orale. 3.2 Utilisation pertinente des techniques d'expression orale choisies. 3.3 Utilisation pertinente du vocabulaire courant et spécialisé. 3.4 Expression intelligible du propos. 4.1 Repérage précis des difficultés d'écrire. 4.2 Utilisation pertinente des techniques d'écriture choisies. 4.3 Utilisation pertinente du vocabulaire courant et spécialisé. 4.4 Formulation claire et cohérente du texte.
ACTIVITÉS D'APPRENTISSAGE		
Discipline :		Français, langue seconde
Nombre d'heures-contact :		45
Nombre d'unités :		2

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II) CODE : 000Q	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer en français dans un champ d'études particulier.</p> <p>Éléments</p> <ol style="list-style-type: none"> 1 Distinguer les types de textes propres au champ d'études. 2 Interpréter des textes représentatifs du champ d'études. 3 Utiliser des techniques de production de textes appropriées au champ d'études. 	<p>Critères de performance</p> <ol style="list-style-type: none"> 1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. 2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute. 3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression.
ACTIVITÉS D'APPRENTISSAGE	
<p>Discipline : Français, langue seconde</p> <p>Nombre d'heures-contact : 45</p> <p>Nombre d'unités : 2</p>	

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU III) CODE : 000R	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer avec aisance en français dans un champ d'études particulier.</p> <p>Éléments</p> <p>1 Commenter des textes propres au champ d'études.</p> <p>2 Produire un texte sur un sujet lié au champ d'études.</p>	<p>Critères de performance</p> <p>1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis de la structure du texte.</p> <p>1.4 Reformulation juste des idées principales et secondaires, des faits et des opinions.</p> <p>1.5 Emploi juste du vocabulaire spécialisé.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Respect du niveau de langue et du code grammatical.</p> <p>2.4 Formulation claire et cohérente du propos.</p> <p>2.5 Agencement pertinent des idées.</p> <p>2.6 Adéquation entre forme et fond.</p>
ACTIVITÉS D'APPRENTISSAGE	
<p>Discipline : Français, langue seconde</p> <p>Nombre d'heures-contact : 45</p> <p>Nombre d'unités : 2</p>	

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU IV) CODE : 000S	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Dissserter en français sur un sujet lié au champ d'études.</p> <p>Éléments</p> <p>1 Analyser un texte lié au champ d'études.</p> <p>2 Rédiger un texte sur un sujet lié au champ d'études.</p>	<p>Critères de performance</p> <p>1.1 Distinction précise des caractéristiques formelles des types particuliers de textes.</p> <p>1.2 Formulation personnelle des éléments principaux.</p> <p>1.3 Inventaire des thèmes principaux.</p> <p>1.4 Repérage juste de la structure du texte.</p> <p>1.5 Relevé d'indices qui permettent de situer le texte dans son contexte.</p> <p>1.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p> <p>1.7 Association juste des éléments du texte au sujet traité.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte.</p> <p>2.4 Formulation claire et cohérente du texte.</p> <p>2.5 Respect du code grammatical et orthographique.</p> <p>2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p>
ACTIVITÉS D'APPRENTISSAGE	
<p>Discipline : Français, langue seconde</p> <p>Nombre d'heures-contact : 45</p> <p>Nombre d'unités : 2</p>	

**OBJECTIVES AND STANDARDS –
COMPLEMENTARY GENERAL EDUCATION
COMPONENT**

COMPLEMENTARY GENERAL EDUCATION COMPONENT: SOCIAL SCIENCES CODE: 000V	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To estimate the contribution of the social sciences to an understanding of contemporary issues.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 Recognize the focus of one or more of the social sciences and their main approaches. 2 Identify some of the issues currently under study in the social sciences. 3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. 	<p>Achievement Context</p> <p>Students will work alone. They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. Documents and data from the field of social sciences may be used.</p> <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.
LEARNING ACTIVITIES	
<p>Number of student-contact hours: 45</p> <p>Number of credits: 2</p>	

COMPLEMENTARY GENERAL EDUCATION COMPONENT: SOCIAL SCIENCES
CODE: 000W

OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To analyze one of the major problems of our time using one or more social scientific approaches.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words on a topic related to human existence. • Reference materials from the field of social sciences may be used. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatiotemporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.
LEARNING ACTIVITIES	
<p>Number of student-contact hours: 45</p> <p>Number of credits: 2</p>	

COMPLEMENTARY GENERAL EDUCATION COMPONENT: SCIENCE AND TECHNOLOGY		CODE: 000X
OBJECTIVE	STANDARD	
Statement of the Competency To explain the general nature of science and technology and some of the major contemporary scientific or technological issues. Elements of the Competency 1 Describe the standard scientific mode of thought and method. 2 Demonstrate how science and technology are complementary. 3 Explain the context and the stages related to several scientific and technological discoveries. 4 Deduce different consequences and questions resulting from certain recent scientific and technological developments.	Achievement Context <ul style="list-style-type: none">Students will work alone.They will use a written commentary on a scientific discovery or technological development.They will write an essay of approximately 750 words. Performance Criteria 1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method. 2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions. 3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries. 4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated.	
LEARNING ACTIVITIES		
Number of student-contact hours:	45	
Number of credits:	2	

COMPLEMENTARY GENERAL EDUCATION COMPONENT: SCIENCE AND TECHNOLOGY		CODE: 000Y
OBJECTIVE	STANDARD	
Statement of the Competency To resolve a simple problem by applying the basic scientific method.	Achievement Context <ul style="list-style-type: none">• Students will work alone or in groups.• They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method.• Common scientific instruments and reference materials (written or other) may be used.	
Elements of the Competency 1 Describe the main steps of the standard scientific method. 2 Formulate a hypothesis designed to solve a simple scientific and technological problem. 3 Verify a hypothesis by applying the fundamental principles of the basic experimental method.	Performance Criteria 1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method. 2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.). 3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.	
LEARNING ACTIVITIES		
Number of student-contact hours:	45	
Number of credits:	2	

COMPLEMENTARY GENERAL EDUCATION COMPONENT: MODERN LANGUAGES		CODE: 000Z
OBJECTIVE	STANDARD	
Statement of the Competency To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.) Elements of the Competency 1 Understand the meaning of a verbal message. <		

COMPLEMENTARY GENERAL EDUCATION COMPONENT: MODERN LANGUAGES		CODE: 0010
OBJECTIVE	STANDARD	
<p>Statement of the Competency</p> <p>To communicate on familiar topics in a modern language.</p> <p>Elements of the Competency</p> <p>1 Understand the meaning of a verbal message.</p> <p>2 Understand the meaning of a written message.</p> <p>3 Express a simple message verbally, using sentences of average complexity.</p> <p>4 Write a text on a given subject, using sentences of average complexity.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> Students will have a conversation that includes at least 15 lines of dialogue. They will write a text consisting of at least 20 sentences for Latin-alphabet languages. They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet. Students will be exposed to: <ul style="list-style-type: none"> common situations in everyday life simple topics from everyday life Reference materials may be used. <p>Performance Criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate identification of words and idiomatic expressions.</p> <p>1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>1.3 Logical connection between the various elements of the message.</p> <p>2.1 Accurate identification of words and idiomatic expressions.</p> <p>2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>2.3 Logical connection between the various elements of the message.</p> <p>3.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>3.2 Appropriate application of grammar rules.</p> <p>3.3 Use of verbs in the present indicative.</p> <p>3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>3.5 Understandable pronunciation.</p> <p>3.6 Coherent sequence of sentences of average complexity.</p> <p>3.7 Conversation</p> <p>4.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>4.2 Appropriate application of grammar rules.</p> <p>4.3 Use of verbs in the present and past indicative.</p> <p>4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>4.5 Coherent sequence of sentences of average complexity.</p> <p>4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.</p>	
	LEARNING ACTIVITIES	
Number of student-contact hours:		45
Number of credits:		2

COMPLEMENTARY GENERAL EDUCATION COMPONENT: MODERN LANGUAGES CODE: 0067	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To communicate with relative ease in a modern language.</p> <p>Elements of the Competency</p> <p>1 Understand the meaning of a verbal message in everyday language.</p> <p>2 Understand the meaning of a text of average complexity.</p> <p>3 Have a conversation on a subject.</p> <p>4 Write a text of average complexity.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> Students will work alone. They will have a conversation that includes at least 20 lines of dialogue. They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). They will use documents of a sociocultural nature. Reference materials for the written text may be used. <p>Performance Criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate explanation of the general meaning and essential ideas of the message.</p> <p>1.2 Clear identification of structural elements of the language.</p> <p>2.1 Accurate explanation of the general meaning and essential ideas of the text.</p> <p>2.2 Clear identification of structural elements of the language.</p> <p>3.1 Appropriate use of the structural elements of the language according to the message to be expressed.</p> <p>3.2 Appropriate use of everyday vocabulary.</p> <p>3.3 Accurate pronunciation and intonation.</p> <p>3.4 Normal flow in a conversation in everyday language.</p> <p>3.5 Coherence of the message expressed.</p> <p>3.6 Pertinent responses to questions.</p> <p>4.1 Appropriate use of the structural elements of the language according to the text to be written.</p> <p>4.2 Accurate vocabulary.</p> <p>4.3 Coherence of the text as a whole.</p> <p>4.4 Observance of presentation and writing rules applicable to the text.</p>
LEARNING ACTIVITIES	
Number of student-contact hours:	45
Number of credits:	2

**COMPLEMENTARY GENERAL EDUCATION COMPONENT:
MATHEMATICS LITERACY AND COMPUTER SCIENCE**

CODE: 0011

OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To recognize the role of mathematics or informatics in contemporary society.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.
LEARNING ACTIVITIES	
<p>Number of student-contact hours: 45</p> <p>Number of credits: 2</p>	

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0012
OBJECTIVE	STANDARD	
Statement of the Competency To use various mathematical or computer concepts, procedures and tools for common tasks.	Achievement Context <ul style="list-style-type: none">• Students will work alone.• They will carry out a task or solve a problem based on everyday needs.• Familiar tools and reference materials may be used.	
Elements of the Competency 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	Performance Criteria 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.	
LEARNING ACTIVITIES		
Number of student-contact hours:	45	
Number of credits:	2	

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0013
OBJECTIVE	STANDARD	
Statement of the Competency To consider various forms of art produced by aesthetic practices. Elements of the Competency 1 Develop an appreciation for the dynamics of the imagination in art. 2 Describe art movements. 3 Give a commentary on a work of art.	Achievement Context <ul style="list-style-type: none">• Students will work alone.• They will use a specified work of art and write a commentary of approximately 750 words. Performance Criteria 1.1 Precise explanation of a creative process connected to the construction of an imaginary universe. 2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. 3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.	
LEARNING ACTIVITIES		
Number of student-contact hours:	45	
Number of credits:	2	

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0014
OBJECTIVE		STANDARD
Statement of the Competency		Achievement Context
To produce a work of art.		<ul style="list-style-type: none"> • Working alone. • In the context of a practical exercise. • In a context of creation or interpretation. • Based on 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.		1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres.
2 Use the medium.		2.1 Personal, coherent use of elements of language.
		2.2 Satisfactory application of artistic techniques.
		2.3 Observance of the requirements of the method of production.
LEARNING ACTIVITIES		
Number of student-contact hours: 45 Number of credits: 2		

**OBJECTIVES AND STANDARDS –
PROGRAM-SPECIFIC COMPONENT**

CODE: 01TS	
OBJECTIVE	STANDARD
<p>Statement of the Competency To analyze the work functions.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To describe the work functions and the context in which they are carried out. 2. To examine the tasks and operations associated with the work functions. 3. To examine the skills and behaviours required to perform the work functions. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using recent information about jobs in the fields of administration and business. • Using recent information about sectors of activity in which administrative and business managers are employed. • Using all relevant reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Collection of relevant information. 1.2 Thorough examination of the general characteristics of the work functions and the context in which they are carried out. 1.3 Identification of the general characteristics of the work environments. 1.4 Recognition of self-employment possibilities in the fields of administration and business management. 2.1 Thorough examination of the operations of different work functions, the context in which they are carried out and their performance criteria. 2.2 Determination of the relative importance of tasks. 3.1 Establishment of relevant connections between skills and behaviours and the various tasks of the work functions. 3.2 Thorough examination of requirements concerning professional ethics and business culture.

CODE: 01TT	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To communicate and interact in a business management context.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To contribute to the implementation of the client-based approach. 2. To establish cooperative relationships with personnel inside and outside the organization. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the various work situations. • Based on values, organizational culture, policies and the establishment's or company's operating procedures. • Dealing with personnel from inside and outside the establishment or company. • Using tools of presentation and telephone communications equipment. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Correct perception of the context and particularities of the communication situation. 1.2 Appropriate application of communication and observation techniques. 1.3 Demonstration of empathy and open-mindedness when dealing with clients. 1.4 An approach adapted to each client's needs. 1.5 Constant demonstration of respect, open-mindedness and tolerance toward clients. 1.6 Constant concern for ethical behaviour in the client relationship. 2.1 Consideration of one's responsibilities in attaining objectives. 2.2 Constant participation in support of task completion. 2.3 Efficient communication with people inside and outside the organization. 2.4 Correct and efficient application of telephone communication techniques. 2.5 Use of original and efficient means to ensure the smooth performance of work activities. 2.6 Constant concern for ethics in interpersonal relationships.

Elements of the Competency	Performance Criteria
<p>3. To negotiate with personnel inside and outside the organization.</p> <p>4. To give presentations.</p> <p>5. To work in a team.</p>	<p>3.1 Proper recognition of the other party's interests.</p> <p>3.2 Objective presentation providing support for the interests to be defended.</p> <p>3.3 Use of an appropriate negotiation approach for the situation.</p> <p>3.4 Acceptance of objections in a spirit of cooperation.</p> <p>3.5 Attitude appropriate for negotiating.</p> <p>3.6 Respect for rules established by the store or company.</p> <p>4.1 Clear and interesting presentation of pertinent information.</p> <p>4.2 Use of quality tools in order to capture the audience's interest.</p> <p>4.3 Responses pertinent to the questions asked.</p> <p>4.4 Demonstration of a positive and respectful attitude.</p> <p>4.5 Demonstration of assurance and enthusiasm.</p> <p>5.1 Strict adherence to objectives, decisions and methods of teamwork.</p> <p>5.2 Methodical application of rules of teamwork.</p> <p>5.3 Application of pertinent solutions to the team's problems as well as to situation changes.</p> <p>5.4 Meeting preparation and leadership.</p> <p>5.5 Constant demonstration of a conciliatory attitude.</p> <p>5.6 Judicious evaluation of one's participation within the team.</p>

CODE: 01TU	
OBJECTIVE	STANDARD
<p>Statement of the Competency To use current software applications for business management tasks.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To use a computer workstation. 2. To choose the software. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the practice of the occupation. • Based on the establishment's or company's policies and regulations. • Using an independent computer workstation and a network with the appropriate software. • Using reference manuals in English and French for the various software applications. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Customization of the computer environment according to the user's needs. 1.2 Effective use of on-line help. 1.3 Efficient creation and management of folders and files. 1.4 Correct application of computer security procedures. 1.5 Correct application of data import and export procedures. 1.6 Respect for ergonomic regulations. 2.1 Careful examination of the task to perform. 2.2 Clear representation of the expected result. 2.3 Proper comparison of the principal features of current software applications. 2.4 Selection of the proper software to accomplish the given task. 2.5 Demonstration of curiosity and initiative in updating one's knowledge of the software.

CODE: 01TU	
<p>Elements of the Competency</p> <p>3. To produce documents.</p> <p>4. To automate tasks.</p> <p>5. To make use of network features.</p>	<p>Performance Criteria</p> <p>3.1 Clear definition of the expected result.</p> <p>3.2 Planning for an appropriate data organization for the support type and users.</p> <p>3.3 Layout of administrative texts and documents according to established presentation standards.</p> <p>3.4 Layout of tables containing text, numerical data and calculation formulas according to established presentation standards.</p> <p>3.5 Efficient use of database features.</p> <p>3.6 Layout of a multimedia presentation according to established standards.</p> <p>3.7 Methodical verification of results.</p> <p>3.8 Correct application of computer security measures.</p> <p>4.1 Creation of pertinent dynamic links between files.</p> <p>4.2 Appropriate use of software macro-commands.</p> <p>4.3 Development of appropriate templates.</p> <p>5.1 Correct application of the data exchange procedure.</p> <p>5.2 Proper execution of remote transactions.</p> <p>5.3 Judicious use of the possibilities offered by E-mail.</p>

CODE: 01TV	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To use statistical methods to analyze commercial data.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To determine the processing method for a given situation. 2. To collect and organize data. 3. To perform data processing. 4. To present results. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation, such as researching commercial data, product sales, budget management, human resources management and customer service. • Based on the establishment's or company's policies and operational procedures. • Using a computer system and appropriate software. • Using tools, tables and calculators. • Using appropriate reference manuals. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Proper analysis of the situation in question. 1.2 Proper identification of the objectives. 1.3 Choice of an appropriate processing method. 2.1 Determination of an appropriate sample. 2.2 Methodical data collection. 2.3 Efficient data organization. 3.1 Determination of appropriate calculations to perform. 3.2 Correct application of a scientific approach. 3.3 Description and proper estimation of population parameters. 3.4 Efficient use of software features, tables and calculators. 3.5 Exactness of calculations. 4.1 Judicious choice of information presentation mode. 4.2 Clear and orderly result presentation. 4.3 Rigorous application of presentation standards for tables, graphics and reports. 4.4 Attention to precision and detail.

CODE: 01TV	
<p>Elements of the Competency</p> <p>5. To interpret results.</p>	<p>Performance Criteria</p> <p>5.1 Identification of significant elements according to the situation.</p> <p>5.2 Establishment of pertinent relationships between the different elements to be processed.</p> <p>5.3 Logical summary of results.</p>

CODE: 01TW	
OBJECTIVE	STANDARD
<p>Statement of the Competency To research and analyze commercial data.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze the need for information. 2. To determine the research method. 3. To collect and process data. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Based on a request or need. • Using a computer system and appropriate software. • Based on consultations with consumers. • Using reference documents in English and French. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Proper definition of the information need. 1.2 Judicious selection of information sources. 1.3 Definition of appropriate objectives and hypotheses concerning the information need. 2.1 Determination of a research method appropriate to the context. 2.2 Determination of a frame of reference and a sample appropriate for the research method. 3.1 Selection and implementation of data collection tools according to the situation. 3.2 Pertinent collection of data according to its nature, the established sample and collection tool used. 3.3 Proper data processing. 3.4 Efficient use of appropriate conventional and computer-assisted research tools.

CODE: 01TW	
<p>Elements of the Competency</p> <p>4. To analyze data.</p> <p>5. To present results.</p>	<p>Performance Criteria</p> <p>4.1 Application of a logical and rigorous analysis procedure.</p> <p>4.2 Proper analysis of the frequency of different variables.</p> <p>4.3 Establishment of pertinent relationships between variables.</p> <p>4.4 Consideration of the psychological and social factors as well as the attitudes and behaviours characterizing the clientele of the various market sectors.</p> <p>4.5 Efficient use of an analysis software.</p> <p>4.6 Results obtained that either confirm or refute the research objectives and hypotheses.</p> <p>5.1 Writing of a clear, complete and coherent report.</p> <p>5.2 Formulation of judicious conclusions and recommendations.</p> <p>5.3 Orderly presentation of results in tables and graphics.</p> <p>5.4 Efficient use of presentation software.</p> <p>5.5 Use of proper and convincing arguments in the oral presentation of results.</p> <p>5.6 Quality of written and oral communication.</p>

CODE: 01TX	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To establish a marketing plan and ensure its implementation.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze data necessary to building a marketing plan. 2. To establish the goals of the marketing plan. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on a request or need. • Based on the mission and policies of the establishment or company, internal data and the established budget. • Using a network computer and appropriate software. • In cooperation with the managers. • Using information from a marketing study of the market. • Based on pertinent reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Rigorous analysis of the establishment's or company's macro and micro environment. 1.2 Rigorous analysis of consumer purchasing habits in the various market sectors. 1.3 Establishment of an overall picture of the company's environment and consumer purchasing habits. 1.4 Correct definition of the consumer's decision-making process. 2.1 Definition of clear and pertinent financial and marketing objectives. 2.2 Consideration of the establishment's or company's mission and policies. 2.3 Consideration of the establishment's or company's human, material and financial resources. 2.4 Efficient use of available internal data. 2.5 Adherence to the allotted budget. 2.6 Demonstration of conviction, consistency and interest when presenting the objectives.

CODE: 01TX	
<p>Elements of the Competency</p> <p>3. To establish a marketing strategy.</p> <p>4. To distribute budget amounts in the marketing plan.</p> <p>5. To design and implement the marketing plan.</p> <p>6. To follow up on the marketing plan and evaluate the results.</p>	<p>Performance Criteria</p> <p>3.1 Definition of clear strategies for acquiring or developing products or for providing services that take into account their nature and lifespan.</p> <p>3.2 Definition of a pricing strategy for a product or service that takes into account its nature as well as market evolution and consumer perception.</p> <p>3.3 Definition of a pertinent management strategy for distribution channels.</p> <p>3.4 Definition of a judicious communication strategy taking into account the promotional element and each of its components.</p> <p>3.5 Definition of a clear after-sale service strategy that conforms to established policies.</p> <p>3.6 Coherence of the components of a marketing strategy that accounts for the target consumer.</p> <p>4.1 Logical distribution of amounts between the various marketing components.</p> <p>4.2 Adherence to the general budget.</p> <p>5.1 Design of a complete marketing plan.</p> <p>5.2 Design of a clear and structured plan.</p> <p>5.3 Respect for spelling and grammar rules.</p> <p>5.4 Clear and complete transmission of information concerning the established plan.</p> <p>5.5 Use of efficient communication methods.</p> <p>6.1 Periodic verification and recording of results.</p> <p>6.2 Use of pertinent evaluation methods and comparison with past years.</p> <p>6.3 In-depth analysis of results according to established objectives.</p> <p>6.4 Proposal and implementation of methods to correct the situation or improve the efficiency of the marketing plan.</p>

CODE: 01TY	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To use legal resources that apply to commercial activities.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To research and consult legal information concerning job situations. 2. To recognize and apply laws regarding the exercise of the occupation. 3. To evaluate the consequences of a legal infringement in the exercise of the occupation. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Referring to organizations, resource people and computerized sources. • Using regulations pertaining to the work in general and particular aspects of the business and commercial sectors. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of situations that justify an information search. 1.2 Clarification of the legal question to be resolved. 1.3 Recognition of the legal framework in which the situation falls. 1.4 Identification of appropriate information sources. 1.5 Application of an efficient consultation process. 1.6 Identification of laws and jurisprudence that apply to the situation. 1.7 Recognition of the significance and scope of the applicable legal stipulations. 2.1 Recognition and application of legal regulations governing business and commercial documents. 2.2 Recognition and application of rights and obligations resulting from a law, regulation or contract. 2.3 Recognition of the impact of legal stipulations concerning the store's or company's activities. 2.4 Commitment to staying abreast of the latest regulations. 3.1 Recognition of the consequences of breaking a legal or contractual obligation. 3.2 Recognition of the penalties that may be imposed for neglecting one's duties, obligations or responsibilities.

CODE: 01TZ	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To communicate in French with the personnel and directors of the establishment or company.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To receive and transmit information orally. 2. To interpret the context of documents written in French. 3. To write the documents. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In oral and written communication situations representative of the various work situations. • Using a network computer system and current software applications. • Using business documents written in French. • Using pertinent reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Proper use of communication techniques. 1.2 Understanding the messages transmitted by the speaker. 1.3 Clarification of aspects not understood. 1.4 Using a level of language appropriate for the person addressed. 1.5 Use of appropriate business terminology. 1.6 Use of correct expressions. 1.7 Attention to the quality of oral expression. 2.1 Correct interpretation of the information. 2.2 Clarification of aspects not understood. 2.3 Use of appropriate help sources. 3.1 Correct use of current business terminology. 3.2 Rigorous application of grammar, spelling and syntax rules. 3.3 Writing of a coherent, clear, precise and concise text. 3.4 Use of a style and level of language appropriate for the addressee and context. 3.5 Good general presentation.

CODE: 01U0	
OBJECTIVE	STANDARD
<p>Statement of the Competency To deal with clients and suppliers in French.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To establish contact with a client. 2. To respond to a client's request. 3. To take client objections into consideration. 4. To negotiate with suppliers. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In oral and written communication situations representative of the various work situations. • Using a network computer system and current software applications. • Using commercial transaction forms. • Using pertinent reference manuals. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Use of the appropriate polite forms of address. 1.2 Formulation of pertinent questions concerning the person's needs. 1.3 Use of a level of language appropriate for the person addressed. 1.4 Quality oral expression. 2.1 Correct interpretation of the request. 2.2 Clarification of the expressed needs. 2.3 Transmission of clear, concise and pertinent explanations. 2.4 Correct sentence construction. 2.5 Correct pronunciation of terms used. 3.1 Understanding of the nature of the objection. 3.2 Presentation of clear, coherent arguments to prove or refute the statements. 3.3 Use of a vocabulary that is correct and adapted to the context. 3.4 Demonstration of patience and diplomacy. 4.1 Formulation of clear and precise requests for information. 4.2 Judicious discussion of issues in the negotiation and closing of agreements. 4.3 Use of terminology appropriate for the marketing domain. 4.4 Demonstration of respect during the discussions. 4.5 Quality of oral and written expression.

<p>Elements of the Competency</p> <p>5. To write commercial transaction documents.</p>	<p>Performance Criteria</p> <p>5.1 Use of appropriate document.</p> <p>5.2 Correct entry of all information on the forms.</p> <p>5.3 Quality writing of the transaction documents and those that accompany them.</p> <p>5.4 Observance of grammar and spelling rules.</p>
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CODE: 01U1	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To promote products and services using mass media methods.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze the establishment's or company's commercial image. 2. To determine the mass media objectives. 3. To select the mass media methods and define a distribution plan. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the various work situations. • Based on a request or need. • Based on the establishment's or company's policies or operating procedures. • Using a network computer system and current software applications. • Respecting the marketing strategy and established budget. • In cooperation with resource personnel. • Using equipment and materials required to produce promotional tools. • Using appropriate reference documents. • Based on pertinent regulations. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Judicious analysis of the commercial image based on the clientele and the products and services to be promoted. 1.2 Consideration for the data from the marketing plan. 1.3 Identification of key elements to be considered in the performance of promotional activities. 2.1 Identification of pertinent objectives according to the marketing plan. 2.2 Consideration of existing communication models. 2.3 Respect for established budgetary limits. 3.1 Judicious choice of the promotional mix. 3.2 Correct determination of the coverage, frequency and media effect as a function of the message. 3.3 Appropriate budget distribution according to the promotional mix.

CODE: 01U1	
<p>Elements of the Competency</p> <p>4. To create advertising messages and participate in their production.</p> <p>5. To produce advertising tools and present them.</p> <p>6. To participate in the implementation of an advertising campaign.</p>	<p>Performance Criteria</p> <p>4.1 Determination of the appropriate media.</p> <p>4.2 Production of a clear and convincing message in keeping with the chosen media.</p> <p>4.3 Correct and efficient use of message production tools.</p> <p>4.4 Texts conforming to grammar and spelling rules.</p> <p>4.5 Judicious analysis of messages produced by others.</p> <p>4.6 Demonstration of judgment, objectivity and rigour in one's analyses.</p> <p>5.1 Efficient use of pertinent computer tools.</p> <p>5.2 Production of varied advertising tools appropriate for the various situations.</p> <p>5.3 Correct and efficient use of communication media.</p> <p>5.4 Design and production of a Web site that presents information clearly and conforms to the establishment's or company's commercial image.</p> <p>5.5 Demonstration of independence and creativity.</p> <p>5.6 Production of a clear and coherent press release.</p> <p>5.7 Clear and dynamic presentation of the tools produced.</p> <p>5.8 Quality oral and written expression.</p> <p>5.9 Efficient cooperation with the proper resource personnel.</p> <p>6.1 Judicious determination of the advertising campaign.</p> <p>6.2 Consideration of established communication strategies.</p> <p>6.3 Efficient cooperation with resource personnel.</p>

CODE: 01U1	
<p>Elements of the Competency</p> <p>7. To evaluate the results of promotional activities.</p>	<p>Performance Criteria</p> <p>7.1 Collection and recording of pertinent data.</p> <p>7.2 Proper interpretation of the results according to the collected data.</p> <p>7.3 Clear and precise communication of the results obtained.</p> <p>7.4 Proposition and implementation of the methods to improve the mass media strategy.</p>

CODE: 01U2	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To sell products and services in a commercial establishment.</p> <p>Elements of the Competency</p> <p>1. To welcome a client.</p> <p>2. To present and propose products and services.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Dealing with an anglophone and francophone clientele. • Based on the company's policies and operating procedures. • Using informatics, electronic and conventional equipment necessary for sales and communication activities. • Using necessary materials and appropriate documentation. • Based on pertinent regulations. <p>Performance Criteria</p> <p>1.1 Correct application of the welcome procedure.</p> <p>1.2 Consideration for the establishment's professional image.</p> <p>1.3 Quality of oral expression.</p> <p>1.4 Adaptation of language level according to the client addressed.</p> <p>1.5 Demonstration of courtesy and a positive attitude.</p> <p>1.6 Respect for personal and cultural differences.</p> <p>2.1 Clear and precise presentation of the products and services offered.</p> <p>2.2 Application of a presentation method that conforms to company policy.</p> <p>2.3 Efficient use of appropriate communication techniques.</p> <p>2.4 Proper identification of the client's needs and expectations.</p> <p>2.5 Proposal of products and services according to the client's needs and particularities.</p> <p>2.6 Correct interpretation of nonverbal messages.</p> <p>2.7 Use of strategies to emphasize the products and services offered.</p>

CODE: 01U2	
<p>Elements of the Competency</p> <p>3. To encourage the client to make a decision and to close the sale.</p> <p>4. To ensure customer loyalty and service after the sale.</p> <p>5. To produce a sales report.</p> <p>6. To update one's knowledge of promotions and new products and services.</p>	<p>Performance Criteria</p> <p>3.1 Clarification of the client's objections.</p> <p>3.2 Efficient use of sales techniques.</p> <p>3.3 Arguments to reinforce and prompt the decision to purchase.</p> <p>3.4 Comparison of products or services offered by the company with those of the competition.</p> <p>3.5 Behaviour in keeping with professional ethics.</p> <p>3.6 Use of efficient methods to close the sale.</p> <p>3.7 Clear communication of information on the company's merchandise return policy.</p> <p>3.8 Correct performance of operations related to the different payment modes.</p> <p>4.1 Judicious use of methods to ensure customer loyalty.</p> <p>4.2 Efficient complaint management.</p> <p>4.3 Correct application of return policies.</p> <p>4.4 Respect of the manufacturer's warrantee.</p> <p>4.5 Verification of the client's satisfaction.</p> <p>4.6 Personalized and empathetic approach.</p> <p>5.1 Collecting information necessary for report production.</p> <p>5.2 Efficient use of research and information presentation tools.</p> <p>5.3 Writing of a clear, coherent report that conforms to the company's content and presentation requirements.</p> <p>5.4 Emphasis of elements designed to motivate the personnel and to encourage a judicious decision concerning an offer of products and services.</p> <p>5.5 Standardized reports.</p> <p>6.1 Update of one's knowledge of policies, strategies and products or services offered by the company.</p> <p>6.2 Efficient use of pertinent research tools.</p> <p>6.3 Judicious and complete analysis of new products or services offered by the company and the competition.</p> <p>6.4 Demonstration of curiosity and interest in the new products or services on the market as well as those requested by the clients.</p>

CODE: 01U3	
OBJECTIVE	STANDARD
<p>Statement of the Competency To apply management processes in a marketing context.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> To perform planning activities. To perform organizational activities. To participate in management activities. To perform evaluation activities. 	<p>Achievement Context</p> <ul style="list-style-type: none"> In work situations representative of the exercise of the occupation. Based on the establishment's or company's objectives, policies, tools and management methods. Using a computer and appropriate software. <p>Performance Criteria</p> <ol style="list-style-type: none"> Global examination of the situation. Report on specific elements to be considered in the planning. Establishment of pertinent operational objectives. Selection of the appropriate method and planning tool to meet the objectives. Rigorous application of the chosen planning method. Efficient use of chosen planning tools. Proper planning of activities. Global examination of the situation. Report on specific elements to be considered in the planning. Selection of the method and organizational tool appropriate for meeting the objectives. Rigorous application of the chosen organizational method. Efficient use of chosen organizational tools. Efficient organization. Use of appropriate means to orient the personnel toward the objectives. Establishment and implementation of communications methods adapted to the situation, objectives and personnel. Determination of standards and criteria to evaluate whether or not the objectives have been met. Regular evaluation of attainment of objectives. Proper analysis of the shortcomings. Establishment of pertinent corrective measures.

CODE: 01U3	
<p>Elements of the Competency</p> <p>5. To adapt methods and management tools.</p>	<p>Performance Criteria</p> <p>5.1 Clear representation of the characteristics of the newly implemented management approach.</p> <p>5.2 Emphasis on main changes in management procedures and their effects on the method and tools used by the establishment or company.</p> <p>5.3 Evaluation of the pertinence of adapting the management methods and tools.</p> <p>5.4 Design of management methods and tools adapted to the new approach.</p> <p>5.5 Verification of the efficiency of the management methods and tools.</p> <p>5.6 Demonstration of curiosity and initiative in researching new management methods and tools.</p> <p>5.7 Update of one's knowledge of current management trends.</p>

CODE: 01U4	
OBJECTIVE	STANDARD
<p>Statement of the Competency To form a sales team.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To define the need for personnel. 2. To preselect candidates. 3. To hire personnel. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Based on the establishment's or company's policies and standards. • Using a human resources bank or the aid of specialized organizations. • Using a network computer system and appropriate software. • Based on established sales objectives and available budgets. • Based on necessary documentation and pertinent regulations. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Proper analysis of qualitative and quantitative personnel needs. 1.2 Consideration of the objectives, budgetary constraints and the necessity to ensure that activities are performed properly. 1.3 Correct writing of the description of the position to fill including its requirements. 1.4 Writing of a clear job offer in keeping with the requirements of the organization or company. 1.5 Consideration for the employment conditions in effect in the market at the time the offer is issued. 2.1 Use of pertinent means to recruit personnel. 2.2 Preparation of pertinent selection tools. 2.3 Rigorous analysis of applications received. 2.4 Effective use of selection tools. 2.5 Judicious selection of candidates. 3.1 Preparation of pertinent general and situational questions. 3.2 Correct application of interview techniques. 3.3 Adherence to regulations and policies in effect. 3.4 Behaviour in keeping with professional ethics. 3.5 Proper evaluation of interview results versus the established criteria.

CODE: 01U4	
<p>Elements of the Competency</p> <p>4. To initiate a new employee and integrate him or her into the sales team.</p>	<p>Performance Criteria</p> <p>4.1 Design of a complete and structured new-employee orientation plan.</p> <p>4.2 Clear information of the establishment's or company's mission, objectives and operating procedures.</p> <p>4.3 Emphasis of the chosen approach.</p> <p>4.4 Clear presentation of the products or services offered by the establishment or company.</p> <p>4.5 Correct introduction of the current personnel.</p> <p>4.6 Demonstration of a welcoming and helpful attitude.</p>

CODE: 01U5	
OBJECTIVE	STANDARD
<p>Statement of the Competency To produce accounting data for management purposes.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To collect accounting data. 2. To process accounting data. 3. To produce financial reports. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Based on the establishment's or company's policies and operating procedures and the need for information expressed by the managers. • Referencing current government standards. • Using a computer and accounting software. • Based on supporting documentation. • Using pertinent reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Collection of required data. 1.2 Appropriate and efficient data classification. 1.3 Rigorous evaluation of the exactness of the collected information. 2.1 Precise entry of current operations. 2.2 Efficient use of the accounting software. 2.3 Adherence to generally recognized accounting methods. 2.4 Application of a filing method to ensure rapid document access and effective use. 3.1 Choice of pertinent reports accounting for commercial management requirements. 3.2 Consideration of the information needed for report production. 3.3 Accuracy of the information produced. 3.4 Judicious choice of presentation format. 3.5 Timely transmission of information to ensure its utility.

CODE: 01U6	
OBJECTIVE	STANDARD
<p>Statement of the Competency To analyze accounting and financial data for commercial management purposes.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To interpret financial reports. 2. To calculate performance indicators. 3. To analyze performance indicators. 4. To transmit the analysis results. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Based on the establishment's or company's policies or operating procedures. • Using a computer and appropriate software. • Using performance indicators and the necessary accounting data. • In cooperation with personnel in charge of accounting and finance. • Based on pertinent reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Statement showing important elements. 1.2 Establishment of the relationships between the various report elements. 2.1 Choice of pertinent indicators. 2.2 Judicious choice of data necessary for the calculations. 2.3 Proper determination of the required degree of precision. 2.4 Accuracy of calculations. 3.1 Choice of pertinent analysis mode. 3.2 Choice of pertinent elements of comparison. 3.3 Report of important variances. 3.4 Determination of the probable causes of the variances. 3.5 Collection of required supplementary information. 4.1 Clear, precise and useful transmission of information. 4.2 Formulation of suggestions to improve results.

CODE: 01U7	
OBJECTIVE	STANDARD
<p>Statement of the Competency To prepare and manage an operating budget.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To collect and analyze the data. 2. To determine the budgetary objectives. 3. To establish and present the budget. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In work situations representative of the exercise of the occupation. • Based on the establishment's or company's policies or operating procedures. • Based on a marketing plan, archived data, forecasts and data on the external situation. • Using a computer and the appropriate software. • Interacting with those who have the needed information. • Respecting the established budgetary limits. • Using pertinent reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Collection of all information required to make the budget. 1.2 Concrete analysis of the situation created by the economic, legal and political elements as well as the competition. 1.3 Judicious analysis of the products as well as sales and other issues. 2.1 Consideration of established policies, marketing plan and analysis results. 2.2 Determination of realistic objectives concerning sales, profitability and productivity. 2.3 Appropriate evaluation of established objectives. 2.4 Participation in forming a consensus on budgetary objectives. 2.5 Choice of pertinent means to meet the objectives. 3.1 Precise establishment of budget items. 3.2 Judicious distribution of the global budget amount between the budget items according to the accounting period. 3.3 Consideration for budgetary objectives as well as holidays and special events. 3.4 Clear and well supported presentation of the budget.

CODE: 01U7	
<p>Elements of the Competency</p> <p>4. To ensure budget evaluation and follow-up.</p>	<p>Performance Criteria</p> <p>4.1 Design and use of tools to measure budget effectiveness and to perform follow-up activities.</p> <p>4.2 Application of measures to improve the methods of attaining budgetary objectives.</p> <p>4.3 Regular, methodical and rigorous budget tracking.</p> <p>4.4 Precise measure of the variance between the budget and actual figures.</p> <p>4.5 Identification of possible causes of the variance.</p> <p>4.6 Periodic production of correct and well-supported reports.</p> <p>4.7 Rapid transmission of information to the proper personnel.</p>

CODE: 01U8	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To ensure merchandise availability in a commercial establishment.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To determine merchandise needs and purchase stock. 2. To receive and check the merchandise. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Based on the establishment's policies and operating procedures as well as the operating budget. • Dealing with both anglophone and francophone suppliers. • Using a network computer and appropriate software. • Using supplier catalogues. • Using order forms and other documents. • Using equipment and materials necessary for stock management. • Using paper and electronic reference resources in English and French. • Based on pertinent regulations. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Proper needs evaluation. 1.2 Proper analysis of products offered by various suppliers. 1.3 Judicious choice of suppliers and products. 1.4 Consideration of budget limitations. 1.5 Proper use of negotiation techniques when making agreements with suppliers. 1.6 Correct application of the purchase process. 1.7 Creation and effective update of supplier files. 2.1 Careful inspection of merchandise received versus the order placed. 2.2 Attentive inspection of the merchandise for defects. 2.3 Correct application of the return process for defective merchandise. 2.4 Correct merchandise labelling.

CODE: 01U8	
<p>Elements of the Competency</p> <p>3. To place and rotate stock.</p> <p>4. To keep track of merchandise in stock.</p>	<p>Performance Criteria</p> <p>3.1 Appropriate merchandise placement.</p> <p>3.2 Correct application of techniques for lifting and handling heavy loads.</p> <p>3.3 Taking precaution when handling fragile and dangerous products.</p> <p>3.4 Respect for health and safety regulations for dangerous products.</p> <p>3.5 Summary report of received merchandise.</p> <p>3.6 Efficient and correct use of merchandise entry and exit.</p> <p>3.7 Adherence to stock rotation rules.</p> <p>3.8 Demonstration of constant attention to ensuring merchandise availability.</p> <p>4.1 Efficient use of detailed and approximate means of evaluating stock numbers.</p> <p>4.2 Rigorous tracking of merchandise in both physical inventory and accounting ledgers.</p> <p>4.3 Proper comparison of quantities in stock with quantities sold.</p> <p>4.4 Identifying instances of loss or theft.</p>

CODE: 01U9	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To use up-to-date economic information in commercial management tasks.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To research and process information. 2. To analyze information. 3. To produce an analysis report. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on varied information requests representative of the exercise of the occupation. • With the aid of appropriate organizations. • Using a network computer and appropriate software. • Using paper and electronic references resources in English and French. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Proper analysis of the request. 1.2 Precise definition of the nature of the useful information. 1.3 Consultation with organizations that are likely to have the required information. 1.4 Extraction of the pertinent information. 1.5 Appropriate processing of the extracted information. 2.1 Judicious choice of analysis elements. 2.2 Recognition of market mechanisms. 2.3 Emphasis on the repercussions of the current economic situation on the establishment's or company's activities. 2.4 Emphasis on the economic effect of the government's budgetary and monetary decisions on the establishment's or company's activities. 2.5 Emphasis on the effects of globalization on the establishment's or company's activities. 3.1 Production of a report showing the important analysis points of the establishment's or company's activities. 3.2 Clear and concise analysis report content. 3.3 Rigorous application of grammar, spelling and syntax rules. 3.4 Adherence to analysis report presentation rules. 3.5 Correctly established relationships.

CODE: 01UA	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To sell products and services by means of representatives.</p> <p>Elements of the Competency</p> <p>1. To plan representation activities.</p> <p>2. To solicit potential clients.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Based on the company's policies and operating procedures. • Using a network computer and appropriate software. • Dealing with both a francophone and anglophone clientele. • Using audiovisual and electronic equipment necessary for presenting the products offered. • Using samples of the products presented. • Using technical manuals and any other pertinent documents or reference resources. • Based on pertinent regulations. <p>Performance Criteria</p> <p>1.1 Efficient potential client search.</p> <p>1.2 Proper definition of the client profile for a given territory.</p> <p>1.3 Proper analysis of the characteristics of competitors' products or services.</p> <p>1.4 Creation and update of a client database.</p> <p>1.5 Logical planning of prospecting, solicitation and product or service presentation.</p> <p>1.6 Proper and realistic planning for visiting clients over a given period.</p> <p>2.1 Proper analysis of a client's needs based on the type of company and its structural and cultural organization.</p> <p>2.2 Consideration for the client's past record.</p> <p>2.3 Correct application of the solicitation process.</p> <p>2.4 Quality of the oral and written communication.</p> <p>2.5 Establishment of effective contact with the decision-makers.</p> <p>2.6 Efficient use of planning and time-management tools.</p>

CODE: 01UA	
<p>Elements of the Competency</p> <p>3. To present and propose products and services.</p> <p>4. To close the sale.</p> <p>5. To provide service after the sale.</p>	<p>Performance Criteria</p> <p>3.1 Clear and precise presentation of products or services offered.</p> <p>3.2 Demonstration of confidence and good product knowledge.</p> <p>3.3 Active listening and proper identification of the client's needs and expectations.</p> <p>3.4 Efficient use of pertinent visual presentation techniques and tools to present the products or services.</p> <p>3.5 Proper clarification of the client's objectives.</p> <p>3.6 Presentation of an argument to reinforce and hasten the purchase decision.</p> <p>4.1 Appropriate preparation of bids according to the specifications.</p> <p>4.2 Effective negotiation of conditions for acquiring the product or service.</p> <p>4.3 Consideration for the company's requirements and restrictions.</p> <p>4.4 Appropriate follow-up on a client who has yet to make a final decision.</p> <p>4.5 Efficient use of techniques to close the sale.</p> <p>4.6 Proper writing of a sales contract or service agreement.</p> <p>4.7 Respect for the company's rules and government regulations in effect.</p> <p>4.8 Clear and precise communication of information on merchandise return policies.</p> <p>5.1 Correct execution of the steps in the product shipment operation or those regarding a service agreement.</p> <p>5.2 Establishment and implementation of an efficient follow-up plan.</p> <p>5.3 Effective complaint management.</p> <p>5.4 Correct application of return policies for defective or unsold merchandise.</p> <p>5.5 Respect for contract conditions or signed agreements as well as the manufacturer's warrantee.</p>

CODE: 01UA	
<p>Elements of the Competency</p> <p>6. To produce reports.</p> <p>7. To follow market evolution.</p>	<p>Performance Criteria</p> <p>6.1 Production of a clear and complete sales report.</p> <p>6.2 Exactness of the sales report data.</p> <p>6.3 Production of a precise and detailed report of dealings.</p> <p>6.4 Production of a complete report of accepted bids in keeping with the company's policies.</p> <p>7.1 Efficient and complete analysis of new products or services offered.</p> <p>7.2 Use of pertinent research methods.</p> <p>7.3 Demonstration of curiosity and initiative.</p> <p>7.4 Proposal of new products or services in response to the perceived needs of the clientele.</p>

CODE: 01UB	
OBJECTIVE	STANDARD
<p>Statement of the Competency To supervise a sales team.</p> <p>Elements of the Competency 1. To organize the work.</p> <p>2. To provide support for the sales team.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> Based on the establishment's or company's policies, orders and operating procedures. Using employee files. Using a computer system and appropriate software. Using tables necessary to organize and evaluate the work. Using appropriate reference guides and pertinent regulations. <p>Performance Criteria</p> <p>1.1 Correct establishment of the task list and available human resources.</p> <p>1.2 Logical distribution of tasks according to the available personnel and work calendar.</p> <p>1.3 Consideration for preferences and personnel constraints.</p> <p>1.4 Judicious assignment of tasks and work hours.</p> <p>1.5 Proper determination and clear transmission of expectations and production objectives.</p> <p>1.6 Consideration for labour laws and those concerning health and safety in the workplace.</p> <p>2.1 Implementation of measures to motivate personnel and provide them with the needed assistance.</p> <p>2.2 Quality communication adapted for the personnel and situations.</p> <p>2.3 Demonstration of a willingness to listen to the employees.</p> <p>2.4 Creation of a good environment that encourages work.</p> <p>2.5 Demonstration of autonomy and leadership.</p> <p>2.6 Implementation of measures to reduce stress factors.</p>

CODE: 01UB	
<p>Elements of the Competency</p> <p>3. To resolve work conflicts.</p> <p>4. To evaluate personnel performance.</p> <p>5. To implement means to improve personnel performance.</p> <p>6. To terminate an employee.</p>	<p>Performance Criteria</p> <p>3.1 Proper analysis of contextual elements.</p> <p>3.2 Judicious and efficient resolution of interpersonal problems.</p> <p>3.3 Application of disciplinary measures appropriate for the observed behaviour.</p> <p>3.4 Behaviour in keeping with rules of professional ethics.</p> <p>3.5 Adherence to the establishment's or company's orders and operating procedures.</p> <p>4.1 Design and adaptation of evaluation tools that are both structured and easy to use.</p> <p>4.2 Objective and equitable evaluation.</p> <p>4.3 Judicious result analysis.</p> <p>4.4 Careful record of the personnel evaluation results.</p> <p>4.5 Structured transmission of results to the employee in question and the prioritization of aspects to improve.</p> <p>4.6 Demonstration of tact and diplomacy.</p> <p>4.7 Respect for the confidentiality of the results.</p> <p>4.8 Careful and regular evaluation of personnel files.</p> <p>5.1 Evaluation of the pertinence of objectives.</p> <p>5.2 Reorganization of work according to evaluation results.</p> <p>5.3 Implementation of pertinent means of improvement.</p> <p>5.4 Taking into account new management methods.</p> <p>6.1 Adherence to government regulations and the establishment's or company's policies.</p> <p>6.2 Demonstration of tact and diplomacy.</p> <p>6.3 Creation of a file in support of an employee's termination.</p> <p>6.4 Correct application of the employee termination procedure.</p> <p>6.5 Respect for government regulations.</p> <p>6.6 Correct writing of employee termination documents.</p>

CODE: 01UC	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To set up a sales space and visual presentation of the products and services.</p> <p>Elements of the Competency</p> <p>1. To establish a space utilization plan.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • For different types of companies specialized in the sale of products or services. • In a commercial establishment or at an exposition. • In support of development or promotional objectives. • Based on the establishment's or exposition centre's policies, orders and requirements. • Based on a marketing plan and data on location dimensions, equipment and products. • Using a computer system and appropriate software. • Using necessary presentation equipment. • Based on appropriate reference sources and pertinent government regulations. <p>Performance Criteria</p> <p>1.1 Careful visual inspection of the whole area according to the collected data.</p> <p>1.2 Judicious determination of component placement.</p> <p>1.3 Efficient and secure planning of walking area.</p> <p>1.4 Judicious determination of the presentation areas for the products or services.</p> <p>1.5 Efficient use of a 3-D design software.</p> <p>1.6 Consideration for the type of product or service offered.</p> <p>1.7 Creation of an environment that promotes sales and use of the services.</p>

CODE: 01UC	
<p>Elements of the Competency</p> <p>5. To display promotional information.</p> <p>6. To evaluate the results of the merchandising strategies.</p>	<p>Performance Criteria</p> <p>5.1 Establishment, implementation and efficient update of signage in the service areas as well as product placement.</p> <p>5.2 Clear written communication of information concerning the store's or company's policies.</p> <p>5.3 Establishment, implementation and update of promotional signage.</p> <p>5.4 Quality of the written communication.</p> <p>5.5 Adherence to signage and product labelling regulations.</p> <p>5.6 Regular verification that the information on the labels corresponds to that on the signs.</p> <p>6.1 Judicious analysis of sales results accounting for presentation and advertising strategies.</p> <p>6.2 Use of appropriate tools and methods to collect and analyze data.</p> <p>6.3 Production of a clear report containing reliable data.</p> <p>6.4 Proposal of pertinent solutions to improve marketing.</p>

CODE: 01UD	
OBJECTIVE	STANDARD
<p>Statement of the Competency To train sales personnel.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> To determine the training needs. To prepare and give a training course. To evaluate the results of the training. 	<p>Achievement Context</p> <ul style="list-style-type: none"> In situations representative of the exercise of the occupation such as hiring new personnel, responding to a request or need or updating one's knowledge. Based on the establishment's or company's policies, standards and methods. Using a computer and appropriate software. With the aid of resource personnel. Using pertinent reference manuals. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Emphasis on the difficulties encountered by the personnel. 1.2 Precise determination of the needs and the order of priority in which they are to be addressed. 1.3 Establishment of a detailed, structured and pertinent training plan. 1.4 Consideration for time and financial constraints. 2.1 Establishment of training objectives appropriate to the needs. 2.2 Correct preparation of the set of materials needed for the training course. 2.3 Design and correct adaptation of pertinent evaluation tools. 2.4 Choice and application of appropriate and dynamic teaching methods. 2.5 Clear and precise communication of course content. 2.6 Regular checks to ensure that the participants have understood the material. 3.1 Judicious evaluation to see if the objectives have been met and the participants are satisfied. 3.2 Honest and equitable evaluation of what the participants have learned. 3.3 Proper transmission of the results and methods to improve. 3.4 Production of a concise and coherent report of the training provided.

CODE: 01UD	
<p>Elements of the Competency</p> <p>4. To perform training follow-up.</p>	<p>Performance Criteria</p> <p>4.1 Judicious evaluation of what was learned.</p> <p>4.2 Use of pertinent and efficient strategies and follow-up methods.</p> <p>4.3 Pertinent modification of strategies or the training plan in view of insurmountable difficulties.</p> <p>4.4 Design and implementation of a pertinent continuing education program for the personnel.</p>

CODE: 01UE	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To implement and supervise a customer service operation using a quality approach.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To determine the particularities of the customer service system to implement. 2. To implant the customer service system. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In support of increasing the quality of the customer service provided, adapting this service to a new product or service or creating one's own business. • Based on the establishment's or company's policies and operating procedures. • Using a computer and appropriate software. • Based on a study of customer service provided to a particular commercial sector. • Respect for established budgetary limits. • Based on government regulations and any other pertinent reference documents. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Using appropriate information sources. 1.2 Report of the service offered by competitors. 1.3 Correct identification of expectations and trends concerning customer service. 1.4 Definition of clear, pertinent and realistic objectives. 1.5 Definition of pertinent means to ensure the quality of the customer service to be put in place and to distinguish it from the competition. 1.6 Definition of judicious and realistic quality standards. 1.7 Consideration for the establishment's or company's functional and budgetary limits. 2.1 Clear communication of the service features to the personnel and clientele. 2.2 Creation and update of an efficient and pertinent database. 2.3 Correct implementation of pertinent and effective means to ensure customer loyalty.

CODE: 01UE	
<p>Elements of the Competency</p> <p>3. To manage a quality customer service centre.</p> <p>4. To ensure the security of the customer service operation.</p> <p>5. To ensure customer service follow-up.</p>	<p>Performance Criteria</p> <p>3.1 Efficient collection of information on the quality of the service provided.</p> <p>3.2 Careful, objective analysis of complaints.</p> <p>3.3 Proper writing of the complaint forms.</p> <p>3.4 Effective response to the complaints in view of preserving the relationship with the client.</p> <p>3.5 Respect for company policies, methods and regulations.</p> <p>3.6 Behaviour proper for the situation and people involved.</p> <p>3.7 Effective use of methods to verify the client's degree of satisfaction.</p> <p>4.1 Identification of actual and potential sources of danger.</p> <p>4.2 Judicious evaluation of the situation.</p> <p>4.3 Implementation of security measures that are both pertinent and in keeping with current regulations.</p> <p>4.4 Correct application of first aid techniques.</p> <p>4.5 Correct writing of accident and incident reports.</p> <p>5.1 Correct preparation and use of methods to evaluate the service offered.</p> <p>5.2 Methodical and regular verification of the application and effectiveness of the implemented methods.</p> <p>5.3 Judicious analysis of the evaluation results.</p> <p>5.4 Implementation of means to correct the deficiencies or improve the quality of the service offered.</p> <p>5.5 Production of a precise and coherent report.</p>

CODE: 01UF	
OBJECTIVE	STANDARD
<p>Statement of the Competency To research opportunities for international trade.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To evaluate international trade possibilities. 2. To analyze the risks associated with international trade. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation. • Based on the establishment's or company's policies and operating procedures. • Using a network computer and appropriate software. • Dealing with both anglophones and francophones. • With the aid of organizations and specialized resource personnel. • Based on an appropriate market study. • Based on government regulations for international business and pertinent reference manuals in both English and French. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Rigorous analysis of the company's personnel, equipment and financial resources. 1.2 Application of a methodical and rigorous information collection process. 1.3 Effective recourse to appropriate sources of assistance. 1.4 In-depth examination of the import and export market potential. 1.5 Definition of clear and feasible objectives. 2.1 Identification of the risks associated with the economic, political and cultural context of the country in which the establishment or company wishes to do business. 2.2 Identification of the risks associated with commercial transactions. 2.3 Identification of the risks associated with shipping merchandise. 2.4 Rigorous verification of the protection offered by the sales or purchase contract.

CODE: 01UF	
<p>Elements of the Competency</p> <p>3. To prepare a marketing strategy.</p>	<p>Performance Criteria</p> <p>3.1 Proper analysis of the information in the market study.</p> <p>3.2 Proposal of a judicious strategy concerning products, distribution, communication and after-sale service.</p> <p>3.3 Determination of export prices.</p> <p>3.4 Effective negotiation of import prices.</p> <p>3.5 Proposal of appropriate Incoterms.</p> <p>3.6 Proposal of an appropriate packing and merchandise shipping mode.</p>

CODE: 01UG	
OBJECTIVE	STANDARD
<p>Statement of the Competency To participate in his or her integration into the job market.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To make a personal assessment. 2. To explore the business management job market. 3. To take steps to apply for a desired job. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the practice of the occupation. • Using a computer system and appropriate software. • Using magazines, journals, postings and employer banks. • Based on models of the documents to produce. • Based on verbal, written and electronic sources. • Using various information about companies. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of one's competencies, qualities and personal achievements. 1.2 Recognition of one's limits and weak points. 1.3 Realistic determination of short- and long-term career objectives. 1.4 Detailed preparation of a complete personal file. 2.1 Use of pertinent information sources. 2.2 Demonstration of astuteness, imagination, initiative and drive. 2.3 Consideration of rules of recruitment adopted by companies in the particular field. 2.4 Creation of a list of potential employers. 2.5 Collection of pertinent information on the research conducted. 2.6 Preparation of a list of employers to contact. 2.7 Analysis of possible entrepreneurial opportunities. 3.1 Preparation of a cover letter and curriculum vitae written according to the usual style and format. 3.2 Establishment of personal contacts with company representatives. 3.3 Use of effective means of obtaining an interview. 3.4 Appropriate follow-up of steps taken.

CODE: 01UG	
<p>Elements of the Competency</p> <p>4. To undergo a selection interview.</p> <p>5. To develop a strategy of employability.</p>	<p>Performance Criteria</p> <p>4.1 Collection of preliminary information about a company.</p> <p>4.2 Observance of rules of politeness and courtesy.</p> <p>4.3 Convincing expression of interest in the position and of one's ability to meet the requirements.</p> <p>4.4 Careful attention to the image projected.</p> <p>4.5 Effective communication with the employer.</p> <p>4.6 Quality of diction and oral expression.</p> <p>4.7 Appropriate follow-up to the interview.</p> <p>5.1 Use of effective means to diversify and improve one's competencies.</p> <p>5.2 Use of effective means of keeping up-to-date on developments in the business management field.</p> <p>5.3 Constant attention to maximum performance.</p> <p>5.4 Constant attention to the quality of services rendered.</p> <p>5.5 Use of effective means of meeting the expectations of one's employer and clients.</p> <p>5.6 Evidence of motivation and entrepreneurship.</p> <p>5.7 Emphasis on one's contribution to attaining the company's objectives.</p>

CODE: 01UH	
OBJECTIVE	STANDARD
<p>Statement of the Competency To manage a product or service marketing project.</p> <p>Elements of the Competency 1. To analyze project demand and feasibility.</p> <p>2. To plan and organize project activities.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of the exercise of the occupation, such as enlarging a sales area, participation in a trade fair, production of promotional materials and opening a point of sale. • Based on the company's internal policies and client directives. • Using a network computer and appropriate software. • Respecting scheduling and budgetary limitations. • In cooperation with others. • Using appropriate reference documents. <p>Performance Criteria</p> <p>1.1 Precise determination of the nature of the project.</p> <p>1.2 Collection of information necessary to complete the project from both internal and external sources.</p> <p>1.3 Rigorous analysis of the collected data in light of project characteristics.</p> <p>1.4 Effective use of decision-making tools.</p> <p>1.5 Clarification of project objectives.</p> <p>2.1 Clear writing of pertinent work methodology.</p> <p>2.2 Logical ordering of project activities.</p> <p>2.3 Establishment of a realistic and precise schedule.</p> <p>2.4 Judicious planning of human, material and financial project resources.</p> <p>2.5 Effective use of appropriate planning tools.</p> <p>2.6 Effective and judicious search for cooperative partners.</p> <p>2.7 Equitable sharing of responsibilities.</p> <p>2.8 Clear formulation of tasks.</p> <p>2.9 Demonstration of autonomy.</p>

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English program places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Outcome Objectives

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

- Demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking.
- Develop their own ideas into arguments and theses, organize them and edit their work.
- Understand basic vocabulary and terminology used when discussing literature.
- Analyze literary works.

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens, and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of humankind and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of humankind, including its accomplishments, failures, abilities, creations, ideas, and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it, and recognizing its limitations.

Outcome Objectives

Students who have achieved the general education objectives in Humanities will be able to:

- Describe, explain and organize 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.
- 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.

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

In the first set the emphasis is on how knowledge is defined, acquired, classified, transmitted, and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs, is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world-view and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 1) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 2) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- sur le plan des connaissances, qu'il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
- sur le plan des habiletés, qu'il ou elle :
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes, qu'il ou elle :
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e. their skills and attitudes).
- 3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

Outcome Objectives

Students who have achieved the general education objectives in Physical Education will be able to demonstrate:

- their knowledge of:
 - The relationship between physical activity, lifestyle and health based on the findings of scientific research.
 - The scientific principles for improving or maintaining one's fitness.
 - Ways to assess their abilities and needs with respect to activities which can enhance their health.
 - The rules, techniques and conditions involved in different types of physical activity.
 - A method for setting goals.
 - The factors which facilitate making physical activity part of one's lifestyle.
- their ability to:
 - Choose physical activities on the basis of their motivation, abilities and needs.
 - Establish relationships between lifestyle and health.
 - Apply the rules, techniques and conditions involved in different types of physical activity.

- Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
 - Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
 - Use their creative and communication skills, particularly in group activities.
 - Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
 - Maintain or increase their physical activity level and fitness level on their own.
 - Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e. their attitudes):
- Recognize the importance of taking charge of their health.
 - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
 - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
 - Respect the environment in which the activities are held.
 - Appreciate the aesthetic and play value of physical activity.
 - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sport, outdoor or expression-oriented activity. After an initial assessment, students are called upon to evaluate their abilities and attitudes with respect to a physical activity, to set goals, and to interpret their progress.

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for personal work enable students to complete their personal program.

COMPLEMENTARY GENERAL EDUCATION

Social Sciences

The two sets of objectives and standards aim to familiarize students with the social sciences and their particular approach to the human condition.

The first set supports learning activities that allow students to look at one or more of the social sciences in relation to major contemporary issues: subjects studied in the social sciences; contribution of the social sciences to an understanding of contemporary issues; issues facing the social sciences in the future.

The second set supports learning activities in the social sciences that allow students to rigorously analyze one of the major problems of our time, using one or more social scientific approaches.

Science and Technology

In science and technology, the educational intention is to present science and technology as a specific approach to reality, in order to familiarize students with this field of knowledge. This general intention can take several forms, such as helping students gain experience with the scientific method or study the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology.

The second set emphasizes using the scientific method.

Modern Languages

The three sets of objectives and standards in modern languages introduce students to the basic language structures and vocabulary of a third language while making them aware of the culture of the people who speak the language.

Some modern languages use different structures and writing systems. The three sets have been developed in accordance with this fact. The degree of competency acquisition will therefore vary according to how distant the language is from the structure of our own language or system of thought. Furthermore, awareness of the culture of the people using a modern language does not figure as an element of competency, since learning a modern language implies acquiring an awareness of its culture.

Mathematics Literacy and Computer Science

In mathematics literacy and computer science, the two sets of objectives and standards are based on the educational intention of developing mathematical and computer culture.

The educational intention of the first set is to lead students to consider the place, role and evolution of these knowledges and tools in our society and to describe their different uses. It consists of general education about the language of mathematics or computers, and does not include specialized training.

The second set targets the understanding and use of the language of mathematics or computers for everyday purposes. This intention refers mainly to the concepts, tools and general uses of mathematical or computer language in daily life.

Since the objectives and standards for the field of mathematics literacy and computer science are of a general nature, they can be used to define various learning activities that foster development of competencies in mathematics or computer science, or in a combination of these two areas.

Art and Aesthetics

In art and aesthetics, the educational intention is to allow students to acquire general cultural knowledge by exploring various forms of art in one or more artistic fields. This basic education is intended to develop an artistic sensibility through exposure to works of art or experimentation in an artistic medium. Furthermore, it aims to teach the fundamental elements of the language of art and to enable students to make connections between those elements.

In the context of the first set of objectives and standards, students are introduced to works of art from contemporary culture and from other periods. This allows them to develop an appreciation for the dynamics of the imagination in art and to learn methods of analyzing artistic production.

In the context of the second set, students engage in creative or interpretive activities in a given artistic medium. As well, students are introduced to artistic works in that medium so that they may learn to recognize its primary forms of expression.

