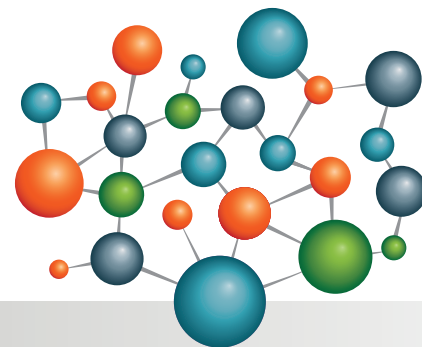


PROGRAM OF STUDY

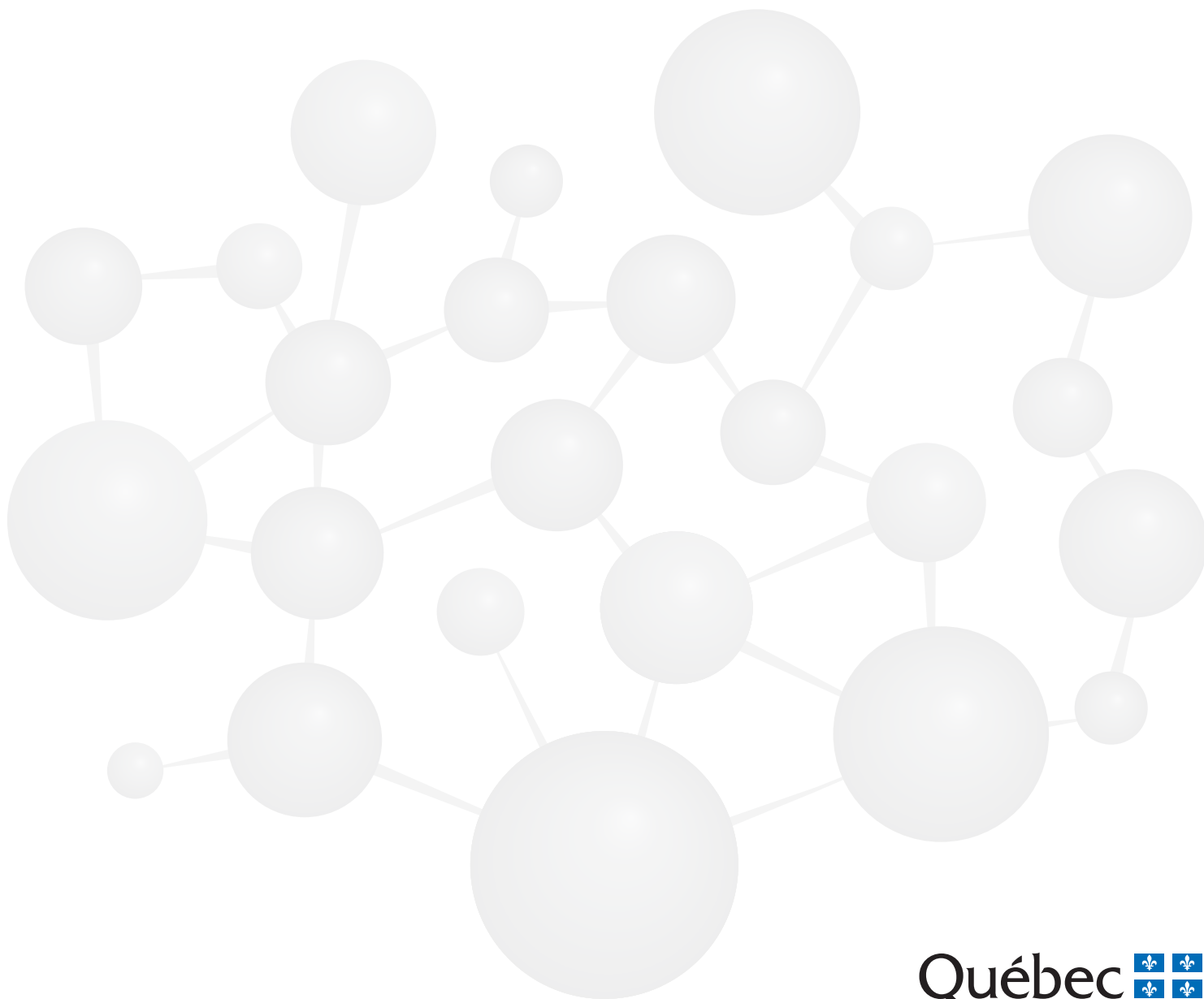
STARTING A BUSINESS (AVS 5861)

Training sector

ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY



MINISTÈRE DE L'ÉDUCATION ET DE L'ENSEIGNEMENT SUPÉRIEUR

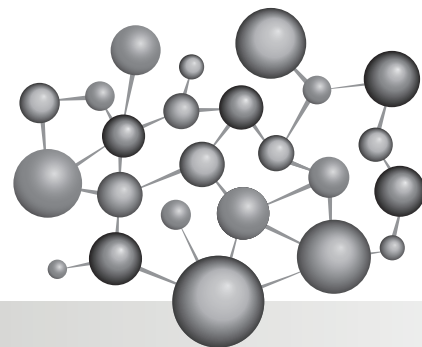


PROGRAM OF STUDY

STARTING A BUSINESS (AVS 5861)

Training sector

ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY



MINISTÈRE DE L'ÉDUCATION ET DE L'ENSEIGNEMENT SUPÉRIEUR



Development Team

Coordination

Anne-Julie Roy

Head of the Administration, Commerce and Computer Technology
sector
Direction de la formation professionnelle
Ministère de l'Éducation et de l'Enseignement supérieur

Design and Development

Lorraine Bissonnette

Teacher
Commission scolaire des Navigateurs

Jean-François Pouliot

Training Consultant

Title of Original Document

Lancement d'une entreprise

English Version

Direction des services à la communauté anglophone
Services langagiers
Ministère de l'Éducation et de l'Enseignement supérieur

Technical Editing

Mark Newton
Education Consultant/RAC
Lester-B.-Pearson School Board

© Gouvernement du Québec
Ministère de l'Éducation et de l'Enseignement supérieur, 2019

ISBN 978-2-550-84296-5 (Print version)
ISBN 978-2-550-84297-2 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2019

Acknowledgments

The Ministère de l'Éducation et de l'Enseignement supérieur would like to thank the many people working in the field and in the education community who participated in the development of this vocational training program, in particular the following individuals.

Representatives Employed in Education

Marie-Ève Barrette
Teacher and education consultant
Commission scolaire Marguerite-Bourgeoys

Philip Thompson
Teacher
Commission scolaire des Draveurs

Sandra Dessureault
Teacher
Commission scolaire de l'Énergie
Shawinigan

Jean-François Roy
Teacher
Commission scolaire des Découvreurs

Brigitte Gagnon
Teacher
Commission scolaire de Kamouraska-
Rivière-du-Loup

Kim Turmel
Education consultant
Commission scolaire des Hauts-Cantons

Emélie Patenaude
Education consultant
Commission scolaire Marie-Victorin

Michel Ross
Education consultant
Liaison officer, Table des responsables de l'éducation des adultes
du Québec
Commission scolaire de la Riveraine

Representatives Employed in the Field

Julie Boulianne
Entrepreneur
Boutique Adap-T inc.

Sonia Goulet-Lacasse
Entrepreneur
Atelier Art & Muse

Moez Ghouila
Entrepreneur
Odéweb

Sophie-Alice Tremblay-Marchand
Entrepreneur
Selectrum Communications

Table of Contents

Introduction to the Program.....	3
Program Components.....	3
Aspects of Program Implementation.....	5
Summary of the Program.....	7
Part I	
Program Goals.....	11
Educational Aims.....	12
Statements of the Competencies.....	12
Grid of Competencies.....	13
Harmonization.....	15
Part II	
Program Competencies.....	17
Entrepreneurial Profile.....	19
Business Plan.....	21
Technological Tools.....	23
Market Study.....	25
Marketing Products or Services.....	27
Resource Planning.....	29
Starting and Managing a Business.....	31

Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the Education Act,¹ every program “shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services.” For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

Program Components

Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to one's working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

¹ *Education Act*, CQLR, c. I-13.3, s. 461

1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context reflects an actual work situation; it is not a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

Competency-Related Knowledge and Know-How

Competency-related knowledge and know-how, together with related guidelines, are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

Duration

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

Credit

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

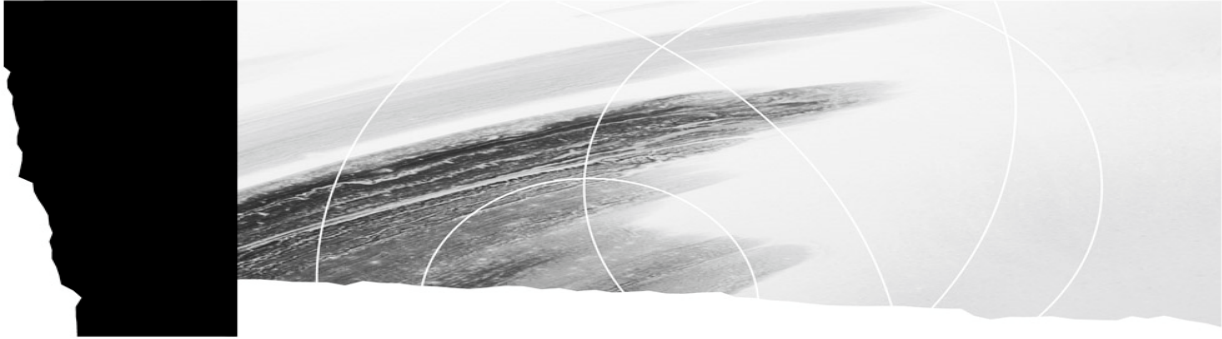
Aspects of Program Implementation

Program-Based Approach

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful, since it presents learning as a coherent whole.

Competency-Based Approach

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions).



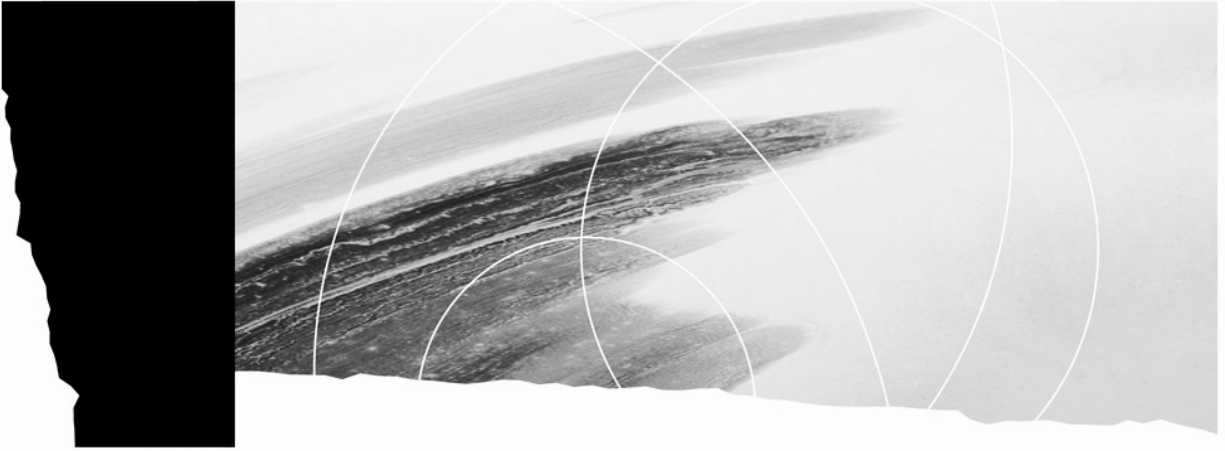
Summary of the Program

5861	Starting a Business
<hr/>	
Year of approval:	2019
<hr/>	
Certification:	Attestation of Vocational Specialization
Number of credits:	22
Number of competencies:	7
Total duration:	330 hours

There are no admission requirements for this program of study.

The duration of the program is 330 hours, which includes 270 hours spent on the specific competencies required to become an entrepreneur and 60 hours on general, work-related competencies. The program of study is divided into 7 competencies, which vary in length from 15 to 75 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning, and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
Entrepreneurial Profile	946501	1	15	1
Business Plan	946512	2	30	2
Technological Tools	946523	3	45	3
Market Study	946534	4	60	4
Marketing Products or Services	946545	5	60	4
Resource Planning	946555	6	75	5
Starting and Managing a Business	946563	7	45	3



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Starting a Business* program prepares students to become entrepreneurs.

Entrepreneurs work in numerous sectors of activity, including professional and technical services, personal and health care, the retail sector, restaurant services, culture, arts and leisure, the information industry and the processing sector.

Entrepreneurs can be found throughout Québec in cities and towns of every size.

They must comply with numerous laws and regulations, including those respecting legal forms of business organization, intellectual property, taxes, labour standards and the environment, as well as with municipal bylaws.

They interact with many people, including customers, business partners, coaches, mentors, accountants, lawyers, financial advisors, marketing and communications consultants, suppliers and subcontractors.

In addition to the risks inherent in their trade or occupation, entrepreneurs face stressful situations and possible burnout caused by, among other things, financial insecurity, customer demands, relations with suppliers, new technologies and changes in their sector of activity.

They perform a wide range of tasks depending on their business's stage of development.

In the pre-start-up phase, the entrepreneur is mainly concerned with designing and validating the initial business model. The market study is an important part of the validation process. Once the business model has been validated, the entrepreneur begins planning his or her marketing strategy and determining the human, material and financial resources needed to implement the project.

In the start-up phase, the entrepreneur's tasks are more varied, and include promoting products and services, managing operations, ensuring communication and customer service, handling the administrative and financial aspects of the business, networking and further developing his or her entrepreneurial skills.

The personal qualities and aptitudes required to become an entrepreneur include the adaptability to adapt, people skills, organizational skills, determination and perseverance, as well as creativity and the ability to seize opportunities as they arise.

The program goals of the *Starting a Business* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the area of entrepreneurship, that is:
 - to prepare students to take on the roles, tasks and activities inherent in entrepreneurship
 - to prepare students to progress satisfactorily in the business world (which implies having technological knowledge and skills in such areas as communication, problem solving, decision making and ethics)
- To help students integrate into the business world, that is:
 - to familiarize students with the business world in general and with the working context of entrepreneurs
 - to familiarize students with their rights and responsibilities as entrepreneurs

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and ability to learn, and acquire effective work methods
 - to help students develop self-expression, creativity and initiative
 - to help students adopt the attitudes required to become successful entrepreneurs, and to instill in them a sense of responsibility and a concern for excellence
- To promote mobility, that is:
 - to help students develop positive attitudes toward change
 - to prepare students to develop their entrepreneurial skills

Educational Aims

The aim of the *Starting a Business* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to becoming an entrepreneur:

- Encourage a realistic attitude toward entrepreneurship.
- Foster the development of time-management skills.
- Promote a healthy work-family balance.

Statements of the Competencies

List of Competencies

- Determine their suitability for entrepreneurship.
- Draft a business plan.
- Use technological tools.
- Conduct a market study.
- Market their products or services.
- Plan the necessary resources.
- Determine their ability to start and manage a business.

Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to professional activities, and specific competencies, which are required to become an entrepreneur.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

GRID OF COMPETENCIES						
STARTING A BUSINESS	Numéro de la compétence	Type de compétence	Durée (h)	GENERAL COMPETENCIES		TOTAL
				Déterminer leur suitability for entrepreneurship.	Use technological tools.	
SPECIFIC COMPETENCIES						
Competency number				1	3	
Type of Competency				S	B	
Duration (in hours)				15	45	60
Draft a business plan.	2	B	30	○	○	
Conduct a market study.	4	B	60	○	●	
Market their products or services	5	B	60	○	●	
Plan the necessary resources.	6	B	75	○	●	
Determine their ability to start and manage a business.	7	S	45	●	●	
Durée de la formation			270			330

Links between the general competencies and the specific competencies

- : Existence of a link
- : Application of a link

Harmonization

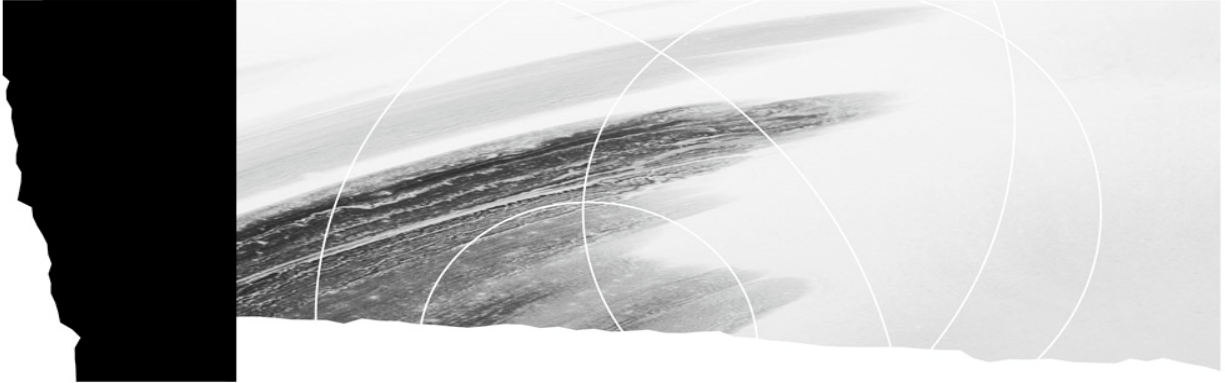
The Ministère de l'Éducation et de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize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

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

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

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

Harmonization of the *Starting a Business* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Lancement d'une entreprise*.



Part II

Program Competencies

Competency 1 Duration 15 hours Credit 1

Situational Competency

Statement of the Competency

Determine their suitability for entrepreneurship.

Elements of the Competency

- Understand what entrepreneurship entails
- Be aware of their strengths and areas requiring improvement with respect to entrepreneurship
- Confirm their choice to become an entrepreneur

Learning Context

Information Phase

- Learning about the characteristics and requirements of entrepreneurship
- Becoming familiar with the key factors for entrepreneurial success

Participation Phase

- Drawing up a list of their personal and professional achievements
- Setting personal and professional priorities and goals

Synthesis Phase

- Assessing their strengths and areas requiring improvement as future entrepreneurs
- Explaining why they wish to become entrepreneurs
- Establishing their entrepreneurial profile

Instructional Guidelines

- Make the appropriate documentation available
- Provide students with the tools they will need to draw up their personal and entrepreneurial profiles
- Facilitate contact with established entrepreneurs
- Meet individually with students to discuss their motivations
- Encourage students to assess their achievements objectively

Participation Criteria

Information Phase

- Gather the necessary information
- Present their view of what it means to be an entrepreneur

Participation Phase

- Assess their aptitudes, personality and competencies.
- Highlight their personal and professional achievements.

Synthesis Phase

- Draw up a list of their strengths as a future entrepreneur and of areas requiring improvement
- Explain why they wish to become an entrepreneur
- Establish their entrepreneurial profile

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- Characteristics of entrepreneurship in Québec and sectors of activity
- Legal requirements associated with the field of activity and legal forms of business organization
- Personal aspects affecting their choice to become an entrepreneur: soft skills, business etiquette, work-family balance, etc.
- Key factors for entrepreneurial success: perseverance, creativity, discipline, commitment, ability to surround themselves with capable people, etc.

Participation Phase

- Main personal and professional achievements and development of an entrepreneurial style resumé
- Self-evaluation and self-knowledge: personal style, preferences, experiences, motivations, aptitudes, competencies, etc.
- Establishment of priorities and goals associated with their aptitudes, personality, competencies, fields of interest, training, etc.

Synthesis Phase

- List of their strengths and areas requiring improvement with respect to the requirements of entrepreneurship: management style, personal and professional development plan, etc.
- Development of a draft an entrepreneurial-style resumé
- Justification of their choice to become an entrepreneur

Competency 2 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Draft a business plan.

Achievement Context

- Using a business plan template

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Draft a value proposition 2. Draft propositions for potential customer segments 3. Draft propositions for elements associated with the business plan | <ul style="list-style-type: none"> • Appropriate formulation of assumptions concerning potential customers' needs • Product or service proposition based on the objective of value creation • Satisfactory formulation of assumptions concerning potential customers, their profile and their needs • Satisfactory prioritization of potential customers • Satisfactory formulation of assumptions concerning distribution channels and types of customer relations • Satisfactory formulation of assumptions concerning activities, resources and key partners • Satisfactory formulation of assumptions concerning the main costs and potential sources of revenue |
|---|---|

For the competency as a whole:

- Appropriate use of a business plan template

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Draft a value proposition
 - Elements of a business plan: value proposition, potential customers, distribution channels, types of customer relations, activities, key resources and partners, costs and potential sources of revenue
 - Product or service proposition based on the objective of value creation:
 - Qualitative value: new product or service, effectiveness, customization, accessibility, customer experience, design, etc.
 - Quantitative value: price, rapid execution, savings, performance, etc.

2. Draft propositions for potential customer segments
 - Customer segmentation, business to business (B2B) and business to consumer (B2C)
 - Profile and needs of potential clientele: sociodemographic and socioeconomic characteristics, consumer habits, etc.
 - Prioritization of potential clientele based on response to need and ability to pay

3. Draft propositions for elements associated with the business plan
 - Communications channels: traditional media, new media, etc.
 - Distribution and sales channels: direct (sales force, online sales), indirect (e.g. retail, wholesale), etc.
 - Types of customer relations and support for the purposes of customer acquisition and retention, additional sales, etc.
 - Key activities associated with production, services, Web platforms, etc.
 - Key resources: physical, intellectual, human, financial, etc.
 - Key partners: resources, outsourcing, risk reduction, etc.
 - Fixed costs, variable costs, economy of scale, cost minimizing, etc.
 - Sources of revenue: sale of products, sale of services, subscriptions, leasing, licensing, advertising, etc.

Competency 3 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Use technological tools.

Achievement Context

- Using a computerized device (computer, tablet, smartphone)
- Using Web or traditional applications

Elements of the Competency

1. Find information online
2. Enter and process data
3. Manage communications

Performance Criteria

- Appropriate selection of reference sources
- Appropriate use of search tools
- Appropriate verification of information
- Appropriate use of the applications' basic functions
- Appropriate use of editing tools
- Compliance with presentation standards
- Appropriate use of information-sharing tools
- Proper organization of an agenda
- Satisfactory management of social media

For the competency as a whole:

- Appropriate choice of applications
- Data correctly saved or synchronized
- Compliance with the rules of professional ethics
- Compliance with the rules respecting confidentiality, permissions and assignment of rights
- Compliance with occupational health and safety rules

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Find information online
 - Reference sources: search engines, media review tools, collections of statistics, business directories, censuses, government portals, sector profiles, market information and data research services, etc.
 - Verification of information: reliability, credibility and variety of sources, official sources, etc.

2. Enter and process data

- Desktop or laptop computer, smartphone, etc.
- Main Web or traditional applications depending on the business plan: word processing, spreadsheet, compatibility software, etc.
- Main configuration parameters and the importance of updates
- Editing tools: software editing tools, Web sites, dictionaries, etc.
- Presentation standards for texts, tables, etc.

3. Manage communications

- Information-sharing tools: messaging, texting, cloud computing, file and data synchronization, etc.
- Agenda: organization of activities, selection and recording of meetings, interaction between agenda and address book, etc.
- Social media: social networks, forums, sharing sites, blogs, etc.
- Social media management: collaboration, content creation, indexing, formulation of comments, sharing of photos, videos and music, etc.

Competency 4 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Conduct a market study.

Achievement Context

- Based on their draft business plan
- Using technological tools

Elements of the Competency

1. Collect secondary data on the market
2. Collect primary data on potential customers
3. Produce the study

Performance Criteria

- Appropriate use of search tools
- Proper organization of secondary data
- Appropriate choice of interview or survey method
- Satisfactory formulation of questions
- Appropriate choice of people to consult
- Satisfactory use of interview or survey method
- Proper organization of primary data
- Clear description of the socioeconomic environment and the competition
- Clear description of the target clientele

For the competency as a whole:

- Appropriate use of technological tools
- Observance of confidentiality

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Collect secondary data on the market
 - Search tools (see competency 3)
 - Types of secondary data on the sector of activity, the competition, the target clientele and the potential market
2. Collect primary data on potential customers
 - Interview: telephone, individual, online, in person, focus group, etc.
 - Survey: traditional and online
 - Interview or survey questions: formulation of questions and, if applicable, choice of answers for interviewees or respondents to select
 - List of interviewees or respondents: potential customers, specialists, owners of similar businesses, etc.
 - Types of primary data to collect: socioeconomic and demographic profiles, consumer habits, etc.

3. Produce the study

- Socioeconomic environment and sector of activity: regulations, sector profile, developments and trends
- Competition: products and services offered by the competition, prices, competitive advantage, etc.
- Target clientele: profile, needs, consumer habits and potential market

Competency 5 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Market their products or services.

Achievement Context

- Based on their draft business plan and market study
- In collaboration with various resource people
- Using technological tools

Elements of the Competency

Performance Criteria

1. Establish marketing objectives and strategies

- Satisfactory finalization of the value proposition
- Satisfactory finalization of propositions concerning distribution channels and types of customer relations
- Satisfactory formulation of ideas concerning brand positioning or image
- Establishment of justified sales forecasts

2. Plan prospecting activities

- Proper establishment of a list of potential customers
- Satisfactory determination of prospecting activities
- Establishment of a satisfactory marketing budget and schedule

3. Carry out prospecting activities

- Active participation in networking activities
- Satisfactory preparation and delivery of a sales pitch

For the competency as a whole:

- Appropriate consultation of resource people
- Appropriate use of technological tools

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Establish marketing objectives and strategies

- Completion of the value proposition with a description of the characteristics of their products or services
- Finalization of propositions concerning distribution channels and types of customer relations based on the results of the market study
- Positioning of the business and differentiation from the competition
- Brand image: choice of company name, logo, advertising message, colours, etc.
- Sales forecasts: units sold and unit price (package, discount, hourly rate, etc.)

2. Plan prospecting activities

- Establishment of a list of potential customers based on the results of the market study
- Prospecting activities: direct contact (telephone, email, in person, etc.), advertising (electronic or print media, displays, etc.), traditional networking (chambers of commerce, associations, etc.) and online networking (social media, websites, blogs, etc.)
- Marketing budget and schedule: timing, frequency, duration, costs, etc.

3. Carry out prospecting activities

- Networking activities: soft skills, presentation and attire, politeness, code of conduct for online communications, etc.
- Sales pitch: preparation of presentation medium, key steps, ice breaker, pace, duration, etc.

Competency 6 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Plan the necessary resources.

Achievement Context

- Based on the business plan, market study, and marketing objectives and strategies
- In collaboration with various resource people
- Using technical documentation, forms, sample financial statements, etc.
- Using technological tools

Elements of the Competency

Performance Criteria

- | | |
|---|--|
| 1. Organize the business's activities | <ul style="list-style-type: none"> • Proper breakdown and scheduling of activities • Clear definition of good business practices to be followed • Proper determination of the business's production capacity |
| 2. Define material and financial resource needs | <ul style="list-style-type: none"> • Satisfactory determination of the necessary assets and supplies • Satisfactory determination of working capital or financing needs |
| 3. Define human resource needs | <ul style="list-style-type: none"> • Accurate analysis of the competencies required for the conduct of operations • Appropriate determination of tasks to be delegated • Establishment of hiring or training plans based on needs |
| 4. Draft financial statements | <ul style="list-style-type: none"> • Inclusion of all data related to sales forecasts, project costs and financing • Satisfactory determination of operating costs • Satisfactory estimate of cost price and break-even point |
| 5. Obtain the necessary financing | <ul style="list-style-type: none"> • Appropriate choice of sources of financing • Proper and careful preparation of documentation • Attractive presentation of business plan |

For the competency as a whole:

- Appropriate consultation of resource people
- Appropriate use of technological tools

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Organize the business's activities
 - Key activities, billable and non-billable expenses, organization, recurrence and frequency of activities, etc.
 - Good business practices: quality standards, returns, complaints management, environmental standards, etc.
 - Production capacity for products or services, sales capacity, business hours, periods of activity, etc.
2. Define material and financial resource needs
 - Types of assets: equipment, tools, building, leasehold improvements, etc.
 - Types of supplies depending on the business's activities: perishables, office supplies, parts, etc.
 - Inventory of supplies required for start-up
 - Calculation of the cost of assets and supplies
 - Working capital needs for the first months of activity based on income and expenses
 - Financing needs: project costs, start-up expenses and capital outlay
3. Define human resource needs
 - Competencies related to operations, administration, prospecting, sales, etc.
 - Delegation of tasks based on their competency profile
 - Human resource needs, if applicable:
 - Hiring plans: job offers, labour standards, remuneration, terms and conditions, etc.
 - Training plans: competencies to be developed, training resources, duration of training, etc.
4. Draft financial statements
 - Use of an application and recording of sales forecasts, project costs and financing
 - Draft financial statements: income statement, balance sheet and cash budget
 - Operating costs: direct costs, sales costs, administrative costs, etc.
 - Calculation of cost price based on operating costs and production units
 - Calculation of break-even point
5. Obtain the necessary financing
 - Financing tools: cash outlay, transfer of assets, loan, etc.
 - Sources of financing: financial institutions, investors, aid agencies, etc.
 - Production of a project summary or business plan, if applicable

Competency 7 Duration 45 hours Credits 3

Situational Competency

Statement of the Competency

Determine their ability to start and manage a business.

Elements of the Competency

- Learn about the laws and regulations governing entrepreneurs and their businesses
- Learn how to start and manage their business
- Set business start-up and management goals

Learning Context

Information Phase

- Learning about the legal and administrative requirements for starting and managing a business

Participation Phase

- Engaging in business start-up activities
- Simulating or carrying out activities involving the sale of products or services
- Engaging in business management activities

Synthesis Phase

- Producing a list of their strengths and areas requiring improvement with respect to the start-up and management activities engaged in
- Establishing an action plan containing their business start-up and management goals for the first year and means of achieving them

Instructional Guidelines

- Make the appropriate documentation available
- Propose activities adapted to situations encountered by entrepreneurs
- Provide the support students need to carry out the activities
- Talk with student about their business start-up and management goals, and the proposed means of achieving them

Participation Criteria

Information Phase

- Gather information about the topics to be discussed

Participation Phase

- Participate actively in activities
- Use the available documentation
- Produce documents related to the activities carried out

Synthesis Phase

- Prepare an action plan containing the steps necessary for the start-up and management of their business

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

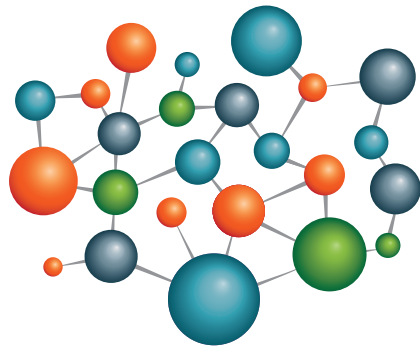
- Legal forms of business organization in Québec: sole proprietorship, general partnership, corporation, cooperative, etc.
- Legal responsibilities: registration, reservation of names, incorporation, federal or provincial charter, business number, sales tax registration, labour standards, payroll deductions, occupational health and safety, income tax, etc.
- Basic knowledge of accounting: chart of accounts, accounts, accounts payable, accounts receivable, bookkeeping (daily, monthly, yearly), etc.
- Basic knowledge of taxation based on the legal form of business organization: profits, withdrawals, dividends, etc.

Participation Phase

- Business start-up activities: legal procedures, personal and business insurance, bank services and fees, choice of suppliers (outsourcing, contracts, etc.)
- Activities related to the sale of products or services: preparation of a price list and proposition, production of a service offer, components of an invoice and value of supplies, use of a tracking tool, etc.
- Business management activities: filing of supporting documents, government obligations and statements (GST, QST, government rebates, advances, etc.), choice of accounting software and an accounting resource, use of a tracking tool, etc.

Synthesis Phase

- List of their strengths and areas requiring improvement with respect to business start-up and management requirements
- Action plan for business start-up: goals, activities, tasks, deadlines, wait times, costs, etc.



education.gouv.qc.ca

**Éducation
et Enseignement
supérieur**

Québec 