

Professional Development	2	FUNCTION 4: ORGANIZATIONAL EFFECTIVENESS	40
Continuous Learning.....	3	Effective Organizational Operations	41
Professional Effectiveness	4	Change Management.....	42
Digital Integration	5	FUNCTION 5: COMMUNITY AND PARTNER RELATIONS	43
Targeted Professional Development	6	Representation in the Community	44
Reflective Practice	7	Relationships with Community Partners	45
Cultural Integration.....	8	Implementation of Integrated and Shared Services	46
Administrative and Technological Support	9	Training.....	47
FUNCTION 1: PROVIDE ADMINISTRATIVE SUPPORT	10	FUNCTION 1: PLANNING AND DESIGN OF LEARNING ACTIVITIES AND APPROACHES	48
Execution of Administrative Tasks.....	11	Andragogical Planning of Learning Program	49
Establishing an Appropriate Environment.....	12	Andragogical Planning and Strategies	50
Support for Committees and Boards.....	13	Planning of Assessment Practices	51
Supporting Relationships with Organizations and Partners	14	Planning and Evaluation of Andragogical Resources.....	52
FUNCTION 2: MANAGE MATERIAL AND TECHNOLOGICAL RESOURCES AS WELL AS ADMINISTRATIVE RECORDS ...	15	FUNCTION 2: IMPLEMENTATION OF TRAINING AND LEARNING APPROACHES AND ACTIVITIES	53
Organization of the Learning Environment	16	Implementation of Andragogical Strategies.....	54
Support for the Use of ICT.....	17	Use of Technological Resources.....	55
Management of Supplier Relationships.....	18	Support for Active Participation.....	56
Learner Records Management.....	19	Andragogical Orientation of the Program	57
FUNCTION 3: SUPPORT DATA MANAGEMENT SYSTEMS	20	Reflective Feedback in Learning Activities.....	58
General Data Management.....	21	FUNCTION 3: FACILITATION AND MANAGEMENT OF LEARNING GROUPS	59
MLITSD-Specific Data Management.....	22	Facilitation and Cohesion of Learning Groups	60
Data Presentation	23	Safe Learning Environment Within the Group	61
Data Confidentiality	24	FUNCTION 4: ADVICE, GUIDANCE, AND LEARNING SUPPORT	62
Management	25	Guidance and Support Throughout the Get SET Program	63
FUNCTION 1: GOVERNANCE AND ACCOUNTABILITY	26	Consideration of Psychoeducational and Socioeducational Needs.....	64
Support to the Board of Directors.....	27	Support for Informal Learning.....	65
Strategic Planning and Management.....	28	FUNCTION 5: LEARNING ASSESSMENT	66
Relationships with Funders	29	Assessment of Learning and Competencies	67
Ensuring Sustainability.....	30	Assessment of Learning Strategies and Processes	68
FUNCTION 2: FINANCIAL AND MATERIAL RESOURCES MANAGEMENT	31	Progress Monitoring and Documentation	69
Budget Management.....	32	Program Design	70
Preparation of Funding Applications	33	FUNCTION 1: PROGRAM DESIGN.....	71
Responsible Resource Management.....	34	Environment Analysis and Design Orientation	72
FUNCTION 3: HUMAN RESOURCES MANAGEMENT	35	Client Needs Analysis and Design Orientation.....	73
Management of Internal Communications	36	Resource Analysis and Design Orientation.....	74
Management of Roles and Responsibilities	37	Andragogical Foundations and Design Orientation	75
Management of Ongoing Professional Development.....	38	Rigorous Co-Design	76
Management of Recruitment and Retention Strategies	39	Design and Evaluation Process.....	77
		FUNCTION 2: PROGRAM REVIEW, MONITORING, AND EVALUATION	78
		Program Review and Monitoring	79



Professional Development

This role highlights the commitment of the Get SET practitioners to the ongoing development of their competency and professional practices, regardless of their role within the organization. It includes the analysis and evaluation of professional practices to refine or improve them (reflective practice), while incorporating a continuous learning approach. This role aims to enable professional personnel to adapt to changes in the field and better meet the needs of learners and the community.

Specialized Competencies:

- Continuous Learning
- Professional Effectiveness
- Digital Integration
- Professional Practices Ongoing Evaluation
- Reflective Practice
- Cultural Integration

Continuous Learning

This competency demonstrates a commitment to staying current in their field by seeking new knowledge and continuously enriching professional practices. It highlights the ability to identify new learning avenues, to mobilize internal and external Get SET resources, and to stay informed about new developments and innovations in adult education. It also emphasizes the ability to intentionally integrate these learnings to strengthen and evolve their work methods.

Simple-Level Complexity Task Identify learning needs and use available Get SET resources to address them.	Intermediate-Level Complexity Task Stay informed of recent developments in adult education and adapt professional practices accordingly.	Advanced-Level Complexity Task Evaluate research and innovations in andragogy and competency development to improve practices and develop new resources, as needed.
<ul style="list-style-type: none"> → Understand the OALCF framework (its competencies, levels, and transition programs) and its mechanisms to support the continuous development of their professional practices. → Gain a solid understanding of the fundamentals of the Get SET program and situate it within Ontario’s adult education ecosystem. → Identify activities such as workshops, webinars, courses, or conferences that can contribute to the development of general, digital, and professional competencies. → Use print or digital resources to support professional development. → Complete a self-assessment questionnaire on professional competencies to better understand strengths and training needs. 	<ul style="list-style-type: none"> → Stay informed about developments in their field (technologies, regulations, and practices) to continuously adapt their professional practices. → Find and adapt tools and resources to achieve professional development goals. → Strengthen their specialized competencies to address emerging needs in professional practice. → Strengthen their socioemotional and generic skills to better adapt to changes. → Adapt professional habits and routines, considering an organizational change (e.g., a change in data confidentiality management). 	<ul style="list-style-type: none"> → Review their practices in response to societal changes (the economy, workplace, digital communication, legislation, etc.) and set goals for their ongoing professional growth. → Experiment with innovative and emerging practices within their field of practice. → Analyze self-assessment results to improve their professional competencies. → Reflect on their position as a Francophone in a minority context, and develop new professional practices tailored to this reality. → Support colleagues or partners as a mentor or resource person to foster the mutual enrichment of professional practices.
<ul style="list-style-type: none"> • Ability to set goals • Ability to learn from experience • Resourcefulness • Adaptability • Initiative 	<ul style="list-style-type: none"> • Adaptability • Ability to learn from experience • Initiative • Resourcefulness • Problem-solving skills 	<ul style="list-style-type: none"> • Creativity • Interpersonal skills • Leadership • Goal-setting ability • Initiative

Professional Effectiveness

This competency highlights the ability to better organize and prioritize tasks to work efficiently and productively. It reflects the ability to manage a workload, adapt priorities in response to unforeseen events, and remains proactive in fulfilling responsibilities. Additionally, it emphasizes the ability to create and use tools or systems that facilitate task tracking, while respecting the organization's priorities.

Simple-Level Complexity Task Organize, prioritize, and track the progress of their work to effectively complete assigned tasks.	Intermediate-Level Complexity Task Reorganize priorities in response to unforeseen events and act proactively.	Advanced-Level Complexity Task Evaluate or design tools or systems to manage tasks, in accordance with the organization's priorities.
<ul style="list-style-type: none"> → Create a to-do list to work more efficiently. → Use an electronic calendar to track appointments and important tasks. → Identify urgent tasks based on provided criteria. → Regularly monitor the progress of professional tasks. → Identify simple prioritization strategies (e.g., colour coding, deadlines, etc.). 	<ul style="list-style-type: none"> → Take the initiative to reorganize their schedule to meet a new deadline. → Delegate certain tasks when deadlines are shortened. → Readjust priorities by considering the effort required when facing unforeseen events. → Readjust strategies to manage unexpected events to better respond to changes in their work environment. → Revise a personal schedule to include flexibility for handling unexpected events. 	<ul style="list-style-type: none"> → Create an annual calendar of key deadlines to gain an overview of upcoming tasks. → Evaluate and use advanced digital tools to better manage professional tasks. → Identify the most complex and important tasks to complete them efficiently and on time, breaking them down into annual, monthly, and weekly objectives. → Evaluate current task management practices and identify gaps between them and the organization's expectations. → Design a personalized priority management system and use it concretely in organizing their work.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Ability to perform repetitive tasks • Goal-setting ability • Perseverance 	<ul style="list-style-type: none"> • Adaptability • Initiative • Organizational skills • Problem-solving skills • Teamwork 	<ul style="list-style-type: none"> • Organizational skills • Problem-solving skills • Goal-setting ability • Creativity • Observational skills

Digital Integration

This competency recognizes the ability to use digital technologies and tools to support the development of professional practices and improve work efficiency. It also enables the evaluation of emerging technologies to determine their usefulness and potential impact on professional practices.

Simple-Level Complexity Task Understand and use existing digital technology effectively to perform routine tasks.	Intermediate-Level Complexity Task Select digital tools that allow the learner to perform tasks more effectively.	Advanced-Level Complexity Task Assess the relevance and potential impact of emerging digital developments on professional practices.
<ul style="list-style-type: none"> → Use common digital tools (Office 365, Google, etc.) to increase efficiency and reduce the use of printed documents. → Learn to enter and organize data in online databases to improve efficiency. → Participate in online forums or communities to develop digital skills. → Make the connection between their concrete professional actions (their tasks) and the digital tools that enable them to perform effectively in their work environment. → Identify the steps required to complete a common task using a digital tool. 	<ul style="list-style-type: none"> → Use advanced features of software (e.g., OneDrive, Google Drive) to better synchronize their documents according to their professional needs. → Use videoconferencing tools to optimize their work time. → Use electronic databases to access their files from anywhere and organize their work. → Integrate new digital tools into their professional practices to improve their efficiency. → Select a tool to organize priorities or meetings, considering the organization's constraints (e.g., teamwork, shared information, remote access). 	<ul style="list-style-type: none"> → Evaluate and recommend platforms suited to the team's needs, particularly for online training. → Evaluate search engines to enhance their professional practices. → Combine and integrate multiple digital tools to innovate or realize creative projects. → Evaluate digital resources with the aim of expanding their professional network. → Test two tools (e.g., Google Meet vs. Microsoft Teams for meetings) and justify which one best meets their professional needs.
<ul style="list-style-type: none"> • Adaptability • Organizational skills • Resourcefulness • Ability to perform repetitive tasks • Ability to learn from experience 	<ul style="list-style-type: none"> • Initiative • Adaptability • Organizational skills • Problem-solving skills • Resourcefulness 	<ul style="list-style-type: none"> • Problem-solving skills • Creativity • Initiative • Observational skills • Leadership

Targeted Professional Development

This competency recognizes the ability to systematically structure their professional development in alignment with the organization’s expectations and the results of the evaluation of their practice. It highlights the ability to integrate targeted training and professional development initiatives with the aim of contributing to the improvement of the educational services offered by the organization.

Simple-Level Complexity Task Rely on the results of the organization’s ongoing evaluation process to understand their professional needs.	Intermediate-Level Complexity Task Rely on the results of the organization’s ongoing evaluation process to better understand their professional needs and adapt their professional development plan accordingly.	Advanced-Level Complexity Task Rely on the results of the organization’s ongoing evaluation process and their own self-assessment to further develop their professional competencies or acquire new ones, as needed.
<ul style="list-style-type: none"> → Use the organization’s evaluation results to identify their professional development needs. → Regularly review their professional development plan based on their organization’s needs. → Identify the competencies targeted in the team’s continuous improvement plan. → Identify recurring trends (e.g., weaknesses regularly mentioned, competencies often identified as needing development) in evaluations that could guide their professional development. → Identify the competencies mentioned in performance reviews to determine the areas for improvement or strengthening deemed important by the organization. 	<ul style="list-style-type: none"> → Use the organization’s evaluation results to identify their needs and adapt their professional development plan accordingly. → Complete a self-assessment evaluation alongside the organization’s evaluation, then compare the discrepancies to adjust their development priorities. → Modify their professional development plan to incorporate new priorities based on the evaluation results. → Participate in a guided reflection activity (e.g., group discussion) to review their development objectives, considering the evaluation results. → Update a specific section of their development plan (e.g., objectives or timelines) based on new organizational findings. 	<ul style="list-style-type: none"> → Regularly assess their professional needs and participate in development activities aligned with their organization’s priorities. → Continuously develop new professional competencies in response to their organization’s evolving needs. → Assess their professional competencies while considering their organization’s ethics and values. → Apply new professional competencies (e.g., facilitating group, leadership, and teamwork) in response to a recommendation from an evaluation. → Reformulate their medium- or long-term professional objectives, considering the combined findings from their self-assessment and the organization’s ongoing evaluation process.
<ul style="list-style-type: none"> • Ability to learn from experience • Observational skills • Organizational skills • Sense of responsibility • Initiative 	<ul style="list-style-type: none"> • Ability to learn from experience • Organizational skills • Communication skills • Adaptability • Goal-setting skills 	<ul style="list-style-type: none"> • Adaptability • Sense of responsibility • Goal-setting skills • Leadership • Ability to learn from experience

Reflective Practice

This competency reflects the ability to analyze their professional experiences through reflective feedback and to integrate their learning into their professional practice. It demonstrates a personal commitment to enhancing the effectiveness of their own professional practices and those of their team. This analysis takes place continuously, either independently or, where appropriate, through discussions with colleagues within the organization or within a network of practitioners.

Simple-Level Complexity Task Provide feedback on their professional actions and draw lessons from them.	Intermediate-Level Complexity Task Engage in professional exchanges to improve their practices and those of their colleagues.	Advanced-Level Complexity Task Rely on the results of the organization's ongoing evaluation process and their own self-assessment to further develop their professional competencies or acquire new ones, as needed.
<ul style="list-style-type: none"> → Record their interventions in a journal to reflect on what worked well and what did not. → Identify real-life professional situations, whether successful or not, that raise questions or cause professional dissatisfaction. → Learn about methods to provide reflective feedback on their professional practices. → List the methods, techniques, and tools used in a professional activity to become aware of the practices employed. → Complete a simple self-assessment questionnaire after a task. 	<ul style="list-style-type: none"> → Accept and consider constructive feedback from colleagues to improve their professional practices. → Provide constructive feedback to colleagues to support the development of better professional practices within the organization. → Archive and document their practices to improve, adapt, and share them with team members. → Discuss a professional intervention with a colleague and jointly consider adjustments or areas for improvement. → Participate in communities of practice to share experiences and develop their professional practices. 	<ul style="list-style-type: none"> → Identify professional competencies to develop and apply to act effectively and promote collaboration within the team. → Engage in communities of practice to develop their professional practices and the organization's collective competencies. → Adopt effective collaborative approaches to adapt professional practices based on the organization's and the team's needs. → Work with colleagues to design shared reflective feedback tools (e.g., checklists, team journals) to improve aspects of collaborative and collective work. → Facilitate a co-analysis or reflective feedback session with colleagues to jointly identify ways to improve professional practices.
<ul style="list-style-type: none"> • Ability to learn from experience • Observational skills • Sense of responsibility • Self-confidence • Commitment to quality work 	<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Teamwork • Organizational skills • Ability to learn from experience 	<ul style="list-style-type: none"> • Leadership • Teamwork • Communication skills • Interpersonal skills • Initiative

Cultural Integration

This competency highlights the ability to recognize and integrate cultural diversity into their professional environment to enrich professional competencies. It reflects an understanding of cultural differences and their impact on their actions, the ability to adapt methods to cultural realities, and the ability to assess the influence of these factors on practices and organizational culture to build an inclusive environment.

Simple-Level Complexity Task Understand cultural differences and their potential effects on their professional actions.	Intermediate-Level Complexity Task Adapt professional practices to the cultural realities of their work environment.	Advanced-Level Complexity Task Assess the influence of various cultural components on professional practices and organizational culture.
<ul style="list-style-type: none"> → Participate in discussions to better understand the cultural diversity of their professional environment. → Stay informed about elements related to cultural diversity through written materials, webinars, or other communication tools. → Recognize the different cultural expressions and manifestations present in their work environment. → Complete a diversity awareness questionnaire to become aware of their initial perceptions and their impact on professional actions. → Become familiar with their organization's policies on diversity and inclusion. 	<ul style="list-style-type: none"> → Adapt their practices to reflect the cultural diversity observed in their workplace. → Diversify their communication methods to account for cultural diversity in the workplace. → Demonstrate flexibility to respect the cultural realities of their professional environment. → Observe and analyze the reactions of a multicultural group, then adjust their interventions. → Adapt their professional posture based on cultural representation in their professional environment. 	<ul style="list-style-type: none"> → Engage in professional development initiatives that draw on new cultural perspectives. → Reflect on the influence of their culture on professional actions to consider, if necessary, more open and diverse practices. → Develop a set of shared, unifying values that promote harmony in a multicultural environment to maintain a healthy organizational culture. → Assess how various factors related to cultural diversity (cultures associated with places of origin, linguistic group affiliation, gender, generation, attitudes toward writing, digital culture, etc.) can influence and sometimes reshape certain professional practices. → Analyze a range of professional situations where cultural tensions have arisen, then develop sustainable courses of action to strengthen inclusion.
<ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Observational skills • Ability to learn from experience • Adaptability 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Communication skills • Interpersonal skills • Problem-solving skills 	<ul style="list-style-type: none"> • Interpersonal skills • Adaptability • Interpersonal skills • Ability to learn from experience • Sense of responsibility

Administrative and Technological Support

This role focuses on the realization of essential tasks that support the organization's administrative and technological operations. These activities relate, among other things, to the links between the organizational structure and human resources. It encompasses the management of daily processes, such as coordination with teams, administrative support to human resources, and the dissemination of important information. This role helps ensure smooth communication among all stakeholders in the organization by maintaining simple, efficient, and well-organized processes.

Function 1: Provide Administrative Support

Specialized Competencies:

- Execution of Administrative Tasks
- Establishing an Appropriate Environment
- Support to Committees and Boards
- Supporting Relationships with Organizations and Partners

Function 2: Manage Material and Technological Resources as well as Administrative Records

Specialized Competencies:

- Organization of the Learning Environment
- Support for the Use of ICT
- Management of Supplier Relationships
- Learner Records Management

Function 3: Support Data Management Systems

Specialized Competencies:

- General Data Management
- MLITSD-Specific Data Management
- Data Presentation
- Data Confidentiality

Function 1: Provide Administrative Support

This grouping of competencies highlights the abilities needed to manage administrative tasks, implement communication processes tailored to organizational needs, and foster a climate of trust and respect in interactions with learners, personnel, and the public. It also includes supporting committees and boards, as well as building strong, lasting relationships with community organizations and partners.

Together, these competencies support an effective organization, smooth communication, and harmonious collaboration within the organization.

Execution of Administrative Tasks

This competency recognizes the ability to effectively manage administrative tasks while adhering to established policies and procedures. It highlights the ability to respond to routine administrative requests, adapt solutions for new situations, and handle complex cases with autonomy and creativity. This competency also values the ability to adapt or develop clear administrative documents in various formats as needed, while adhering to internal requirements and processes.

<p>Simple-Level Complexity Task</p> <p>Respond to common situations by relying on existing policies and procedures, while ensuring compliance.</p>	<p>Intermediate-Level Complexity Task</p> <p>Respond to new or infrequent administrative requests by proposing appropriate solutions, while respecting established policies and procedures.</p>	<p>Advanced-Level Complexity Task</p> <p>Respond to specific and complex administrative situations that are not clearly addressed by established policies and procedures, and propose innovative solutions with autonomy.</p>
<ul style="list-style-type: none"> → Use existing templates (claim forms, equipment loan forms, overtime request forms, etc.) to complete routine administrative tasks. → Answer customer inquiries based on the organization’s policies. → Send emails using a template or a pre-existing mailing list. → Share the policy manual with new employees. → Forward messages or information to colleagues, following established procedures. 	<ul style="list-style-type: none"> → Refer learners to the appropriate training personnel, based on the needs identified during the initial meeting. → Update lists (Outlook groups, member lists, phone directories, etc.), by identifying and resolving inconsistencies or specific needs. → Guide and direct learners to the right services or resources. → Record and coordinate workshop registrations, following procedures and taking special requests into account. → Adapt an existing form or template to meet a specific request. 	<ul style="list-style-type: none"> → Create new templates to improve data collection and dissemination procedures. → Develop new administrative policies and procedures to meet the organization’s evolving needs. → Create new regulations to ensure the organization’s optimal operation. → Independently evaluate the effectiveness of new procedures and propose adjustments to meet targeted needs. → Design and configure new Outlook groups or other internal communication tools to address more complex organizational needs.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Ability to perform repetitive tasks • Communication skills • Commitment to quality work 	<ul style="list-style-type: none"> • Problem-solving skills • Organizational skills • Communication skills • Adaptability • Sense of responsibility 	<ul style="list-style-type: none"> • Problem-solving skills • Creativity • Sense of responsibility • Organizational skills • Leadership

Establishing an Appropriate Environment

This competency highlights the ability to create an environment where learners, colleagues, and the public feel safe, respected, and trusted. It emphasizes the ability to adapt interactions to different situations and to innovate to build relationships with new audiences. This competency demonstrates its contribution to establishing a positive and inclusive environment, reflecting essential support for learning and collaboration.

Simple-Level Complexity Task Maintain a welcoming, respectful, and safe environment to enable learners, personnel, and the public to express their needs.	Intermediate-Level Complexity Task Adapt their approach during meetings and communications to the specific needs of learners, personnel, or the public, while maintaining a respectful and safe environment and respecting the established guidelines.	Advanced-Level Complexity Task Design and implement new approaches to engage a new audience (new clientele, new partners) and propose innovative actions to improve the atmosphere and foster collaboration.
<ul style="list-style-type: none"> → Greet clients courteously, introduce them to the various services, and answer general questions. → Provide basic administrative and logistical support (referrals, transportation, etc.) to learners to facilitate their participation and maintain a welcoming environment. → Respect the confidentiality of concerns or information shared. → Ask clear and respectful questions to obtain the necessary information while fostering a climate of trust and active listening. → Remain calm and courteous to acknowledge and ease learners' concerns, even in tense situations. 	<ul style="list-style-type: none"> → Offer a personalized welcome by introducing the training personnel and giving a tour of the premises before conducting the initial assessment to reassure an anxious learner. → Take extra time to build a connection with the learner during their first visits to the organization. → Work with the training personnel to identify the learners' specific needs and, together, adjust interactions to maintain a welcoming and safe environment. → Provide the learner with clear, personalized information about the steps or deadlines in their learning journey, tailored to their specific needs. → Take steps to find community services to meet specific needs. 	<ul style="list-style-type: none"> → Establish processes to quickly and effectively resolve unusual administrative and logistical issues, to maintain a positive and safe environment for learners, personnel, and the public. → Design new approaches to better meet the needs of a new audience (new clientele, new partners) and foster a positive and inclusive environment. → Observe the nonverbal cues of a new audience to adapt communication and foster a positive and inclusive environment. → Use effective communication strategies to manage difficult or conflict-ridden interactions, to maintain a positive atmosphere and foster engagement among a new audience. → Experiment with innovative approaches with a new audience and adapt the intervention to maintain a welcoming and safe environment.
<ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Self-control • Sense of responsibility • Commitment to quality work 	<ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Adaptability • Teamwork • Sense of responsibility 	<ul style="list-style-type: none"> • Creativity • Interpersonal skills • Problem-solving skills • Initiative • Observational skills

Support for Committees and Boards

This competency recognizes the ability to effectively support members of committees and Boards of Directors. It highlights the ability to follow established procedures, adapt existing processes based on the needs of committees and boards, and uses analysis and creativity to respond to a variety of situations. This competency demonstrates its essential contribution to the governance and strategic functioning of the organization.

Simple-Level Complexity Task Provide basic administrative support to the Board of Directors and committee members by faithfully applying established procedures and processes.	Intermediate-Level Complexity Task Support the Board of Directors and committees by adapting existing processes and tools to effectively address a variety of needs.	Advanced-Level Complexity Task Provide strategic support to committees and boards by designing new tools or processes through analysis and creativity.
<ul style="list-style-type: none"> → Prepare meeting logistics (room reservations, catering, hotel accommodations, etc.). → Assemble meeting documents for Boards of Directors and committees according to provided instructions (make copies, prepare files and agendas, etc.). → Organize virtual participation in meetings (send connection links and logistical information; Zoom or another platform). → Respond to general questions from members of the Board of Directors and committees. → Take notes during Board of Directors and committee meetings and record the information gathered in the files. 	<ul style="list-style-type: none"> → Regularly update information and documents intended for the Board of Directors and Committees. → Adapt meeting logistics to accommodate changes (schedule, location, virtual or in-person format, etc.). → Update the binder or orientation guide for members of the Board of Directors and committees. → Prepare an updated version of the Annual General Meeting (AGM) agenda. → Adjust the room setup or virtual tools to encourage member participation. 	<ul style="list-style-type: none"> → Draft and format complete minutes of Board of Directors and committee meetings. → Design a registration form for an event (forum, conference, etc.) tailored to the participants’ needs and the context. → Develop an evaluation tool to measure the progress or satisfaction of a forum, conference, etc. → Create a standardized template to ensure consistency in the committees and the Board of Directors’ documents. → Develop a follow-up plan to ensure the implementation of decisions made by the committees or by the Board of Directors.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Communication skills • Commitment to quality work • Ability to perform repetitive tasks 	<ul style="list-style-type: none"> • Organizational skills • Adaptability • Sense of responsibility • Communication skills • Commitment to quality work 	<ul style="list-style-type: none"> • Problem-solving skills • Creativity • Organizational skills • Sense of responsibility • Initiative

Supporting Relationships with Organizations and Partners

This competency highlights the ability to establish and maintain strong relationships with organizations and community partners. It recognizes the ability to sustain existing collaborations, enrich them while respecting the diversity and unique characteristics of each partner, and implement effective communication with new stakeholders to achieve the organization’s objectives.

Simple-Level Complexity Task Maintain good relationships with existing partners, while honouring commitments and ensuring regular follow-up.	Intermediate-Level Complexity Task Enrich relationships with existing partners by tailoring interactions and collaborations to their specific needs.	Advanced-Level Complexity Task Develop relationships with new partners and implement targeted strategic communications to achieve the organization’s objectives.
<ul style="list-style-type: none"> → Ensure regular follow-up with the organizations to which learners have been referred. → Communicate regularly with partners to inform them of the organization’s new services or any other relevant information. → Forward learners’ attendance records to referral partners, as needed. → Inform partners of the results of the initial meeting with a referred learner. → Invite partners to the organization’s events, at the management’s request. 	<ul style="list-style-type: none"> → Represent the organization by participating in partner committees and actively contributing to discussions to strengthen relationships. → Represent the organization at community events and engage with partners to strengthen existing relationships and foster collaboration. → Participate in activities organized by partners by encouraging exchanges and adapting participation to the partners’ needs and specific characteristics. → Establish a connection between learners and partners by referring them to the appropriate services. → Collaborate closely with partners on joint projects, considering their objectives and specific characteristics to strengthen the relationship and cooperation. 	<ul style="list-style-type: none"> → Contribute to the planning of events for the organization or in collaboration with new partners to strengthen ties and promote services. → Design and distribute a survey to identify the needs and interests of potential partners and adapt the collaboration strategy accordingly. → Assess the organization’s resources that could support or enhance new partnerships. → Create a presentation (e.g., PowerPoint) to promote the organization’s services to new partners. → Evaluate the quality and effectiveness of established partnerships to adjust strategies and maximize the impact of collaborations.
<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Sense of responsibility • Organizational skills • Ability to perform repetitive tasks 	<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Adaptability • Teamwork • Initiative 	<ul style="list-style-type: none"> • Initiative • Leadership • Communication skills • Problem-solving skills • Organizational skills

Function 2: Manage Material and Technological Resources as well as Administrative Records

This grouping of competencies focuses on the management and optimization of material, technological, and administrative resources. It includes the coordination and planning of learning environments, technical support for the use of ICT, the management of procurement with suppliers, and rigorous management of learners' administrative records.

Together, these competencies ensure the effective organization of resources to meet educational and organizational needs.

Organization of the Learning Environment

This competency recognizes the ability to coordinate and plan the material, technological, and administrative resources required to create a suitable learning environment. It reflects the ability to use, adapt, or design processes and templates to manage the resources that support an appropriate learning environment.

<p>Simple-Level Complexity Task</p> <p>Use existing processes and templates to coordinate and plan the material, technological, and administrative resources required for the smooth operation of learning activities.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt existing processes and templates to respond to changing needs in material and technological resources and ensure the smooth operation of learning activities.</p>	<p>Advanced-Level Complexity Task</p> <p>Design new processes or templates to improve the coordination and planning of the material and technological resources required for the smooth operation of learning activities.</p>
<ul style="list-style-type: none"> → Conduct and update the inventory of available resources using the template or any other system provided for this purpose. → Verify the availability of the equipment, supplies, and forms needed to support learning activities. → Use the most recent version of the forms to coordinate the use of material and technological resources. → Complete the appropriate official forms for equipment loans. → Regularly check the expiration dates and the condition of first aid kits and record the results. 	<ul style="list-style-type: none"> → Add new material and technological resources to a list by adapting the format, as needed. → Adapt existing processes and templates when inventory or operational issues arise. → Adapt inventory management systems to meet changing needs. → Recommend the purchase of new resources to respond to emerging needs. → Update the emergency plan by adapting it to emerging needs and unforeseen situations. 	<ul style="list-style-type: none"> → Develop a system to optimize inventory control and office operations. → Create a process for the use of equipment during meetings to optimize the coordination and planning of technological resources. → Develop an ergonomics plan to optimize the organization and use of material and technological resources, ensuring the personnel’s comfort and safety. → Implement a mechanism to quickly detect supply issues. → Design budget spreadsheets to effectively plan resources across multiple projects.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Ability to perform repetitive tasks • Commitment to quality work • Observational skills 	<ul style="list-style-type: none"> • Problem-solving skills • Adaptability • Initiative • Organizational skills • Sense of responsibility 	<ul style="list-style-type: none"> • Creativity • Leadership • Problem-solving skills • Initiative • Organizational skills

Support for the Use of ICT

This competency recognizes the ability to support and assist teams in the use of digital technologies in learning environments. It values the ability to provide technical support expertise to adapt environments to solve problems and to propose innovative solutions.

Simple-Level Complexity Task Provide basic technical assistance by relying on their knowledge and existing procedure manuals to quickly resolve common issues.	Intermediate-Level Complexity Task Adapt digital environments or their practices to effectively resolve a variety of technical issues encountered by users.	Advanced-Level Complexity Task Propose innovative solutions and design new tools to optimize the use of digital technologies for users and learning environments.
<ul style="list-style-type: none"> → Assist instructors in setting up and configuring their learning environments by referring to manuals to use the required technological tools. → Ensure that learners have their own equipment to fully participate in the program. → Help learners access a suitable environment to use the technologies required for training. → Consult a user guide, technical manual, or other documents to identify and implement technological solutions. → Install the physical (hardware) and logical (basic software) components of a computer workstation. 	<ul style="list-style-type: none"> → Adapt their digital practices to help users effectively resolve a variety of technical issues with their equipment. → Research information to adapt digital practices to help users effectively resolve technical issues they encounter. → Provide appropriate support (e.g., training, mentoring, ad hoc assistance, etc.) based on the specific needs of digital technology users. → Configure or adjust software settings to facilitate use by the users. → Implement temporary solutions to ensure the continuity of a workshop or session in the event of a breakdown. 	<ul style="list-style-type: none"> → Develop procedures to optimize the use of software and digital technology. → Create an innovative database to optimize the use of digital technologies and address the user's emerging needs. → Use new technologies to share resources within a network and facilitate user's access. → Optimize the performance of a computer workstation to improve user's efficiency and experience. → Develop a log of issues and solutions for the personnel's use to effectively resolve common problems.
<ul style="list-style-type: none"> • Ability to learn from experience • Ability to perform repetitive tasks • Sense of responsibility • Observational skills • Communication skills 	<ul style="list-style-type: none"> • Problem-solving skills • Adaptability • Resourcefulness • Communication skills • Sense of responsibility 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Initiative • Leadership • Sense of responsibility

Management of Supplier Relationships

This competency recognizes the ability to manage procurement and maintain professional relationships with external suppliers to ensure the proper functioning of the organization. It highlights the ability to strengthen existing relationships with external suppliers through effective communication and to establish contacts with new suppliers to optimize the use of financial resources.

Simple-Level Complexity Task Make required purchases according to established procedures and maintain good relationships with existing suppliers.	Intermediate-Level Complexity Task Strengthen relationships with existing suppliers by promoting communication and professional follow-up.	Advanced-Level Complexity Task Identify and establish relationships with new suppliers and implement purchasing strategies to optimize financial resources, while ensuring the quality and reliability of supplies.
<ul style="list-style-type: none"> → Verify prices and terms of services or resources with existing suppliers in accordance with established procedures. → Schedule deliveries with suppliers according to received instructions → Place orders in accordance with established procedures. → Verify that the goods or services delivered correspond to the orders and report any discrepancies to suppliers in accordance with established procedures. → Monitor the execution of existing contracts to ensure compliance with agreements. 	<ul style="list-style-type: none"> → Organize regular meetings with suppliers to strengthen relationships. → Communicate with suppliers to resolve purchasing issues (material shortages, price changes, delivery delays) by proposing appropriate solutions. → Discuss with suppliers to adjust delivery or service terms, as needed. → Update supplier records to facilitate tracking of interactions, agreements, and needs, and to support communication. → Provide constructive feedback to suppliers on the quality of products or services. 	<ul style="list-style-type: none"> → Negotiate sales prices or purchasing terms with new suppliers as part of strategies that aim to optimize financial resources. → Establish initial contact with a new supplier to develop a strategic relationship. → Draft purchasing contracts with new suppliers, ensuring they align with procurement strategies aimed at optimizing financial resources. → Design and implement new purchasing procedures for goods or services. → Monitor purchases from new suppliers and manage exceptional situations by applying strategies aimed at optimizing financial resources and maintaining constructive relationships.
<ul style="list-style-type: none"> • Sense of responsibility • Organizational skills • Commitment to quality work • Communication skills • Ability to perform repetitive tasks 	<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Problem-solving skills • Organizational skills • Sense of responsibility 	<ul style="list-style-type: none"> • Leadership • Persuasiveness • Creativity • Sense of responsibility • Problem-solving skills

Learner Records Management

This competency highlights the ability to effectively manage learners’ administrative records, ensuring they are accessible, up-to-date, and compliant. It reflects the ability to use existing data, adapt templates and procedures to meet the requirements of partners and funders, and proposes improvements or create tools to simplify administrative management and audits, while respecting confidentiality and the learners’ needs.

Simple-Level Complexity Task Maintain and complete learners’ administrative records by following established procedures and using existing data.	Intermediate-Level Complexity Task Adapt templates and procedures for managing learners’ records to meet the requirements of the administration, partners, MLITSD, or other funders, while facilitating the tracking and verification of information.	Advanced-Level Complexity Task Implement improvements and design new tools to facilitate record-keeping and administrative audits.
<ul style="list-style-type: none"> → Open a file for each learner to store all relevant documentation. → Record in each learner’s file information regarding registration for online or in-person training, using established systems and procedures. → Provide learners with the information needed to access their training (link, password, schedule, etc.) based on the data recorded in their files and in accordance with established procedures. → Verify that the files contain all required documents before each training session or course. → File and archive received documents in learners’ files. 	<ul style="list-style-type: none"> → Identify missing documents in the file and follow up with instructional personnel. → Review referral reports to update them based on data collected from partners and the public. → Revise templates and procedures for managing waiting lists (based on schedules and learners’ needs) to improve their efficiency and compliance with established requirements. → Adapt a report template or form to meet funders’ requirements. → Adjust the organization or tracking of files to facilitate access to information by various stakeholders (management, instructors, partners). 	<ul style="list-style-type: none"> → Create an orientation guide for new employees on managing learners’ records. → Develop a checklist to ensure the monitoring and compliance of learners’ files. → Develop a new filing system for learners’ records to address an emerging need. → Develop new organizational procedures to improve the administrative management of learners’ files. → Implement a digital tool (spreadsheet, database) to simplify the management and verification of learners’ records.
<ul style="list-style-type: none"> • Organizational skills • Ability to perform repetitive tasks • Sense of responsibility • Communication skills • Commitment to quality work 	<ul style="list-style-type: none"> • Organizational skills • Problem-solving skills • Adaptability • Communication skills • Sense of responsibility 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Initiative • Organizational skills • Leadership

Function 3: Support Data Management Systems

This grouping of competencies highlights the ability to manage and secure data essential to the organization's operations. It includes the management of general data for internal needs and specific data for reporting to the MLITSD, the presentation of data in the form of strategic reports, and the assurance of the confidentiality and quality of the information processed.

Together, these skills ensure the reliability of data management systems, support informed decision-making, and enhance organizational effectiveness.

General Data Management

This competency recognizes the ability to capture, compile, and manage the data required for the proper functioning of the organization and its programs. It emphasizes accuracy in data entry according to established procedures, as well as the ability to assess the quality of information and develop mechanisms to ensure its accuracy and consistency.

Simple-Level Complexity Task Accurately enter data from information available in printed or electronic files, while respecting predefined formats and established procedures.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Assess data quality and create new mechanisms to ensure its accuracy, consistency, and organizational usefulness.
<ul style="list-style-type: none"> → Maintain up-to-date attendance records of participants using data collected and provided by instructional personnel. → Maintain up-to-date administrative reports (attendance, referral information, checklists, activity reports, etc.). → Complete registration forms correctly, ensuring the accuracy of information and compliance with established formats and procedures. → Update the database and meet the deadlines set by funders. → Maintain up-to-date records by correctly entering and organizing participant information to effectively manage training groups when courses are in high demand. 		<ul style="list-style-type: none"> → Design a more efficient data management system (e.g., dashboard, improved database) to optimize data collection and organization. → Develop a manual or procedural guide to standardize the management of administrative data. → Develop new organizational procedures to improve the efficiency of data entry and tracking. → Implement a data quality control process (e.g., automated validation, systematic checks) to ensure data accuracy, consistency, and organizational usefulness. → Identify gaps in data management and, where necessary, propose mechanisms or improvements to enhance the quality, reliability, and organizational value of the information.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Commitment to quality work • Ability to perform repetitive tasks • Observational skills 		<ul style="list-style-type: none"> • Problem-solving skills • Organizational skills • Initiative • Sense of responsibility • Creativity

MLITSD-Specific Data Management

This competency highlights the ability to accurately and rigorously enter the data required by the Ministry of Labor, Immigration, Training, and Skills Development (MLITSD). It reflects the ability to work methodically using available information and to comply with specified formats. It also highlights the ability to create new procedures to simplify and optimize record management within the ministry's database.

Simple-Level Complexity Task Enter data into the ministry database using available records, while complying with established formats and procedures.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Design new procedures and find solutions to optimize record management and ensure compliance with ministry requirements.
<ul style="list-style-type: none"> → Accurately enter the registration form data into the Employment Ontario Information System (EOIS) case management system. → Enter learning activities and training assistance according to procedures. → Update the database and meet the deadlines set by the ministry. → Open and close files and ensure follow-ups within the system. → Verify that the entered data is accurate and complete. 		<ul style="list-style-type: none"> → Develop solutions when the EOIS system rejects an entry or encounters a technical issue. → Create a form or complementary tool to meet the ministry's requirements. → Prepare files in preparation for a ministry compliance review. → Develop new procedures to facilitate data entry and record verification. → Train or inform the personnel on the required corrections to ensure record compliance.
<ul style="list-style-type: none"> • Commitment to quality work • Ability to perform repetitive tasks • Organizational skills • Sense of responsibility • Observational skills 		<ul style="list-style-type: none"> • Problem-solving skills • Initiative • Sense of responsibility • Communication skills • Organizational skills

Data Presentation

This competency recognizes the ability to respond to requests for data and information in a clear and precise manner. It highlights the ability to provide reports based on available data and to design new reports that enable effective interpretation of information. It demonstrates the ability to manage and communicate essential information in a structured and understandable manner.

Simple-Level Complexity Task Clearly respond to requests for data and information using available data and provide reports that present the collected data.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Develop new reports to enable the proper use and interpretation of data to improve the organization's efficiency.
<ul style="list-style-type: none"> → Prepare an attendance report using an Excel file. → Determine the total cost of training assistance for a learner over a given period. → Complete a referral tracking table based on the compiled data. → Generate standard reports from the database. → Organize collected data to provide clear and actionable information. 		<ul style="list-style-type: none"> → Define a new procedure to structure and prepare data for the development of strategic reporting. → Analyze data to identify correlations and generate useful predictions. → Verify and improve data quality to ensure the reliability and accuracy of strategic reports. → Compare and interpret financial data from two consecutive fiscal periods to produce new strategic reports that support decision-making and improve the organization's efficiency. → Design a new strategic report (e.g., dashboard, summary report) to support decision-making.
<ul style="list-style-type: none"> • Organizational skills • Ability to perform repetitive tasks • Sense of responsibility • Observational skills • Commitment to quality work 		<ul style="list-style-type: none"> • Problem-solving skills • Initiative • Creativity • Sense of responsibility • Initiative

Data Confidentiality

This competency highlights the ability to manage confidential information with diligence and discretion. It reflects the ability to respect the confidentiality of available data in the management system and to act professionally to protect its integrity. This competency demonstrates the ability to manage sensitive data responsibly.

Simple-Level Complexity Task	Intermediate-Level Complexity Task	Advanced-Level Complexity Task
<ul style="list-style-type: none"> → Keep records locked and ensure they do not leave the administrative office. → Ensure that passwords and login credentials are neither saved nor shared. → Manage sensitive data (e.g., Social Insurance Numbers) in a secure, encrypted space, and delete them after proper use. → Restrict access to confidential information to authorized personnel only. → Share personal information only in an ethical manner and in compliance with privacy policies. 		
<ul style="list-style-type: none"> • Sense of responsibility • Commitment to quality work • Organizational skills • Self-control • Ability to trust others 		

Management

This role focuses on the coordination and overall leadership of the training organization to ensure its smooth operation. It includes overseeing organizational and strategic aspects, implementing management practices that promote the quality of training services and the efficiency of internal administrative processes. By playing a key role in guiding the organization, this role aims to support a structure that meets the organization's needs in a consistent and structured manner.

Function 1: Governance and Accountability

Specialized Competencies:

- Support to the Board of Directors
- Strategic Planning and Management
- Relationships with Funders
- Ensuring Sustainability

Function 2: Financial and Material Resources Management

Specialized Competencies:

- Budget Management
- Preparation of Funding Applications
- Responsible Resource Management

Function 3: Human Resources Management

Specialized Competencies:

- Management of Internal Communications
- Management of Roles and Responsibilities
- Management of Ongoing Professional Development
- Management of Recruitment and Retention Strategies

Function 4: Organizational Effectiveness

Specialized Competencies:

- Effective Organizational Operation
- Change management

Function 5: Community and Partner Relations

Specialized Competencies:

- Representation in the Community
- Relationships with Community Partners
- Implementation of Integrated and Shared Services

Function 1: Governance and Accountability

This grouping of competencies highlights the capabilities required to lead and support the organization in a structured and strategic manner. It includes the ability to adapt to change, maintain organizational stability, develop strong relationships with funders, and support the Board of Directors in its decision-making.

Together, these competencies ensure management that is aligned with the organization's objectives, values, and evolving needs.

Support to the Board of Directors

This competency reflects the ability to collaborate effectively with the Board of Directors to support its strategic decision-making. It highlights the ability to identify and clearly communicate the organization’s challenges, propose solutions tailored to new needs or contexts, and design consultations or co-development processes to guide the development of strategic plans.

<p>Simple-Level Complexity Task</p> <p>Support the Board of Directors by identifying and clearly presenting the organization’s current situation and the challenges it faces to support its decision-making.</p>	<p>Intermediate-Level Complexity Task</p> <p>Collaborate with members of the Board of Directors to analyze the identified challenges and explore solutions tailored to new organizational needs or contexts.</p>	<p>Advanced-Level Complexity Task</p> <p>Design and implement, in collaboration with the Board of Directors, a structured consultation or co-development process aimed at developing the broad outlines of a strategic plan aligned with the organization’s vision, values, and priorities.</p>
<ul style="list-style-type: none"> → Regularly outline internal or external issues during Board of Directors meetings. → Provide relevant and up-to-date information to support the Board of Directors’ decision-making. → Make available to Board members the documents necessary to understand the topics under discussion. → Draft and distribute clear preparatory notes or meeting documents to inform the Board members. → Maintain an up-to-date record of issues raised during meetings to ensure consistent and transparent follow-up. 	<ul style="list-style-type: none"> → Participate with the Board of Directors to adjust internal governance processes and monitor their impact. → Examine, together with the Board members, practices and solutions adopted by other organizations in similar contexts. → Adapt existing governance tools, documents, or processes according to the needs expressed by the Board of Directors or contextual changes. → Adapt the presentation of strategic information or recommendations to facilitate the Board of Directors’ understanding and decision-making. → Co-facilitate, as needed, discussion or brainstorming sessions to explore different management or strategic options. 	<ul style="list-style-type: none"> → Analyze and assess the complex issues facing the organization and present their causes, impacts, and courses of action to the Board of Directors. → Evaluate possibilities and actions to be undertaken during a consultation or co-development session with the Board of Directors. → Develop program objectives and structure action and work plans to be validated by the Board of Directors. → Design a consultation framework involving management, personnel, and Board members to ensure a shared vision. → Synthesize consultation results to support the development or update of the organization’s strategic plan.
<ul style="list-style-type: none"> • Communication skills • Organizational skills • Sense of responsibility • Observational skills • Problem-solving skills 	<ul style="list-style-type: none"> • Problem-solving skills • Teamwork • Adaptability • Communication skills • Initiative 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Communication skills • Organizational skills • Initiative

Strategic Planning and Management

This competency reflects the ability to plan and organize the organization’s activities in alignment with its mission and objectives. It highlights the ability to elaborate a complete comprehensive strategic plan with actions to be implemented and methods to measure results, to apply the components of the internal strategic plan, and to update it based on the evolving needs of the environment. This competency demonstrates the ability to guide the organization’s actions while considering contexts and priorities.

Simple-Level Complexity Task Understand and apply the existing strategic plan to ensure that actions align with the organization’s mission, vision, and values.	Intermediate-Level Complexity Task Update and adapt the internal strategic plan based on emerging needs and environmental analyses to ensure the organization’s strategic direction remains relevant.	Advanced-Level Complexity Task Elaborate and implement a complete strategic plan, accompanied by an action plan and an evaluation strategy, to ensure the organization’s development, sustainability, and capacity for innovation.
<ul style="list-style-type: none"> → Recuperate key elements of the internal strategic plan, such as the organization’s mission, vision, values, and mandate. → Identify the relevance of the internal strategic plan in meeting the needs of the target clientele and the community. → Communicate the main elements of the strategic plan to personnel to ensure a shared understanding of the direction. → Apply the objectives and priorities of the strategic plan in the planning of day-to-day activities. → Document actions related to the strategic plan to ensure follow-up and consistency. 	<ul style="list-style-type: none"> → Collect and organize statistical information concerning the organization’s progress to support updates to the internal strategic plan. → Select the required resources (human, material, and financial) to support the regular updates to the internal strategic plan. → Collect and organize environmental data to obtain an up-to-date picture of the needs of the community and target client groups to support the updates to the internal strategic plan. → Collect and synthesize socioeconomic, cultural, and educational information that influences the organization’s mission and priorities to support updates to the internal strategic plan. → Adapt strategic directions or objectives are based on analysis results and consultations conducted with key partners. 	<ul style="list-style-type: none"> → Rely on reliable data from the environmental analysis, consultations, and discussions with the Board of Directors and personnel to develop the internal strategic plan. → Define the plan’s strategic directions, priority objectives, and success indicators. → Develop a detailed implementation plan to operationalize the identified strategies. → Plan and document a continuous evaluation mechanism to measure results and adjust actions, as needed. → Continuously evaluate the implementation of the strategic plan and propose adjustments or new directions based on observed results and changes in the environment.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Commitment to quality work • Communication skills • Observational skills 	<ul style="list-style-type: none"> • Problem-solving skills • Organizational skills • Adaptability • Sense of responsibility • Observational skills 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Organizational skills • Adaptability • Initiative

Relationships with Funders

This competency reflects the ability to establish and maintain strong relationships with funders while effectively meeting their expectations. It highlights the ability to understand their mandates, adapt processes to meet their requirements, and design relevant communication or representation plans tailored to different contexts.

<p>Simple-Level Complexity Task</p> <p>Understand the mandates and requirements of funders to ensure the organization’s accountability and funding practices are compliant.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt internal processes and tools to effectively respond to new or existing requirements or priorities of funders, whether they are new or existing.</p>	<p>Advanced-Level Complexity Task</p> <p>Design and implement communication, representation, and promotion strategies tailored to different funders to strengthen the organization’s credibility, visibility, and sustainability.</p>
<ul style="list-style-type: none"> → Apply established processes to meet funders’ accountability requirements. → Prepare reports required by funders and submit them according to prescribed timelines and formats. → Identify various funders and document their mandates, priorities, and evaluation criteria. → Maintain an up-to-date record of agreements, reports, and deadlines related to funders. → Ensure that the data and documents submitted meet the expectations of funders. 	<ul style="list-style-type: none"> → Interpret new expectations and requirements from funders to adjust accountability processes and internal reports. → Adapt project implementation plans to ensure they meet donors’ administrative, budgetary, or monitoring requirements. → Revise templates, forms, or monitoring procedures to reflect new funding requirements or criteria. → Collaborate with program managers and senior leadership to align performance indicators with funders’ new priorities. → Adapt messages and communication approaches to address specific situations (e.g., policy changes, restructuring, crises, new funding). 	<ul style="list-style-type: none"> → Develop a strategic communication or representation plan that highlights the organization’s achievements and impact on funders. → Develop a strong argument to justify organizational decisions to funders, considering the cultural, political, or socioeconomic context. → Define a representation strategy aimed at retaining current funders and attracting new financial partners. → Anticipate emerging trends and priorities among funders to proactively guide the development of projects or new funding opportunities. → Coordinate the preparation of presentations or special reports designed to strengthen long-term trust and collaboration with funders.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Communication skills • Ability to perform repetitive tasks • Commitment to quality work 	<ul style="list-style-type: none"> • Adaptability • Problem-solving skills • Organizational skills • Teamwork • Communication skills 	<ul style="list-style-type: none"> • Leadership • Initiative • Persuasiveness • Creativity • Interpersonal skills

Ensuring Sustainability

This competency reflects the ability to manage the organization in accordance with its mandate and ensure its sustainability. It highlights the ability to update the organization’s mission, vision, and values to address emerging needs. It also demonstrates the ability to design organizational strategies to develop new initiatives aligned with the expectations of clients, the community, and strategic partners.

<p>Simple-Level Complexity Task</p> <p>Contribute to the organization’s sustainability by demonstrating commitment through promoting its mission, vision, and values to the community and partners.</p>	<p>Intermediate-Level Complexity Task</p> <p>Update or adjust the organization’s mission, vision, mandate, and values, as needed, to better address the emerging needs of clients, the community, and strategic partners.</p>	<p>Advanced-Level Complexity Task</p> <p>Design and implement an organizational strategy aimed at ensuring the organization’s sustainability and development by creating new initiatives and partnerships that address the emerging needs of target client groups, the community, or strategic partners (e.g., funders).</p>
<ul style="list-style-type: none"> → Demonstrate in-depth knowledge of the organization, its activities, and its strategic direction to contribute to its continuity and sustainability. → Clearly explain the organization’s mission, vision, mandate, and values to various stakeholders. → Illustrate the organization’s role and contribution to the community through a presentation or speech. → Represent the organization positively at community events or partner meetings. → Share key information with personnel and partners that helps strengthen their sense of belonging to the organization. 	<ul style="list-style-type: none"> → Gather and analyze relevant information from the environment to guide adjustments to the organization’s mission, vision, and values. → Analyze the alignment between the organization’s mission, vision, and activities to recommend adjustments based on emerging priorities. → Adjust the organization’s institutional communication or positioning to maintain its relevance and support its mission, vision, and values considering emerging community needs. → Collaborate with the Board of Directors and senior management by sharing information and observations on the organization’s mission, vision, and values to support their update. → Adapt communication tools and official documents (website, presentations, corporate documents) to reflect updated values and directions. 	<ul style="list-style-type: none"> → Assess the organization’s potential for evolution and growth based on internal and external analyses. → Examine and evaluate possible strategic options to address emerging needs, considering organizational and financial capacity. → Assess and establish the necessary conditions (personnel allocation, resources, partnerships) to support the design and implementation of new initiatives. → Develop a formal and informal network of advisors, experts, and strategic partners to support reflection and decision-making. → Design a comprehensive organizational development strategy that integrates the diversification of funding sources, service innovation, and partnership sustainability.
<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Self-confidence • Sense of responsibility • Commitment to quality work 	<ul style="list-style-type: none"> • Problem-solving skills • Observational skills • Communication skills • Adaptability • Teamwork 	<ul style="list-style-type: none"> • Leadership • Initiative • Problem-solving skills • Interpersonal skills • Organizational skills

Function 2: Financial and Material Resources Management

This grouping of competencies focuses on the management and effective use of financial and material resources. It includes budget planning and management, the development of funding requests to address identified needs, and the responsible use of resources to maximize their impact.

Together, these competencies ensure the sustainability and effectiveness of the organization's activities.

Budget Management

This competency reflects the ability to effectively manage financial resources to support the organization’s smooth operation. It highlights the ability to monitor and manage an existing budget to ensure the proper delivery of programs and offered services. It also reflects the ability to develop budgets for new initiatives, considering identified priorities and needs.

Simple-Level Complexity Task Manage an existing budget to ensure the proper functioning of an organization’s program or project, in accordance with established rules and procedures.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Develop a detailed budget for a new project or program, considering organizational priorities and financial constraints.
<ul style="list-style-type: none"> → Review the organization’s budget data to identify the amounts allocated to each program or project. → Allocate short- and medium-term expenses using the information available in the current budget. → Regularly calculate and record revenues and expenses related to a program or project. → Identify different types of costs based on available information to better anticipate necessary adjustments. → Identify any discrepancies or unforeseen issues in a program or project budget, in accordance with established procedures. 		<ul style="list-style-type: none"> → Assess available financial resources and anticipated expenditures for project implementation. → Identify potential funding sources (internal or external) to supplement the project budget. → Incorporate, as needed, contributions from external partners or consultants into budget planning. → Develop a comprehensive budget plan that includes the project’s direct, indirect, and projected costs. → Justify budget choices to the Board of Directors and adjust the budget in accordance with the selected strategic directions.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Ability to perform repetitive tasks • Commitment to quality work • Observational skills 		<ul style="list-style-type: none"> • Organizational skills • Problem-solving skills • Sense of responsibility • Communication skills • Resourcefulness

Preparation of Funding Applications

This competency reflects the ability to draft funding applications that meet the needs of the target clientele and the community, while aligning with the organization’s priorities. It highlights the ability to prepare applications for regular funders using existing templates or processes, as well as to develop new proposals to expand service offerings in response to emerging needs. This competency also demonstrates the ability to seek out funding to support and grow the organization’s initiatives.

Simple-Level Complexity Task Prepare funding applications to regular funders using pre-established templates and processes to ensure the continuity of the organization’s services.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Develop funding applications for new funders to expand service offerings to meet a new need among the target clientele and the community, while respecting the organization’s identity and capacity.
<ul style="list-style-type: none"> → Prepare the annual funding application following the provided templates, guidelines, and timelines. → Gather the provided budget information and organize it according to the required sections of the application template. → Compile statistical data, results, and achievements demonstrating the relevance of the project or service to be maintained. → Draft the application text following the provided templates and instructions, highlighting the project’s contribution to the funder’s priorities. → Verify the application’s compliance before submission to ensure it meets all administrative and financial requirements. 		<ul style="list-style-type: none"> → Analyze and prioritize emerging needs within the community or target clientele that justify a new funding application. → Assess the potential social, economic, and educational impacts of implementing a new project to support the funding application to funders. → Analyze funding sources and potential strategic partners to identify the best opportunities to include in a new funding application. → Prepare a comprehensive funding application that includes the project’s objectives, expected outcomes, projected budget, and relevant, coherent information to persuade the funder to support the initiative. → Present and justify the funding application to the Board of Directors to support the decision to submit the same to the funder.
<ul style="list-style-type: none"> • Organizational skills • Ability to perform repetitive tasks • Commitment to quality work • Sense of responsibility • Communication skills 		<ul style="list-style-type: none"> • Persuasiveness • Initiative • Problem-solving skills • Observational skills • Communication skills

Responsible Resource Management

This competency reflects the ability to manage material and financial resources effectively, transparently, and responsibly. It highlights the ability to use these resources strategically to support the organization's activities and achieve its objectives. This competency demonstrates the ability to optimize the use of resources to ensure their impact and sustainability.

Simple-Level Complexity Task	Intermediate-Level Complexity Task	Advanced-Level Complexity Task
<ul style="list-style-type: none"> → Collect, organize, and present statistical information regarding the organization's evolution and the use of its material and financial resources. → Explore and compare various approaches to the effective management of material and financial resources to identify best practices. → Implement practices that promote the responsible, ethical, and sustainable use of available resources. → Research and recommend solutions to improve the cost effectiveness or sustainability of the organization's resources. → Contribute to the development of strategies aimed at ensuring the optimal and sustainable use of financial resources to ensure the organization's sustainability. 		
<ul style="list-style-type: none"> • Organizational skills • Problem-solving skills • Initiative • Sense of responsibility • Communication skills 		

Function 3: Human Resources Management

This grouping of competencies focuses on the coordination and development of work teams. It includes managing internal communications, defining and adjusting roles and responsibilities, promoting continuous professional development, and building dynamic and collaborative teams.

Together, these competencies foster a harmonious and effective work environment focused on collaboration and growth.

Management of Internal Communications

This competency reflects the ability to ensure clear and effective communication within the team. It highlights the ability to follow an existing internal communication protocol, adapt it to emerging needs, and develop an effective communication plan to strengthen the personnel collaboration and engagement.

<p>Simple-Level Complexity Task</p> <p>Apply the current internal communication protocol to ensure a smooth and consistent flow of information within the team.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt the internal communication protocol to better address emerging needs and the team’s collaborative practices.</p>	<p>Advanced-Level Complexity Task</p> <p>Develop and implement a structured, participatory internal communication plan aimed at strengthening the personnel collaboration, transparency, and engagement.</p>
<ul style="list-style-type: none"> → Regularly communicate the status of internal activities to personnel using effective methods (e.g., personnel meetings, emails, memos, collaborative platforms). → Communicate the decisions, directions, and impacts of the Board of Directors’ and committees’ activities with the personnel. → Relay essential information across teams to ensure coordinated action. → Actively participate in team meetings to share relevant information and ensure messages consistency. → Follow established internal communication protocols (frequency, tools, formats) to ensure information clarity and transparency. 	<ul style="list-style-type: none"> → Compare various communication strategies and techniques with personnel members based on their preferences and evolving organizational practices. → Assess the team’s needs and preferences regarding internal communication tools and methods. → Propose, test, and implement communication approaches or platforms that promote collaboration, transparency, and responsiveness. → Review the frequency or structure of meetings and communication channels based on personal feedback. → Propose concrete improvements to the internal communication protocol to strengthen team cohesion and collective effectiveness. 	<ul style="list-style-type: none"> → Evaluate the effectiveness of internal communication strategies and tools over a given period to identify strengths and possible areas for improvement. → Develop an internal communication plan specifying objectives, channels, frequency, and communication responsibilities. → Create collaborative exchange spaces (e.g., practice communities, internal forums, cross-team meetings) that foster a climate of openness, respect, and sharing. → Implement continuous feedback mechanisms to measure the quality and relevance of internal communications. → Monitor and adjust the communication plan to ensure it remains consistent with the organization’s culture and values.
<ul style="list-style-type: none"> • Communication skills • Organizational skills • Teamwork • Sense of responsibility • Interpersonal skills 	<ul style="list-style-type: none"> • Communication skills • Observational skills • Initiative • Interpersonal skills • Problem-solving skills 	<ul style="list-style-type: none"> • Leadership • Organizational skills • Problem-solving skills • Interpersonal skills • Communication skills

Management of Roles and Responsibilities

This competency highlights the ability to clearly define personnel members’ roles and responsibilities and adapt them as needed and projects evolve. It demonstrates the ability to coordinate and structure all team roles and responsibilities to maximize efficiency.

<p>Simple-Level Complexity Task</p> <p>Determine the roles and responsibilities of each personnel member to ensure a clear understanding of expectations and functions.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt and update the roles and responsibilities of each personnel member in response to changes within the organization (new needs, new practices, new projects, etc.) to ensure team effectiveness and consistency.</p>	<p>Advanced-Level Complexity Task</p> <p>Design and organize work teams to foster complementary roles and responsibilities and effective interprofessional collaboration.</p>
<p>→ Collect and organize information on the roles and responsibilities of each personnel member based on existing job descriptions.</p> <p>→ Visually represent the current tasks and responsibilities of each personnel member, ensuring that the information is verified with them.</p> <p>→ Present the roles and responsibilities during a team meeting to ensure a shared understanding.</p> <p>→ Update an organizational chart or role matrix to illustrate the distribution and complementarity of responsibilities within the team.</p> <p>→ Periodically verify personnel members’ understanding of roles and responsibilities to avoid overlaps or grey areas.</p>	<p>→ Identify gaps between current responsibilities and the organization’s new requirements to prepare for adjustments to each team member’s roles and responsibilities.</p> <p>→ Update job descriptions, as needed, to reflect new organizational priorities.</p> <p>→ Reorganize the distribution of roles and responsibilities among personnel, considering each individual’s strengths, aspirations, and potential for development.</p> <p>→ Adjust responsibilities to ensure synergy and complementarity among team members’ skill sets.</p> <p>→ Consult with team members to gather their feedback on the proposed adjustments and revise roles and responsibilities to ensure their feasibility.</p>	<p>→ Organize team activities that promote a shared understanding of group dynamics and the principles of collaborative work.</p> <p>→ Analyze the distribution of roles among personnel to enhance complementarity and collective effectiveness.</p> <p>→ Design team structures that balance responsibilities and maximize collective strengths.</p> <p>→ Implement interdepartmental coordination mechanisms between teams to strengthen cooperation and communication among them.</p> <p>→ Develop, in collaboration with relevant stakeholders, a continuous improvement plan for collaborative practices and team operations.</p>
<ul style="list-style-type: none"> • Organizational skills • Observational skills • Communication skills • Sense of responsibility • Teamwork 	<ul style="list-style-type: none"> • Organizational skills • Problem-solving skills • Observational skills • Interpersonal skills • Adaptability 	<ul style="list-style-type: none"> • Teamwork • Leadership • Organizational skills • Communication skills • Interpersonal skills

Management of Ongoing Professional Development

This competency reflects the ability to establish and maintain a culture of continuous learning that supports professional development within teams. It highlights the ability to organize continuous professional development activities, promote the integration of new practices as needed, and create a work environment where learning is constant and valued. It thus helps strengthen competencies and support professional growth within the organization.

<p>Simple-Level Complexity Task</p> <p>Ensure and maintain ongoing professional development activities for personnel members.</p>	<p>Intermediate-Level Complexity Task</p> <p>Review and adjust the continuous professional development strategy by integrating new activities and approaches to address the emerging needs of personnel and the organization.</p>	<p>Advanced-Level Complexity Task</p> <p>Structure an organizational environment that promotes individual and collective continuous learning within a learning organization perspective.</p>
<ul style="list-style-type: none"> → Gather personnel professional development needs during scheduled meetings or planned discussions. → Support personnel members in defining their professional development goals according to established guidelines. → Inform team members about available professional development activities and their objectives. → Plan the team’s participation in relevant training sessions, conferences, or webinars, considering the team’s needs and availability. → Monitor continuing completed education activities to ensure the continuity and complementarity of professional development activities. 	<ul style="list-style-type: none"> → Compare existing professional development activities to identify those that can be adapted or supplemented based on the team’s emerging needs and organizational capacity. → Research and propose new training or professional development opportunities by involving team members in the selection process. → Consider needs assessments and personnel evaluations to adjust the professional development strategy. → Introduce new forms of learning (self-directed learning, practice communities, co-development, cross-training, reflective practice) to diversify professional development practices. → Update the organization’s professional development plan to maintain alignment with strategic directions and available resources. 	<ul style="list-style-type: none"> → Promote reflective practice, individually or in groups, as a lever for competency development for both individuals (individual professional development) and teams (collective competencies that support interactive tasks involving communication, collaboration, and cohesion). → Establish organizational and cultural conditions that promote personnel autonomy and accountability in their professional development. → Evaluate the relevance, quality, and impact of professional development activities (training courses, peer learning, spaces for reflective practice, cross-training, etc.) to support individuals and teams’ professional effectiveness. → Design and implement a mentoring, pairing, or coaching system to facilitate knowledge transfer and the integration of new employees. → Create spaces and opportunities for collective learning (learning together), enabling teams to share their experiences and experiment with new practices.
<ul style="list-style-type: none"> • Communication skills • Organizational skills • Sense of responsibility • Goal-setting ability • Interpersonal skills 	<ul style="list-style-type: none"> • Problem-solving skills • Organizational skills • Initiative • Adaptability • Ability to learn from experience 	<ul style="list-style-type: none"> • Leadership • Creativity • Initiative • Organizational skills • Sense of responsibility

Management of Recruitment and Retention Strategies

This competency reflects the ability to plan, organize, and mobilize human resources in a way that supports the organization’s mandate and andragogical approaches, while fostering complementarity and internal collaboration. It highlights the ability to implement practices that promote personnel integration, engagement, and retention, as well as to structure and coordinate teams in alignment with organizational objectives. It also includes the ability to adapt team composition to emerging needs and to create conditions conducive to collaboration, professional effectiveness, and the organization’s sustainability.

Simple-Level Complexity Task Follow personnel onboarding procedures to support the fulfillment of the organization’s mandate and ensure the effective integration of new personnel members.	Intermediate-Level Complexity Task Adjust the overall composition of the internal team based on emerging organizational needs, developing projects, and the organization’s growth prospects.	Advanced-Level Complexity Task Build and maintain a dynamic, collaborative, and high-performing work team to ensure the organization’s sustainability and growth.
<ul style="list-style-type: none"> → Implement procedures for selecting new employees, considering established recruitment criteria. → Identify potential candidates based on the organization’s human resource needs. → Use a structured interview protocol leading to hire a new team member. → Provide new personnel members with all necessary documentation and resources to facilitate their integration. → Follow the established steps to evaluate employees’ performance, in accordance with the internal protocol designed for this purpose. 	<ul style="list-style-type: none"> → Identify available human resources and determine which ones are lacking for the implementation of a new project or a new direction. → Adjust personnel management strategies to support the integration and adaptation of new team members. → Adjust team composition based on new staffing levels. → Adjust, as needed, the distribution of roles and responsibilities based on new staffing levels to optimize collective performance and the complementarity of skills. → Support team members during internal adjustments or changes. 	<ul style="list-style-type: none"> → Strategically design work organization to foster interprofessional collaboration and strengthen cohesion. → Strategically recruit and onboard team members to optimize skill diversity of competencies, enhance collective effectiveness, and support the organization’s long-term development. → Conduct personnel performance evaluations to identify the strengths and professional development needs of each team member, to support competency growth and organizational effectiveness. → Analyze the current staffing situation and anticipate future human resources needs to support the organization’s growth. → Design and implement a succession or transition plan in collaboration with the Board of Directors or an external consultant.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Communication skills • Commitment to quality work • Resourcefulness 	<ul style="list-style-type: none"> • Organizational skills • Adaptability • Interpersonal skills • Leadership • Teamwork 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Interpersonal skills • Initiative • Sense of responsibility

Function 4: Organizational Effectiveness

This grouping of competencies highlights the abilities required to manage and continuously improve management practices that influence the organization's effectiveness. It includes managing the organization's internal operations, identifying needs, and regularly evaluating processes to adapt to changes and community expectations.

Together, these competencies support optimal and sustainable management focused on continuous improvement.

Effective Organizational Operations

This competency reflects the ability to ensure the organization’s smooth operation by adapting to its evolution and environment. It highlights the ability to analyze socioeconomic and cultural contexts to better understand community needs. It demonstrates the ability to optimize and adapt organizational practices to better respond to internal and external needs, thereby ensuring the organization’s effectiveness and sustainability. This competency also reflects the ability to implement evaluation tools to continuously improve the organization’s practices.

<p>Simple-Level Complexity Task</p> <p>Continuously determine the organization’s needs to ensure its smooth operation.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt internal organizational practices to operational needs and community realities to ensure process fluidity and the organization’s effective functioning.</p>	<p>Advanced-Level Complexity Task</p> <p>Design and implement a continuous evaluation process of organizational operations, considering the organization’s evolution, internal resources, and emerging community needs to support the ongoing improvement of management practices.</p>
<ul style="list-style-type: none"> → Gather information on the organization’s needs based on existing data and observations of the internal and external context. → Organize and classify the data collected on the organization’s needs in a clear and accessible format. → Identify the organization’s needs regarding tools, infrastructure, and technological resources. → Regularly consult with team members to better understand operational and logistical needs. → Record observations and identified needs in a tracking tool or internal report for easy reference. 	<ul style="list-style-type: none"> → Review internal findings related to the organization’s operations to identify strengths and areas for improvement, then propose practical adjustments to the methods or procedures used. → Adapt certain management practices or internal procedures to improve organizational efficiency and consistency. → Discuss potential improvements with the team and plan the priority adjustments to be implemented. → Update monitoring tools, processes, or internal guides to account for emerging needs and observations gathered. → Collaborate with partners or personnel members to pilot the proposed adjustments and ensure their integration into standard practices. 	<ul style="list-style-type: none"> → Develop an implementation plan for organizational adjustments to ensure the organization’s technological, logistical, and administrative operations run smoothly, specifying the required resources, timelines, and measurable deliverables. → Evaluate with the team, the internal processes and practices by incorporating data collection, analysis, and interpretation to define specific continuous improvement objectives to be achieved within realistic and measurable timeframes. → Recommend targeted upgrades or investments (in technology, human resources, equipment, and partnerships), drawing on external expertise, as needed. → Regularly consult with partners, employees, and stakeholders to assess the impact of the organization’s activities and programs within the community. → Mobilize new resources, approaches, or technologies to increase organizational effectiveness and efficiency based on evaluation results.
<ul style="list-style-type: none"> • Observational skills • Organizational skills • Communication skills • Sense of responsibility • Commitment to quality work 	<ul style="list-style-type: none"> • Problem-solving skills • Organizational skills • Adaptability • Communication skills • Teamwork 	<ul style="list-style-type: none"> • Problem-solving skills • Leadership • Organizational skills • Communication skills • Initiative

Change Management

This competency reflects the ability to anticipate, support, and integrate necessary changes within the organization, particularly during periods of transition. It highlights the ability to plan mechanisms to adapt and design individual and collaborative practices in collaboration with the team. This competency demonstrates a proactive approach to helping the organization adapt to evolving community and society contexts.

<p>Simple-Level Complexity Task</p> <p>Adopt a proactive and open stance toward change and contribute to prepare the team to understand the reasons for and impacts of upcoming transformations.</p>	<p>Intermediate-Level Complexity Task</p> <p>Anticipate and adjust internal mechanisms that facilitate the adaptation of individual and collaborative practices to respond to anticipated or ongoing changes.</p>	<p>Advanced-Level Complexity Task</p> <p>Design and implement, in collaboration with the team, structured and sustainable strategies aimed at integrating emerging changes in the community, social, or institutional environment into the organization’s practices and operations.</p>
<ul style="list-style-type: none"> → Clearly communicate with team members the reasons for the changes desired for the organization, as well as the accompanying strategic decisions. → Plan and facilitate discussions that allow team members to understand the why and how of the proposed changes. → Constructively express concerns or suggestions regarding the announced changes. → Support colleagues as they gradually adopt new ways of working. → Maintain a positive and motivating attitude during periods of organizational transition. 	<ul style="list-style-type: none"> → Discuss, as a team, situations requiring changes and propose concrete adjustments to existing practices. → Review the team composition or distribution to effectively address new organizational priorities. → Integrate and manage the necessary adjustments within internal processes to ensure a smooth transition. → Identify, discuss, and analyze with stakeholders the potential impacts of changes on work practices and processes. → Update procedures or work tools to better reflect new organizational directions. 	<ul style="list-style-type: none"> → Design new organizational initiatives or approaches to respond to anticipated or sudden changes. → Evaluate, in collaboration with the team, the repercussions of strategic decisions and changes in services, partnerships, or internal structure. → Demonstrate collaborative leadership to guide the team in making complex or sensitive decisions related to change. → Develop a change management plan that incorporates communication, training, and impact monitoring. → Engage internal and external partners around a shared vision to ensure the sustainable integration of change.
<ul style="list-style-type: none"> • Communication skills • Adaptability • Interpersonal skills • Teamwork • Self-control 	<ul style="list-style-type: none"> • Adaptability • Communication skills • Organizational skills • Problem-solving skills • Teamwork 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Communication skills • Initiative • Teamwork

Function 5: Community and Partner Relations

This grouping of competencies aims to establish and maintain strong relationships between the organization, the community, and its partners. It includes representing the organization, creating and maintaining productive partnerships, and organizing and evaluating collaborations to maximize their impact.

Together, these competencies strengthen the ties between the organization and the community while supporting shared objectives.

Representation in the Community

This competency reflects the ability to represent the organization positively and strategically within the community. It highlights the ability to organize initiatives to raise awareness of the organization and its services, while adapting approaches to different audiences and the public.

<p>Simple-Level Complexity Task</p> <p>Represent the organization positively within the community to promote its mission, values, and services.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt their professional demeanour and representation strategies based on the target audiences, the context of intervention, and the representation objectives.</p>	<p>Advanced-Level Complexity Task</p> <p>Plan and implement strategic initiatives to increase the organization’s visibility and influence within the community it serves.</p>
<p>→ Clearly communicate the organization’s mandate, vision, mission, and values during community outreach activities.</p> <p>→ Explain the organization’s role within the community to promote it to the public.</p> <p>→ Participate in activities, consultations, or community meetings to represent the organization to the public.</p> <p>→ Present the objectives and benefits of the programs or services offered by the organization to community representatives.</p> <p>→ Participate in local or regional initiatives to raise awareness of the organization and contribute to community development.</p>	<p>→ Strategically present the components of the organization’s mandate, mission, vision, and values according to the context and audience.</p> <p>→ Adapt presentations, messages, and communication tools to suit the audience and representation objectives.</p> <p>→ Use inclusive language to present the organization’s values and mission in an intercultural context.</p> <p>→ Adapt your approach and representation and communication strategies based on the audience (institutions, community organizations, government agencies, private companies, citizens, etc.) to foster a relationship of trust.</p> <p>→ Adapt participation in event planning based on the audience type and representation objectives.</p>	<p>→ Organize strategic events with various organizations and community groups to increase the organization’s visibility around shared issues.</p> <p>→ Develop, within the context of community consultation, a vision or orientations to promote the organization’s values and mission in a way that aligns with community aspirations.</p> <p>→ Optimize the use of public relations, marketing, and strategic communication approaches and tools.</p> <p>→ Develop flexible and effective external communication strategies to increase the organization’s visibility among key audiences.</p> <p>→ Evaluate the impact of representation activities on the organization’s reputation, recognition, and appeal.</p>
<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Initiative • Sense of responsibility • self-confidence 	<ul style="list-style-type: none"> • Communication skills • Sense of responsibility • Adaptability • self-confidence • Self-control 	<ul style="list-style-type: none"> • Leadership • Initiative • Organizational skills • Problem-solving skills • Interpersonal skills

Relationships with Community Partners

This competency reflects the ability to establish and maintain strong, productive relationships with community partners. It highlights the ability to create and sustain a climate of trust and collaboration with partners, adapt relationships as needed, and develop new partnerships to meet the evolving needs of clients and the organization. It emphasized the ability to organize and facilitate meetings with partners to achieve common objectives. It also contributes to building a network that supports the organization’s objectives and fosters the growth of partnerships.

Simple-Level Complexity Task Maintain regular connections with partners to support the organization’s activities and mission.	Intermediate-Level Complexity Task Adapt interactions to maintain sustainable partnerships based on trust, transparency, and mutual understanding.	Advanced-Level Complexity Task Facilitate and coordinate interactions among partners to strengthen their collaboration and support the achievement of shared goals.
<ul style="list-style-type: none"> → Identify community organizations with similar objectives to those of the organization to pinpoint potential areas for collaboration. → Maintain regular contact with partners involved in community networks and committees. → Maintain regular communication with identified partners to strengthen relationships and support referral and intake protocols and agreements towards transition programs and post-Get SET employment environments. → Regularly share information about the organization’s activities and projects with relevant partners. → Maintain effective and respectful relationships between the organization’s members and community partners to support a continuum of continuous and effective learning for learners. 	<ul style="list-style-type: none"> → Adapt interactions with partners based on the evolution of their respective needs and priorities. → Adjust the nature, frequency, or modalities of interactions with partners to maintain a climate of collaboration and mutual respect. → Adapt approach and interactions to prevent or defuse tensions with partners. → Discuss with partners the necessary adjustments to maintain effective referral and intake agreements and protocols that are effective for the learners and beneficial to all parties. → Discuss with partners the necessary adjustments to maintain an effective and relevant learning continuum for the learners. 	<ul style="list-style-type: none"> → Structure joint initiatives with partners to implement smooth and effective interagency referral and intake mechanisms. → Establish a context of complementary expertise and aligned objectives with community partners. → Develop agreements or referral and intake protocols with partners that define roles, responsibilities, and mutual commitments. → Evaluate the outcomes and mutual benefits of collaborations to ensure their relevance, sustainability, and impact on learners, thereby guiding their consolidation and evolution. → Engage with partners to jointly assess the impacts, relevance, and sustainability of programs within an evolving community context (demographics, funding, local priorities, etc.).
<ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Sense of responsibility • Ability to trust others • Observational skills 	<ul style="list-style-type: none"> • Interpersonal skills • Adaptability • Communication skills • Self-control • Problem-solving skills 	<ul style="list-style-type: none"> • Leadership • Organizational skills • Interpersonal skills • Problem-solving skills • Communication skills

Implementation of Integrated and Shared Services

This competency enables the development and consolidation of strategic partnerships with other organizations to better address the evolving and sometimes complex needs of learners. It highlights the ability to create new collaborations between organizations based on the strategic integration of each party’s resources within the framework of a joint, integrated service offering to address the complex needs of learners. It thus contributes to mobilize and foster teamwork among partners to deliver services in an integrated and simultaneous manner.

Simple-Level Complexity Task N/A	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task
		<ul style="list-style-type: none"> → Facilitate collaboration and innovation spaces beyond the organization’s boundaries by identifying complementary partners to design a joint and integrated service offering. → Select and invite organizations or individuals with shared interests to participate in meetings or collaborative projects. → Design with partners, data collection tools (e.g., surveys, feedback forms) to jointly assess the performance and impact of a joint, integrated program or service. → Analyze and evaluate, with partners, the gap between supply and demand for services and new projects to collectively adjust the supply with the actual needs of target groups. → Coordinate and facilitate strategic dialogue among partners to co-develop joint and integrated initiatives and ensure the consistency and follow-up of collective actions.
		<ul style="list-style-type: none"> • Leadership • Initiative • Organizational skills • Problem-solving skills • Communication skills

Training

This role encompasses the competencies that support tasks across all stages of the direct pedagogical interaction with learners:

- Planning and designing learning activities and approaches;
- Training stages such as delivering training, facilitating activities, and guiding learners;
- The learning assessment stage.

The actions associated with the training role are generally part of a broader program that includes several courses or learning processes organized coherently around a clear objective for a target clientele.

Function 1: Planning and Design of Learning Activities and Approaches

Specialized Competencies:

- Andragogical Planning of Learning Program
- Andragogical Planning and Strategies
- Planning of Assessment Practices
- Planning and Evaluation Andragogical Resources

Function 2: Implementation of Training and Learning Approaches and Activities

Specialized Competencies:

- Implementation of Andragogical Strategies
- Use of Technological Resources
- Support for Active Participation
- Andragogical Orientation of the Program
- Reflective Feedback in Learning Activities

Function 3: Facilitation and Management of Learning Groups

Specialized Competencies:

- Facilitation and Cohesion of Learning Groups
- Safe Learning Environment Within the Group

Function 4: Advice, Guidance, and Learning support

Specialized Competencies:

- Guidance and Support Throughout the Get SET Program
- Consideration of Psychoeducational and Socioeducational Needs
- Support for Informal Learning

Function 5: Learning Assessment

Specialized Competencies:

- Assessment of Learning and Competencies
- Assessment of Learning Strategies and Processes
- Process Monitoring and Documentation

Function 1: Planning and Design of Learning Activities and Approaches

This grouping of competencies focuses on the planning and design of learning activities tailored to the needs of learners. It includes organizing learning stages that rely on the use of various andragogical approaches, methods, and techniques, as well as managing available resources to ensure effective training. This grouping of competencies also supports the trainer's ability to evaluate available andragogical resources (educational materials and technology).

Together, these competencies ensure the implementation of clear, flexible learning programs that are aligned with the objectives of learners and organizations.

Andragogical Planning of Learning Program

This competency highlights the ability to plan adapted learning programs to enable learners to achieve their objectives. It considers the learner profiles and needs (cognitive, affective, social), training modalities (in-person, small groups, individual), and program objectives. It involves defining the competencies to be developed, planning progressive and coherent learning activities, structuring the stages, pace, and transitions of the program, and then adjusting the plan based on observations and feedback collected.

Simple-Level Complexity Task Plan learning programs using existing andragogical resources, in accordance with established Get SET program guidelines, and considering identified learning needs and objectives.	Intermediate-Level Complexity Task Adapt learning programs by selecting the most relevant andragogical resources based on learners' needs, their learning objectives, and the mandate of the Get SET program.	Advanced-Level Complexity Task Create and design individualized learning programs based on an in-depth analysis of learners' socioeducational needs, to address complex situations and emerging needs.
<ul style="list-style-type: none"> → Use a template to produce a learning plan based on the literacy levels established by the ministry and the learner's objectives. → Plan learning approaches and activities based on the learning plan and using existing approaches or resources. → Logically organize the stages to support learners' learning plans. → Select, from available authentic materials (e.g., case studies, real documents), the elements to be used to support the stages of a planned learning program. → Plan, according to existing guidelines, a process for providing feedback to learners on their learning activities. 	<ul style="list-style-type: none"> → Adapt existing learning sequences based on learners' emerging needs and the intended learning progression. → Modify a learning plan template to account for new personal objectives or the emerging learners needs. → Explore job profiles available in the community to align existing learning activities or approaches with labour market realities. → Adapt a learning activity or approach to address a specific psychoeducational or socioeducational learner need (e.g., improved communication, emotional support). → Reorganize existing learning activities or approaches to account for prior educational experiences and create more favourable learning conditions. 	<ul style="list-style-type: none"> → Design an enhanced learning plan template that integrates psychoeducational and socioeducational considerations to address the specific needs of certain learners. → Create innovative learning activities or approaches based on an analysis of changes in the labour market, the community, and educational settings, to prepare learners to successfully integrate into these environments. → Design contextualized learning activities and approaches that consider learners' personal goals (employment, education, social integration) and learning objectives, while respecting the Get SET program's mandate. → Develop learning approaches and activities that integrate community programs or resources to enrich learning programs. → Create inclusive learning approaches that consider learners' cultural, social, and socioeconomic realities to promote equity and engagement in the learning process.
<ul style="list-style-type: none"> • Organizational skills • Commitment to quality work • Sense of responsibility • Observational skills • Goal-setting ability 	<ul style="list-style-type: none"> • Adaptability • Problem-solving skills • Organizational skills • Ability to learn from experience • Observational skills 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Adaptability • Initiative • Organizational skills

Andragogical Planning and Strategies

This competency highlights the ability to select and organize the most appropriate andragogical approaches, methods, and techniques to structure learning processes in alignment with learners’ learning journeys and with the goal of optimizing outcomes. It involves planning the sequence of activities, anticipating the required resources, and adjusting these choices based on learners’ profiles and their progress along their learning programs. It also encourages innovation to adapt to emerging needs or new contexts.

Simple-Level Complexity Task Plan andragogical approaches, methods, and techniques to structure and organize learning approaches that are already recognized and proven within the program.	Intermediate-Level Complexity Task Adapt the combination of andragogical approaches, methods, or techniques to modify planned learning processes and activities to better meet the specific needs of learners.	Advanced-Level Complexity Task Design new learning processes or activities by integrating new andragogical approaches, methods, or techniques to address emerging needs or new learning contexts.
<ul style="list-style-type: none"> → Select, from among existing andragogical methods and techniques, those that align with the intended learning objectives. → Select the most appropriate andragogical methods and techniques for implementing the planned learning activities or approaches, considering the context (e.g., group, individual). → Prepare and structure a learning activity by applying an established andragogical method or technique adapted to the context. → Select a basic andragogical technique (e.g., presentation, discussion, practical exercise) suited to the objective of the learning activity. → Plan to use various free and relevant andragogical resources to support an existing activity, incorporating one or more appropriate media/tools (e.g., document, video) to address specific needs. 	<ul style="list-style-type: none"> → Adapt planned activities to the different profiles of learners, varying andragogical methods, techniques, and materials as needed. → Vary the techniques and methods used in each planned activity or learning approach based on the characteristics of the learners (such as learning styles and challenges encountered). → Integrate a balance between individual and group activities into each planned learning process, considering the learning plan and the observed needs of the learners, and then plan andragogical methods and techniques accordingly. → Adapt each learning process to incorporate participatory andragogical methods or techniques to engage the learner in their learning. → Gather and incorporate feedback and suggestions from trainers to confirm or adjust/adapt the combination of andragogical methods and techniques selected for each activity. 	<ul style="list-style-type: none"> → Plan learning approaches that utilize new participatory andragogical methods and techniques to engage the learner in their learning. → Plan a new learning approach using one or more new appropriate resources/supports/media (e.g., document, video, PowerPoint presentation) that address emerging and specific needs. → Plan an original andragogical approach by integrating an innovative method (e.g., project-based learning, simulation). → Plan a learning approach by integrating a new combination of several methods or techniques (collaborative work, experiential learning, reflective practice, etc.) to address a complex situation, an unprecedented context, or an emerging need. → Experiment with new andragogical methods and techniques that promote the transfer of learning into daily life and various life contexts.
<ul style="list-style-type: none"> • Organizational skills • Commitment to quality work • Sense of responsibility • Ability to set goals • Ability to learn from experience 	<ul style="list-style-type: none"> • Adaptability • Communication skills • Problem-solving skills • Teamwork • Observational skills 	<ul style="list-style-type: none"> • Creativity • Initiative • Problem-solving skills • Adaptability • Ability to learn from experience

Planning of Assessment Practices

This competency highlights the ability to plan and organize assessment strategies tailored to learning objectives, learners’ needs, and the training context. It involves selecting a variety of assessment methods and practices to evaluate both learners’ achievements (learning and skills) and the learning process. It also enables the planning of follow-ups and adjustments to andragogical strategies based on observed results.

<p>Simple-Level Complexity Task</p> <p>Incorporate the assessment practices and tools prescribed by the program into planning to measure learners’ learning processes and outcomes.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt your assessment strategy to better meet the needs of learners.</p>	<p>Advanced-Level Complexity Task</p> <p>Develop new assessment practices and tools to increase flexibility in planning assessment strategies, while considering diverse contexts and the emerging needs of learners.</p>
<ul style="list-style-type: none"> → Incorporate into your planning the assessment practices and tools already required by the program (e.g., milestone tasks, culminating tasks, internal assessment tools, etc.). → Incorporate learning assessment tools (e.g., quizzes and printed tests) into planning that focus on meaningful tasks aligned with the learner’s objectives. → Include in your planning assessment practices that allow you to observe and inquire about learners’ learning processes (e.g., asking questions about the strategies used, the difficulties encountered, etc.). → Schedule time to provide simple, regular feedback after a learning activity (e.g., verbal comments at the end of the session). → Plan to document the results of scheduled assessments (e.g., note successes and observed difficulties) to maintain a record in learners’ files. 	<ul style="list-style-type: none"> → Adapt your assessment strategy by incorporating a variety of assessment practices and tools, based on learners’ specific or emerging needs (e.g., psychoeducational needs, learning styles). → Gather feedback and suggestions from instructors or learners to adjust your assessment strategy as needed. → Include simple assessment alternatives (e.g., oral or written) in a flexible assessment strategy tailored to learners’ preferences or constraints. → Incorporate a flexible assessment strategy into your planning, allowing you to adjust the frequency of scheduled assessments to better support learners’ progress. → Analyze the results of previous assessments to adjust the criteria, tools, or assessment methods so they better reflect learners’ actual progress. 	<ul style="list-style-type: none"> → Design an assessment strategy that incorporates practices to evaluate learner satisfaction and the impact of the training on learning. → Analyze and select assessment activities that measure learners’ ability to apply what they have learned in concrete, real-world situations related to their goals and incorporate them into the assessment strategy as needed. → Plan an assessment strategy that incorporates a peer assessment method to be integrated at the appropriate time in the learning journey. → Evaluate existing adult education resources related to assessment to design an innovative assessment strategy that addresses new contexts. → Design an assessment strategy that considers learners’ metacognitive abilities (strategies used, level of confidence, signs of difficulty).
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Commitment to quality work • Observational skills • Goal-setting ability 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Communication skills • Problem-solving skills • Ability to learn from experience 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Observational skills • Initiative • Organizational skills

Planning and Evaluation of Andragogical Resources

This competency highlights the ability to select, organize, and evaluate adult education resources (materials, guides, etc.) based on learning objectives and learners’ needs. It involves ensuring the relevance, quality, and effectiveness of the resources used to support appropriate and effective planning of learning activities and approaches.

Simple-Level Complexity Task	Intermediate-Level Complexity Task	Advanced-Level Complexity Task
<p>→ Compare and evaluate several adult education resources (e.g., textbooks, digital materials, etc.) to support the planning of learning activities and approaches.</p> <p>→ Review the modules or sequences of a course to identify relevant resources that optimize the learning experience within one’s intervention context.</p> <p>→ Explore and evaluate training resources available in the community to support the selection and planning of existing learning activities or approaches.</p> <p>→ Evaluate adult education resources that promote the transfer of learning to daily life and various life contexts.</p> <p>→ Identify and compare multimedia resources (videos, interactive simulations, etc.) to enrich learning activities and cater to different learning styles.</p>		
<ul style="list-style-type: none"> • Observational skills • Problem-solving skills • Adaptability • Ability to learn from experience • Organizational skills 		

Function 2: Implementation of Training and Learning Approaches and Activities

This set of competencies highlights the ability to deliver previously planned training and learning activities. This includes using a variety of andragogical approaches, methods, and techniques, as well as appropriate technological tools, and considering the needs of learners to create inclusive learning environments. These competencies encourage the use of reflective practices to consolidate learning.

Together, these competencies enable the development of dynamic learning programs tailored to each context.

Implementation of Andragogical Strategies

This competency highlights the ability to apply andragogical strategies (approaches, methods, techniques, and resources) tailored to the learners’ needs and realities, considering their life experiences, backgrounds, and psychological state. It also involves selecting a variety of strategies to create a safe learning environment adapted to the learners’ pace and abilities.

<p>Simple-Level Complexity Task</p> <p>Implement planned andragogical approaches, methods, and techniques in the learning process, using a variety of resources to stimulate multiple senses and learning styles and encourage the learner participation.</p>	<p>Intermediate-Level Complexity Task</p> <p>Strategically adapt andragogical approaches, methods, and techniques based on learners’ needs (e.g., learning styles, pace, level of motivation) and the learning context (e.g., individual, group, transition program).</p>	<p>Advanced-Level Complexity Task</p> <p>Mobilize and combine various andragogical approaches, methods, and techniques to address emerging or complex needs, by creating learning conditions that consider cognitive dimensions (e.g., learning disabilities) and affective dimensions (e.g., anxiety in learning situations, loss of confidence).</p>
<ul style="list-style-type: none"> → Implement a sequence of learning activities based on a previously selected method. → Use a variety of andragogical methods (visual, textual, auditory, etc.) to diversify the ways in which content is presented. → Regularly ask questions to stimulate engagement and check the learners’ understanding (discovery-based method). → Vary andragogical techniques during proposed learning activities (e.g., exercises, simulations, real-life problems, etc.) to maintain interest and participation. → Implement planned andragogical strategies (e.g., group discussion, collaborative work, oral assessment) to support learners with specific needs or those experiencing decreased motivation. 	<ul style="list-style-type: none"> → Adapt the planned sequence of learning activities in response to a change in context (e.g., addition of a new learner to a group). → Introduce complementary materials (e.g., textbooks, texts, digital resources) to address learners’ emerging needs. → Adapt the visual presentation of content based on observed difficulties or preferences (e.g., dyslexia, visual fatigue, etc.). → Rephrase the activity’s instructions to make them easier to understand or to better support the learner’s autonomy. → Adapt an existing text by rewriting it at an OALCF level (Level 1, 2, or 3), based on learners’ needs. 	<ul style="list-style-type: none"> → Design a comprehensive and flexible learning approach for a group with specific needs (e.g., immigrants, job seekers), integrating methods adapted to their reality. → Design personalized learning activities in response to identified cognitive or emotional needs (e.g., attention deficit disorder, test anxiety). → Design and conduct interviews or questionnaires to better assess learners’ psychological and emotional needs. → Strategically select and combine a variety of andragogical techniques to address complex or new learning situations. → Collaborate with specialized resources (e.g., remedial educators, psychosocial counselors) to design new andragogical strategies to better address identified needs.
<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Adaptability • Initiative • Organizational skills 	<ul style="list-style-type: none"> • Adaptability • Problem-solving skills • Observational skills • Initiative • Organizational skills 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Observational skills • Communication skills • Teamwork

Use of Technological Resources

This competency highlights the ability to integrate digital and technological tools into andragogical practices to support learning. It includes the ability to select, adapt, and effectively use these tools to foster engagement, interaction, and competencies acquisition among learners.

Simple-Level Complexity Task	Intermediate-Level Complexity Task	Advanced-Level Complexity Task
<p>→ Use digital proofreading tools (e.g., Antidote, Word’s spell checker) when evaluating learners’ work.</p> <p>→ Communicate with learners using email platforms (e.g., Gmail, Outlook) or other digital communication tools.</p> <p>→ Distribute digital andragogical resources to learners using the tools or platforms used within the program.</p> <p>→ Evaluate which andragogical resources to be made available online based on the program, the learner’s competencies, and their learning objectives.</p> <p>→ Consider learners’ digital experience or knowledge when selecting the most appropriate technological tools for use in the learning context.</p>		
<ul style="list-style-type: none"> • Adaptability • Ease in performing repetitive tasks • Communication skills • Organizational skills • Sense of responsibility 		

Support for Active Participation

This competency highlights the ability to encourage learners to actively engage in their learning process. It involves creating stimulating learning activities that promote interaction, initiative, and accountability in the acquisition and development of competencies.

<p>Simple-Level Complexity Task</p> <p>Implement learning activities or approaches that promote learners' engagement and active participation.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt learning activities or approaches to maximize learners' active participation.</p>	<p>Advanced-Level Complexity Task</p> <p>Design learning approaches that position learners as active partners by involving them in all stages of the learning process and fostering their progressive responsibility for their learning journey.</p>
<ul style="list-style-type: none"> → Propose an interactive learning activity conducted with the instructor or other learners (e.g., quiz, collaborative exercise). → Invite a learner to present their work or a project to the group to showcase their learning. → Implement a real-life or simulated scenario that allows learners to apply what they have learned in a concrete context. → Use an interactive practical activity (e.g., role-play) to support the development of social or interpersonal competencies. → Ask open-ended questions during an activity to encourage learners to express their ideas, justify their choices, or explain their reasoning. 	<ul style="list-style-type: none"> → Adapt a sequence of independent activities that allows the learner to complete a multi-step task, thereby promoting the progressive acquisition of various learning objectives. → Explore the learner's personal interests or goals to adjust the contents or approaches of an activity, making it more relevant and engaging. → Integrate complementary training formats (e.g., online or multimodal) to support active participation, based on the learner's preferences or availability. → Modify an existing activity to introduce more interaction among learners (e.g., debate, collaborative development of a response). → Offer a choice of activity formats (e.g., oral, written, visual) to encourage participation based on learners' strengths or preferences. 	<ul style="list-style-type: none"> → Allow learners, when appropriate, to lead their own learning process, limiting interventions to what is strictly necessary. → Schedule self-assessment moments at strategic points in the learning journey (e.g., midcourse, end of training) to allow the learner to connect their initial objectives with their learning outcomes. → Create learning projects based on real-life situations, in which the learners conduct research, plan actions, and present their results. → Implement simulations or complex scenarios designed to develop learners' interactive or socioemotional competencies. → Design personalized learning approaches and activities that allow each learner to make decisions, plan their learning program, and actively participate in their training.
<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Teamwork • Initiative • Ability to trust others 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Ability to set goals • Communication skills • Problem-solving skills 	<ul style="list-style-type: none"> • Leadership • Sense of responsibility • Creativity • Ability to set goals • Ability to trust others

Andragogical Orientation of the Program

This competency highlights the ability to align training objectives, content, and methods with the program’s andragogical foundations. Among other things, it emphasizes the integration of authentic tasks that allow learners to apply what they have learned in real and meaningful contexts, in accordance with a competency-based approach.

Simple-Level Complexity Task Use, when appropriate, authentic learning resources or activities to support the acquisition and development of competencies in realistic contexts.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Create learning conditions that foster the development of transferable competencies by relying on authentic tasks planned at strategic points in the learning journey.
<ul style="list-style-type: none"> → Propose learning activities related to learners’ daily or professional lives (e.g., filling out a real form, planning a personal or work schedule). → Use authentic resources drawn from learners’ lives (e.g., work documents, emails, personal management tools) to support learning. → Present concrete examples or real documents to illustrate targeted learning and promote understanding (e.g., use an invoice to teach mathematical concepts). → Explain to the learner the connection between their personal goals and the competencies in the OALCF framework, including transition programs. → Use an existing template to co-create a learning plan with the learner, considering their interests and goals. 		<ul style="list-style-type: none"> → Create demonstration activities directly related to the learner’s training program. → Guide the learner to adapt a cover letter from a template, in connection with their resume, and assist them in revising the content. → Review authentic documents from the learner’s real-life context with them, adapting them as needed while preserving their authenticity to support learning aligned with their objectives. → Incorporate authentic tasks at strategic points in the learning journey to support the development of transferable competencies in the learner. → Create learning conditions that foster the learner’s ability to transfer skills, that is, their ability to apply a newly developed competencies in a new context.
<ul style="list-style-type: none"> • Observational skills • Adaptability • Communication skills • Commitment to quality work • Sense of responsibility 		<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Leadership • Adaptability • Sense of responsibility

Reflective Feedback in Learning Activities

This competency highlights the ability to incorporate moments of reflection for learners during activities to maximize learning. It involves encouraging learners to assess their own progress, individually or in groups, to identify their strengths and areas for improvement. This reflective feedback also allows learners to adjust their learning strategies to promote autonomous and sustainable learning.

Simple-Level Complexity Task Implement learning activities that encourage learners to reflect individually on their learning, their successes, and the challenges encountered.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Create learning conditions that allow learners to provide reflective feedback in groups on their learning and approaches to promote exchange, collective analysis, and the adjustment of learning strategies.
<ul style="list-style-type: none"> → Systematically provides feedback to the learner on learning achieved through new practices (e.g., reading, writing, numeracy, and digital practices, etc.). → Conduct exercises or reviews while highlighting the competencies the learner has applied. → Have learners perform demonstration activities during training to make their learning explicit. → Provide feedback on the results of diagnostic assessments at the beginning of a course or a new training phase to help the learner become aware of their prior knowledge or competencies. → Systematically highlights learners' prior knowledge and new learning during learning activities. 		<ul style="list-style-type: none"> → Create an environment where learners feel comfortable sharing their ideas, learning, and reflections without fear of judgment. → Train learners to provide constructive and respectful feedback within a collaborative setting. → Provide various forms of feedback (self-assessment, peer assessment, and feedback from the instructor), depending on needs and the stage of the learning journey. → Integrate, at strategic moments, group reflective feedback sessions that foster awareness of learning achieved through authentic tasks. → Maintain a balance between internal feedback (self-reflection) and external feedback (from peers or the instructor) to support the analysis of learning and the adjustment of strategies.
<ul style="list-style-type: none"> • Communication skills • Observational skills • Sense of responsibility • Ability to persevere • Commitment to quality work 		<ul style="list-style-type: none"> • Interpersonal skills • Leadership • Communication skills • Ability to trust others • Sense of responsibility

Function 3: Facilitation and Management of Learning Groups

This grouping of competencies focuses on facilitating and managing groups of learners in learning situations. It includes creating a respectful and safe environment in which every learner can express themselves and actively participate. It also emphasizes collaboration and mutual support among group members, thereby fostering engagement and both individual and collective learning.

Together, these competencies enable the creation of stimulating and inclusive learning environments.

Facilitation and Cohesion of Learning Groups

This competency highlights the ability to facilitate a group in a dynamic and inclusive manner. It emphasizes the ability to establish a collaborative atmosphere through facilitation techniques that promote exchange, mutual support, cooperative learning, and the development of social-emotional competencies. It also encourages participation, communication, and the learners’ progressive assumption of responsibility for the group dynamics.

Simple-Level Complexity Task Facilitate a learning group by encouraging oral expression, active participation, and respectful exchanges to support engagement in the group dynamic.	Intermediate-Level Complexity Task Adapt facilitation techniques and strategies, as needed, based on group dynamics and observed needs to enhance interactions, collaboration, and learning effectiveness.	Advanced-Level Complexity Task Design and implement facilitation strategies that gradually lead learners to take on an active role in managing group dynamics (e.g., choosing activities, regulating the atmosphere).
<ul style="list-style-type: none"> → Conduct a roundtable discussion at the beginning of the session to break the ice and encourage initial exchanges. → Interact regularly with learners by soliciting their ideas and asking open-ended questions. → Use basic facilitation techniques (e.g., rephrasing, questioning, validation, etc.) to highlight contributions and ensure effective and respectful communication. → Take the group’s diversity (e.g., culture, experiences, pace) into account during facilitation to foster an inclusive atmosphere and enrich exchanges. → Highlight learners’ experiences and knowledge during group discussions. 	<ul style="list-style-type: none"> → Modify facilitation strategies, as needed, based on group dynamics and evolving participation. → Adapt group facilitation strategies to better reflect learners’ learning styles and needs. → Gather group feedback through open discussions to adjust facilitation approaches. → Adapt in-person facilitation strategies (e.g., pairing, small-group work, guided discussions) to promote mutual support and collaboration among learners. → Alternate between whole-group and small-group work, depending on the activity, to allow learners to collaborate more. 	<ul style="list-style-type: none"> → Allow the group to guide the learning approach when necessary (e.g., invite learners to answer each other’s questions). → Facilitate discussions in which all learners express different perspectives on a topic (e.g., invite learners to collaboratively establish group guidelines to create a respectful, collaborative, and productive environment). → Gradually involve learners in all stages of the group learning process (e.g., facilitate peer feedback exercises). → Ask a learner to explain to the others the method they used to complete a learning activity. → Support a learner in a personal project or in solving a problem by soliciting input from other group members.
<ul style="list-style-type: none"> • Communication skills • Interpersonal skills • Teamwork • Observational skills • Ability to trust others 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Communication skills • Teamwork • Problem-solving skills 	<ul style="list-style-type: none"> • Leadership • Interpersonal skills • Communication skills • Teamwork • Ability to trust others

Safe Learning Environment Within the Group

This competency highlights the ability to establish a safe learning environment where learners feel confident and respected. It involves considering each individual’s personal realities and creating conditions that foster calm and open participation.

Simple-Level Complexity Task	Intermediate-Level Complexity Task	Advanced-Level Complexity Task
<p>→ Establish with learners, shared group ground rules at the beginning of the training to promote a respectful and inclusive atmosphere, then display them in the learning environment so they are visible to everyone.</p> <p>→ Pay attention to learners’ personal needs and realities (e.g., learning pace, comfort, sensitive situations) and adjust the organization or learning methods, as needed.</p> <p>→ Facilitate discussions on open-mindedness, respect for differences, and kindness to foster a collaborative and safe learning environment.</p> <p>→ Ensure that all learners have the opportunity to express themselves, whether during learning activities or informal moments, such as breaks, to reinforce a sense of inclusion.</p> <p>→ Select appropriate and respectful learning content, examples, and activities that consider the learners’ cultural, social, and personal diversity.</p>		
<ul style="list-style-type: none"> • Interpersonal skills • Observational skills • Adaptability • Communication skills • Sense of responsibility 		

Function 4: Advice, Guidance, and Learning Support

This grouping of competencies supports tasks related to guiding learners throughout their learning journey, whether in a formal or informal setting. It includes implementing support strategies tailored to specific needs and considering the learners' psychoeducational and socioeducational dimensions. It also aims to support learners in achieving their objectives while considering diverse learning contexts.

Together, these competencies promote a supportive, personalized and needs-based approach to guidance that is tailored to learners' needs.

Guidance and Support Throughout the Get SET Program

This competency highlights the ability to guide and support the learner throughout their Get SET learning journey. It involves assessing their starting point, planning structured support, and adapting it according to program requirements and observed needs. It also recognizes the ability to intervene strategically to overcome challenges and to adjust support approaches to facilitate the achievement of learning objectives.

<p>Simple-Level Complexity Task</p> <p>Guide and support the learner through the various stages of their Get SET learning journey, considering their individual needs and the andragogical context specific to Get SET.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt support strategies to assist the learner throughout their Get SET journey, considering the evolution of their needs.</p>	<p>Advanced-Level Complexity Task</p> <p>Design and implement a personalized and evolving support strategy, anticipating the learner’s needs and incorporating changes in their environment to prepare them to progress independently toward their next stages (post-Get SET).</p>
<ul style="list-style-type: none"> → Consider the initial assessment data (competency levels, needs, expectations, prior experiences) to effectively support the learner within the Get SET program. → Plan a regular follow-up process to provide personalized feedback to the learner and support their progress. → Clearly present the objectives of the Get SET program and explain the structure of the learning program to the learner to help them understand where they stand. → Provide targeted feedback at key moments to help the learner recognize their strengths and identify challenges in their learning process. → Support the learner in validating their learning plan by helping them understand it and suggest adjustments to better reflect their goals or reality. 	<ul style="list-style-type: none"> → Adjust the guidance approach and support provided to the learner based on data gathered through ongoing observation (e.g., modify the type or frequency of meetings). → Advise the learner on possible developments in their Get SET program, considering their interests and their perceived and emerging needs (e.g., changing transition tracks, exploring a new training program). → Adapt support strategies based on the evolution of the learner’s cognitive and metacognitive needs (learning strategies) (e.g., review work methods and time management). → Adapt your mentoring or support to the learner’s specific needs and personal projects (e.g., social, cultural, family, professional, etc.). → Incorporate opportunities for shared reflection with the learner to analyze the progress of their formal learning, clarify their next steps, and adjust support based on their new priorities or constraints. 	<ul style="list-style-type: none"> → Regularly evaluate and adjust support strategies based on observations, self-assessments, or individual discussions with learners (e.g., implementing a hybrid support model combining individual and group sessions to address the learner’s evolving needs). → Integrate metacognitive approaches into support (e.g., discussions on learning strategies, guided reflections) to optimize learning strategies (learning to learn) and develop learners’ autonomy. → Share strategic information on labour market trends or training programs to support learners’ planning for the post- Get SET transition. → Refer learners to external resources or services (e.g., community organizations, support programs) based on their personal or professional journey. → Collaboratively develop with the learner, strategies for autonomy (e.g., study routines, self-organization tools, and metacognitive reflections) and support their implementation to ensure effectiveness.
<ul style="list-style-type: none"> • Interpersonal skills • Communication skills • Observational skills • Adaptability • Sense of responsibility 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Communication skills • Interpersonal skills • Problem-solving skills 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Ability to set goals • Initiative • Interpersonal skills

Consideration of Psychoeducational and Socioeducational Needs

This competency highlights the ability to identify and consider psychoeducational and socioeducational factors that may influence learning to adapt andragogical support strategies to the realities of learners and foster a safe, stimulating, and inclusive learning environment.

<p>Simple-Level Complexity Task</p> <p>Identify, based on available information, the psychoeducational and socioeducational issues (e.g., learning disabilities, anxiety, low motivation, lack of family support, limited access to resources) that may influence learning, and document them in the learner’s learning plan to adjust interventions, as needed.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt the organization of support or mentoring by considering the psychoeducational and socioeducational issues observed to maintain a supportive, inclusive, and sustainable learning environment that supports progress and autonomy.</p>	<p>Advanced-Level Complexity Task</p> <p>Design a personalized and evolving support approach that meaningfully integrates internal and external collaborations to address complex situations and support sustainable progress.</p>
<ul style="list-style-type: none"> → Explore potential challenges (e.g., anxiety, learning disabilities) during the intake process or initial assessment of the learner. → During the intake process, conduct an individual and informal interview with learners to identify learning challenges and document them in an individualized learning plan. → Complete an emergency form where learners indicate any medical conditions that should be known. → Conduct individual interviews to understand the personal challenges learners face. → Document the identified needs in a tool or form to ensure appropriate follow-up throughout the learning journey. 	<ul style="list-style-type: none"> → Conduct occasional and formal interviews to identify difficulties that hinder learning and adapt support accordingly. → Promote progressive autonomy by suggesting adjustments to the learning environment based on the learner’s personal or social realities. → Vary the type and frequency of support sessions (e.g., individual, group, hybrid) as well as the support provided based on the learner’s pace and needs. → Adapt and simplify instructions and self-organization tools (e.g., work methods, time management) to facilitate progress. → Update the milestones of the learning program and, if necessary, reconsider the transition program based on the learner’s interests and constraints. 	<ul style="list-style-type: none"> → Design an integrated support plan (including milestones, responsibilities, follow-ups, and adjustment criteria) aligned with the identified psychoeducational and socioeducational needs. → Define a collaboration protocol (with consent) with relevant specialized resources (e.g., psychosocial support, community services). → Evaluate different forms of mentoring or support (e.g., peer pairing, coaching, peer mentoring) and select the most appropriate one for each situation. → Develop specific and strategic support activities to strengthen social skills (e.g., communication, mutual support) and promote the learner’s interaction within training context as well as their social or professional integration. → Create individualized tools or strategies to address specific needs, such as anxiety or lack of motivation.
<ul style="list-style-type: none"> • Observational skills • Interpersonal skills • Communication skills • Sense of responsibility • Organizational skills 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Problem-solving skills • Interpersonal skills • Sense of responsibility 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Interpersonal skills • Creativity • Initiative

Support for Informal Learning

This competency highlights the ability to encourage and support learners in their learning outside formal settings by leveraging their experiences and life situations to strengthen their competencies and, thereby, promote continuous learning.

Simple-Level Complexity Task	Intermediate-Level Complexity Task	Advanced-Level Complexity Task
<p>→ Plan individual meetings at key moments to discuss, with the learner, their informal learning relevant to their learning journey and personal objectives and adapt the support strategy, as needed.</p> <p>→ Refer the learner to community resources or events related to their objectives (e.g., job fairs, local workshops, legal services, etc.).</p> <p>→ Consider and value life or professional experiences relevant to the learner’s learning journey.</p> <p>→ Demonstrate active listening and empathy on an ongoing basis to consider the personal realities (e.g., family situation, stress, employment, and health) of learners, which influence their learning journey.</p> <p>→ Suggest informal learning opportunities (e.g., online forums, community groups, reading materials, podcasts) adapted to the learner’s interests and needs.</p>		
<ul style="list-style-type: none"> • Interpersonal skills • Observational skills • Adaptability • Communication skills • Sense of responsibility 		

Function 5: Learning Assessment

This grouping of competencies supports tasks related to the assessment of learners' learning and competencies. It includes the use of appropriate assessment practices and tools to measure learners' progress and achievements. These competencies also enable the adjustment of training and learning strategies based on observed gaps between progress made and targeted learning objectives.

Together, these competencies ensure constructive and effective assessment that contributes to learners' competencies development and success.

Assessment of Learning and Competencies

This competency highlights the ability to assess the learning achieved and the competencies developed by learners throughout their learning journey by using or adapting assessment tools that are relevant and consistent with educational objectives.

<p>Simple-Level Complexity Task</p> <p>Consistently apply existing assessment techniques and practices on a regular basis to measure learning and competencies, in accordance with established guidelines.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt assessment strategies, practices, and tools in response to evolving andragogical objectives and the emerging learners' needs.</p>	<p>Advanced-Level Complexity Task</p> <p>Evaluate or design assessment practices, tools, or strategies tailored to specific needs or particular learning contexts, consistent with andragogical objectives.</p>
<p>→ Regularly apply assessment practices to determine the competency levels developed by learners at different points in their learning journey.</p> <p>→ Administer self-assessments to help learners identify their needs and guide their learning journey.</p> <p>→ Ask learners to complete small tasks and subtasks to assess the application of the knowledge and competencies addressed during the learning journey.</p> <p>→ Use self-assessment tools so that learners can evaluate their own progress.</p> <p>→ Administer various assessment activities (e.g., quizzes, tests, simulations, etc.) on an ongoing basis to monitor progress toward learning objectives.</p>	<p>→ Adjust assessment strategies and practices according to learners' changing needs (e.g., change in objectives, journey or transition).</p> <p>→ Modify the structure of a diagnostic assessment based on recent observations of the competency levels developed by the learner.</p> <p>→ Adapt self-assessment tools and practices to account for specific contexts (e.g., visual format for reading challenges, oral format for auditory preference).</p> <p>→ Redesign a formative assessment strategy to align it with learners' observed progress (e.g., modify a sequence of assessment activities).</p> <p>→ Redesign an assessment strategy to allow learners to demonstrate their competencies in different ways (e.g., incorporate flexible assessment tools such as written, oral, and visual formats, etc.).</p>	<p>→ Design targeted and regular formative assessment activities to monitor learners' progress and guide necessary adjustments.</p> <p>→ Design summative assessment activities at different levels of difficulty to validate the competencies developed and adjust the learning plan.</p> <p>→ Create personalized assessment tools or practices that address specific needs (e.g., sensory preferences, mode of expression, cognitive limitations).</p> <p>→ Regularly evaluate the assessment practices and tools used to ensure their relevance, clarity, and fairness.</p> <p>→ Design assessment activities based on authentic tasks or real-life situations to measure learners' ability to transfer their competencies to real-life contexts.</p>
<ul style="list-style-type: none"> • Sense of responsibility • Organizational skills • Communication skills • Observational skills • Commitment to quality work 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Problem-solving skills • Organizational skills • Sense of responsibility 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Organizational skills • Sense of responsibility • Leadership

Assessment of Learning Strategies and Processes

This competency highlights the ability to observe and assess how learners learn, using formative and ongoing assessments to support the development of effective learning strategies and foster their autonomy.

<p>Simple-Level Complexity Task</p> <p>Apply existing practices to monitor and evaluate the learner’s learning process and strategies.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt existing assessment practices and tools to evaluate learners’ learning strategies.</p>	<p>Advanced-Level Complexity Task</p> <p>Design ongoing and formative assessment practices focused on the learning processes, acquired knowledge, and impacts to support learners’ strategic development and autonomy.</p>
<p>→ Use learning monitoring tools (e.g., learning journals, observation grids) to observe the strategies used by the learner in their learning processes.</p> <p>→ Assign tasks that allow for the observation of the approaches, choices, or methods used by the learner to achieve their objectives.</p> <p>→ Discuss with the learner the strategies used and progress made during individual meetings or feedback sessions.</p> <p>→ Ask the learner to complete a short self-assessment (written or oral) after an activity to describe the strategies used and their effectiveness.</p> <p>→ Observe and note the learner’s reactions, behaviours, and spontaneous approaches during an activity to better understand their learning style and adjust your support accordingly.</p>	<p>→ Adapt self-assessment tools to account for learners’ learning strategies when relevant.</p> <p>→ Use formative feedback to help learners become aware of their learning strategies and improve them.</p> <p>→ Modify existing assessments (e.g., by adding reflective or metacognitive questions) to encourage learners to reflect on their learning styles.</p> <p>→ Revise observation grids to include indicators related to strategic learning behaviours (e.g., planning, checking, self-correction).</p> <p>→ Adapt the structure of an existing assessment activity to include a guided reflective discussion, allowing the learner to explain their approach to completing the task.</p>	<p>→ Develop a process for continuous, structured observation of learners individually or in groups to better understand their learning processes and strategies.</p> <p>→ Design tools to identify learning challenges so that appropriate interventions can be provided to learners.</p> <p>→ Design a project-based assessment strategy to evaluate learners’ strategies to transfer learning and competencies, enabling them to apply what they have learned in real or quasi-real contexts.</p> <p>→ Create assessment tools or practices that incorporate a deeper reflective dimension to encourage learners to analyze their approach, strategic choices, and results.</p> <p>→ Implement an evolving assessment system that incorporates reflective feedback to help learners become aware of their learning progress and the concrete impacts on their level of autonomy.</p>
<ul style="list-style-type: none"> • Observational skills • Communication skills • Organizational skills • Interpersonal skills • Sense of responsibility 	<ul style="list-style-type: none"> • Adaptability • Problem-solving skills • Observational skills • Communication skills • Organizational skills 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Observational skills • Ability to set goals • Organizational skills

Progress Monitoring and Documentation

This competency highlights the ability to observe and analyze learners’ learning progress throughout their journey. It involves collecting and documenting information on their progress to identify their successes and challenges and then adjusting training and learning strategies to support them in achieving their learning objectives.

Simple-Level Complexity Task Collect, organize, and share information about learners’ learning progress and achievements.	Intermediate-Level Complexity Task N/A	Advanced-Level Complexity Task Design and adjust structured strategies for monitoring learners’ progress to address changing learning needs or contexts.
<ul style="list-style-type: none"> → Assign and assess milestone assignments. → Record assessment results in the learner-approved learning plan. → Update the learner’s file with the roadmap or any other tracking documents. → Present the learner with the milestones achieved, using the learning plan and completed activities to help them recognize their progress. → Provide the learner with feedback, at strategic moments, on the progress observed during both formal and informal assessments. 		<ul style="list-style-type: none"> → Develop with the learner a portfolio or similar documentation to showcase their learning and achievements throughout the learning journey. → Design exit assessments that measure the knowledge acquired or competencies developed by the learner in relation to their initial objectives. → Implement a personalized tracking system that continuously adapts to the learner’s progress and evolving realities. → Analyze the collected data to suggest areas for improvement and plan the next steps in the learning journey. → Develop a communication strategy for sharing progress (e.g., individual meetings, written reports, informal exchanges) tailored to the learner’s preferences and needs.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Communication skills • Observational skills • Commitment to quality work 		<ul style="list-style-type: none"> • Leadership • Organizational skills • Problem-solving skills • Communication skills • Ability to set goals

Program Design

This role involves creating training programs or initiatives for adult learners with specific competency development needs across various contexts. It requires the coherent and structured planning of a learning program comprising courses, workshops, or strategic competency development activities, considering available resources (materials, educational tools, budget). Unlike the training role, which focuses on direct training practices with learners, this role focuses on strategic design practices to develop educational service offerings that evolve and adapt to the changing realities of adult learners and the Get SET sector, and that seek to address emerging needs.

Function 1: Program Design

Specialized Competencies:

- Environmental Analysis and Design Orientation
- Client Needs Analysis and Design Orientation
- Resource Analysis and Design Orientation
- Andragogical Foundations and Design Orientation
- Rigorous Co-Design
- Design and Evaluation Process

Function 2: Program Review, Monitoring, and Evaluation

Specialized Competencies:

- Program Review and Monitoring

Function 1: Program Design

This grouping of competencies encompasses the skills required to design training programs tailored to the community realities and the specific needs of target clientele. It is grounded in a rigorous analysis of the community context, including an examination of existing service offerings and the identification of alignments or gaps with emerging learning needs. It also incorporates psychoeducational and socioeducational analysis of target clientele to better understand the optimal learning conditions and the expectations of transitional settings. This grouping of competencies enables the adaptation of existing programs and development of new ones. The nature of the programs may vary in terms of schedule (full-time or part-time), delivery method (modular, small groups, etc.), setting (in-person, distance, or mixed), and targeted competencies (literacy, numeracy, socioemotional, digital, or others), taking into account the needs of the target clientele, available resources, organizational mandates, etc.

Together, these competencies translate identified needs into concrete and effective training initiatives tailored to the local realities of the community and target groups.

Environment Analysis and Design Orientation

This competency involves examining the socioeconomic, cultural, and educational characteristics of the community to identify gaps and potential alignments between available resources and community needs. It highlights the ability to translate this contextual analysis into relevant andragogical design practices by developing training initiatives that strengthen the connection between training offerings and community realities.

<p>Simple-Level Complexity Task</p> <p>Understand the socioeconomic and sociocultural characteristics of the intervention context to take them into account when developing andragogical frameworks and designs.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt program design by considering the analysis of the community’s most relevant characteristics.</p>	<p>Advanced-Level Complexity Task</p> <p>Assess andragogical needs based on evolving contexts and emerging needs within the community and identify gaps in existing service offerings to design tailored programs to address them.</p>
<ul style="list-style-type: none"> → Participate in community events (e.g., sector-specific meetings, job fairs) to better understand community issues and integrate them into andragogical program design. → Collect ongoing information on the job market, educational resources, and socioeconomic and cultural contexts to guide the design of training programs. → Develop and maintain professional relationships or exchanges with one or more key organization contacts to learn about their needs, resources, and activities, and to incorporate this information into program design. → Subscribe to mailing lists, websites, or Facebook pages of relevant organizations to stay informed about their activities and incorporate this information into andragogical design. → Participate in community networks, knowledge-sharing communities, and communities of practice to learn about new programs or resources available in the community and incorporate this information into the andragogical design. 	<ul style="list-style-type: none"> → Continuously adapt the programming offered by critically analyzing the data collected during ongoing analyses of the environments (e.g., workplace, social environment, cultural environment) surrounding the target clientele. → Periodically review and update strategic programming plans, considering new data collected through contextual analyses. → Participate in communities of practice and knowledge-sharing network that bring together various community stakeholders to identify emerging community needs. → Identify gaps between current programming and the community’s actual needs to propose targeted adjustments. → Monitor community trends (social, cultural, and economic) to anticipate necessary program adjustments. 	<ul style="list-style-type: none"> → Stay informed and analyze/evaluate changes in the community (social, economic, and cultural environment), in the workplace, and in surrounding educational settings to incorporate them into andragogical frameworks and designs. → Analyze new public policies as well as data (e.g., sought-after competencies) from surveys or censuses to adjust service offerings in response to evolving contexts. → Create programs that consider the linguistic ecosystem of the Francophone minority community to better meet both the learning needs of learners and the needs of their community of origin. → Design andragogical programs that complement the service offerings of its partners. → Design programs that leverage strategic community partnerships to diversify or enrich service offerings (addressing multiple and complex needs) through the integration of diverse resources (human and financial).
<ul style="list-style-type: none"> • Observational skills • Communication skills • Interpersonal skills • Initiative • Sense of responsibility 	<ul style="list-style-type: none"> • Adaptability • Observational skills • Problem-solving skills • Organizational skills • Initiative 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Interpersonal skills • Observational skills • Creativity

Client Needs Analysis and Design Orientation

This competency reflects the ability to identify the learning needs of target clientele by considering their psychoeducational (emotional, cognitive) and socioeducational (living environment, prior experiences, social support, etc.) realities. It highlights the ability to design training programs better aligned with the characteristics and aspirations of target clientele. It involves structuring content and andragogical approaches based on the needs, experiences, and motivations of adult learners to promote meaningful learning. This competency emphasizes the adaptability of content, the diversity of learning programs, and the consideration of psychoeducational and socioeducational factors in andragogical design, in collaboration with partners when relevant.

<p>Simple-Level Complexity Task</p> <p>Consider the psychoeducational (cognitive and affective dimensions) and socioeducational (socioeconomic, cultural, family background, etc.) needs of target clientele during andragogical planning and design.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt program design to the psychoeducational (cognitive and affective dimensions) and socioeducational (socioeconomic, cultural, family background, etc.) realities of the targeted adult learners.</p>	<p>Advanced-Level Complexity Task</p> <p>Assess andragogical needs based on the requirements of target clientele as well as the mandates and resources of the organization and its community partners (in employability, training, or other areas), to design programs that are more effective and better suited to target clientele.</p>
<ul style="list-style-type: none"> → Collect ongoing information on the psycho-emotional and socioemotional needs of target clientele. → Stay informed about andragogical innovations, both within and outside the Get SET network, among diverse clientele with specific needs. → Identify the competencies that need to be developed within target clientele to better meet their needs. → Use data from tools such as StatCan to gain insight into the socioeconomic, cultural, and family realities of target clientele. → Be engage in community networks, knowledge-sharing communities, and communities of practice to learn about new programs, resources, or relevant research that can support the design of programming tailored to the specific needs of learners. 	<ul style="list-style-type: none"> → Regularly adapt the programming offered by critically analyzing data from the needs assessments of target clientele. → Regularly review and update training offerings based on the competencies to be developed to address the specific (psychoeducational and socioeducational) needs of learner groups in the community. → Work with government or community services to adjust the program’s learning conditions to reflect socioeducational realities (e.g., schedules, accessibility, available support). → Collaborate with partners to analyze the profiles of referred individuals and adjust program design to better meet their psychoeducational and socioeducational needs. → Integrate, as needed, specialized interventions offered by external partners (e.g., employment counselors) into program design to ensure a response tailored to the psychoeducational and socioeducational realities of learner groups. 	<ul style="list-style-type: none"> → Identify the different types of competencies to be developed based on learners’ psychoeducational and socioeducational needs to guide the design of appropriate programs. → Evaluate the organization’s tools, training resources, and andragogical practices to align them with the emerging needs of target clientele and the competencies they need to develop. → When designing andragogical frameworks, propose learning conditions appropriate for the group of learners based on their socioeducational needs (dedicated spaces, time for individual meetings, etc.) and according to their socioeconomic realities (e.g., access to digital technology). → Design programs aimed at developing, where relevant, various types of competencies (essential, generic, language, technical/specialized) to address certain, sometimes complex, needs (psychoeducational or socioeducational) of a group of learners. → Design andragogical frameworks based on integrated approaches (which may involve external partners) that promote the development of multiple types of competencies to address a range of identified needs among targeted groups of learners.
<ul style="list-style-type: none"> • Observational skills • Sense of responsibility • Initiative • Communication skills • Interpersonal skills 	<ul style="list-style-type: none"> • Adaptability • Interpersonal skills • Observational skills • Problem-solving skills • Commitment to quality work 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Organizational skills • Initiative • Creativity

Resource Analysis and Design Orientation

This competency highlights the ability to plan and develop training programs while considering available human, material, technological, and financial resources. It can help optimize the use of internal resources while integrating, where relevant, resources from community partners to expand or enrich the training offering.

Simple-Level Complexity Task N/A	Intermediate-Level Complexity Task Make andragogical adjustments to programs based on an analysis of the human, material, and technological resources available within the organization.	Advanced-Level Complexity Task Design andragogical program frameworks that consider the organization’s internal resources as well as external resources available through community partners.
	<ul style="list-style-type: none"> → Regularly adapt the program based on available internal human and material resources. → Make andragogical adjustments to the program, considering the individual and collective competencies present within the organization. → Adjust learning sequences based on the expertise available among the personnel involved. → Adapt planned andragogical activities based on the equipment, software, or technological resources available within the organization. → Include or remove certain training modules based on the organization’s ability to provide the resources necessary for their implementation. 	<ul style="list-style-type: none"> → Regularly evaluate the organization’s andragogical tools and resources based on the emerging needs of target clientele and the competencies they need to develop. → Evaluate the organization’s tools, training resources, and andragogical practices based on learning contexts, the nature of interventions, and work or training contexts within the community. → Design Get SET service offering that considers the organization’s resources, learning contexts, community needs, and the target competencies to be developed by target clientele. → Regularly evaluate the andragogical tools and resources of community partners based on the emerging needs of target clientele and the competencies they need to develop. → Where relevant, identify and strategically integrate available community resources into the design of integrated andragogical frameworks (sharing of human resources, financial resources, expertise, etc.), to better address the multiple and sometimes complex needs of target clientele.
	<ul style="list-style-type: none"> • Adaptability • Organizational skills • Observational skills • Problem-solving skills • Initiative 	<ul style="list-style-type: none"> • Problem-solving skills • Interpersonal skills • Sense of responsibility • Creativity • Initiative

Andragogical Foundations and Design Orientation

This competency highlights the ability to design training initiatives based on andragogical guidelines established by funders, while tailoring these initiatives to the profiles of the target clientele in the Get SET community. Among other things, it demonstrates the ability to design training initiatives that align with OALCF framework objectives. This competency also emphasizes the ability to draw on theoretical references from andragogy and research findings to guide decisions and enrich design practices.

<p>Simple-Level Complexity Task N/A</p>	<p>Intermediate-Level/Advanced-Level Complexity Task Adapt and design training programs that draw on approaches, methods, and resources specific to andragogy, and that are relevant to the OALCF framework, learning contexts, targeted needs, and the competencies to be developed among learners in their community.</p>
	<p>→ Adapt and design a program offering consistent with the competency-based approach recommended within the OALCF framework, which enables learners to apply targeted competencies in concrete situations (real-life situations, simulations, laboratory settings, etc.).</p> <p>→ Adapt and design programs that promote the transfer of learning through authentic tasks based on learners’ transition objectives (e.g., employment, training, autonomy, etc.).</p> <p>→ Design andragogical frameworks that help learners facilitate their transition toward their respective objectives (employment, training, autonomy), particularly through strategic transition learning approaches during the final stages of their Get SET journey (e.g., authentic transition tasks or simulations, observation or integration internships, etc.).</p> <p>→ Adapt and design programs based on best practices in andragogy.</p> <p>→ Adapt and design programs based on research findings in andragogy.</p>
	<ul style="list-style-type: none"> • Leadership • Creativity • Problem-solving skills • Adaptability • Initiative

Rigorous Co-Design

This competency highlights the ability to design training initiatives through interdisciplinary teamwork. It emphasizes the importance of collaboration among trainers, designers, managers, and learners to improve content, diversify approaches and methods, and leverage the competencies and expertise of each individual. This competency also highlights the ability to rely on data that has been verified, validated, and supported by concrete evidence, as well as on rigorous approaches to design training initiatives. It underscores the importance of using theoretical references and research findings in andragogy to guide decisions and enrich design practices.

<p>Simple-Level Complexity Task N/A</p>	<p>Intermediate-Level/Advanced-Level Complexity Task Collaborate with a multidisciplinary design team (internal or external) to adapt or design training programs using rigorous approaches to expand the Get SET service offerings.</p>
	<p>→ Collaborate within a design team to develop programs that are well aligned with the needs of specific clienteles in the community (e.g., job seekers, immigrants, single mothers, members of Francophone minority communities, etc.):</p> <ol style="list-style-type: none"> a. Establish a production schedule to be followed by the design team; b. Establish a responsibility matrix to determine who needs to be informed and how often; c. Consider the change management plan developed by the design team; d. Evaluate the changes proposed by the design team and their impact; e. Conduct a pilot test to assess the impact of the proposed changes. <p>→ Organize and facilitate co-design meetings to promote knowledge and competencies exchange and ensure the consistency of contributions from various areas of expertise (pedagogical, technical, content, etc.).</p> <p>→ Summarize the evaluation results of previous programs for discussion with the internal or external design team to refine and enhance program design.</p> <p>→ Draw on andragogical research to inform discussions with the internal or external design team to adjust and enrich program design.</p> <p>→ Develop andragogical designs for programs, interventions, or training projects that are based on a scientific design approach and consider the fundamental principles and recognized research findings in andragogy:</p> <ol style="list-style-type: none"> a. Develop specific, measurable, achievable, relevant, and time-bound learning objectives based on identified needs and preliminary analysis; b. Create a learning structure and sequences that meet the learning objectives; c. Select appropriate teaching and learning methods and techniques based on the learners’ needs, the objectives to be achieved, and the available resources; d. Design assessment activities aligned with learning objectives and select appropriate assessment methods during the design phase; e. Pilot the initiative with a small group of learners and collect data (feedback, information, observations); f. Adjust based on feedback to improve relevance and effectiveness, and incorporate the necessary changes; g. Prepare all necessary resources to support the initiative.
	<ul style="list-style-type: none"> • Leadership • Organizational skills • Teamwork • Interpersonal skills • Communication skills

Design and Evaluation Process

This competency highlights the ability to integrate evaluation methods from the very beginning of training design. It emphasizes the ability to design evaluation tools and processes tailored to the program, enabling the collection of feedback, the monitoring of training outcomes, and the continuous adjustment of content or strategies to enhance learners’ learning.

<p>Simple-Level Complexity Task N/A</p>	<p>Intermediate-Level/Advanced-Level Complexity Task Develop andragogical designs that incorporate an evaluation approach for new programs based on recognized assessment approaches and methods in andragogy.</p>
	<p>→ Design evaluation strategies and methods integrated into the program, enabling:</p> <ul style="list-style-type: none"> a) Collect feedback data from key stakeholders during program delivery (feedback from learners, trainers, partners, etc.); b) Integrate post-program evaluation activities to assess learners’ ability to integrate into transitional environments; c) Design continuous evaluation practices for certain types of projects, interventions, or programs with specific characteristics, within a collaborative process internally or with strategic partners. <p>→ Design, in collaboration with partners, a program evaluation strategy to define expected quality standards, determine methods for measuring and monitoring quality, and identify expected outcomes for all partners.</p> <p>→ Analyze data collected during evaluations (learner feedback, trainer observations, post-program results) to identify the program’s strengths, gaps, and opportunities for improvement.</p> <p>→ Adjust program content, teaching strategies, and evaluation methods based on the results obtained and recommendations from key stakeholders to optimize learning.</p> <p>→ Validate the designed evaluation tools and methods by testing them on a representative sample and adjusting their reliability and relevance to ensure that the collected results accurately reflect the program’s impact.</p>
	<ul style="list-style-type: none"> • Organizational skills • Problem-solving skills • Creativity • Interpersonal skills • Teamwork

Function 2: Program Review, Monitoring, and Evaluation

This grouping of competencies emphasizes the importance of regularly reviewing and evaluating programs to ensure their effectiveness and alignment with the organization's objectives and the needs of target clientele. It includes the use of structured evaluation techniques to analyze the strengths, weaknesses, and opportunities for improvement in the programs offered.

Together, these competencies ensure the continuous improvement and relevance of the educational services offered, while strengthening their impact on the community.

Program Review and Monitoring

This competency recognizes the ability to conduct structured evaluations of designed programs to ensure their relevance, quality, and effectiveness. It emphasizes the use of evaluation strategies aligned with the learners’ objectives and needs, enabling continuous adjustments to improve the quality of training initiatives.

<p>Simple-Level Complexity Task</p> <p>Consistently understand and apply data collection practices for various programs within the Get SET program to determine whether its design remains relevant.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt a program based on the results of the integrated evaluation to ensure it remains relevant and effective for learners.</p>	<p>Advanced-Level Complexity Task</p> <p>Redesign a program based on data collected during program evaluation processes (stakeholders' feedback, reflective feedback, observations, etc.) to improve its relevance, effectiveness, and the learners’ learning experience.</p>
<ul style="list-style-type: none"> → Collect data from key program stakeholders (e.g., learners, trainers, managers, delivery partners, referral agencies, etc.), following established practices, to verify the relevance of programs. → Collect, prepare, and report statistical information regarding the progress of programs based on the specific needs of certain clienteles, with the aim of adapting them as necessary. → Provide regular and frequent feedback to partners regarding the results of program evaluations. → Record and organize the information collected in accordance with the team’s standard practices, with the aim to facilitate the monitoring of program progress. → Identify and report relevant observations to team members to highlight areas to monitor or discrepancies detected in the programs. 	<ul style="list-style-type: none"> → Adapt program components (e.g., duration of the intervention, training sequences, eligibility criteria, etc.) based on data collected during program evaluation processes. → Adapt/modify program evaluation tools (e.g., surveys, questionnaires) to better meet the needs of the Get SET organization or its partners. → Analyze the results of the program evaluation strategy to identify necessary adjustments and adapt the program, as needed. → Adjust the andragogical methods and resources used in the program to improve learner engagement and success. → Identify trends or recurring issues based on program evaluation results and propose targeted changes to enhance the relevance and effectiveness of the programs. 	<ul style="list-style-type: none"> → Evaluate the organization’s programs to ensure they align with the competency-based approach recommended under the OALCF framework. → Evaluate programs using established evaluation strategies to adapt/improve or design new programs, as needed. → Design scalable initiatives/programs by considering the results of evaluations of previous initiatives and research in andragogy. → Modify, as needed, the evaluation criteria for certain programs to better align with their original objectives. → Analyze trends and overall feedback from evaluations of past programs to identify structural changes in the program to optimize its impact and relevance.
<ul style="list-style-type: none"> • Organizational skills • Sense of responsibility • Communication skills • Observational skills • Teamwork 	<ul style="list-style-type: none"> • Adaptability • Problem-solving skills • Observational skills • Organizational skills • Initiative 	<ul style="list-style-type: none"> • Leadership • Problem-solving skills • Observational skills • Creativity • Adaptability