ACAP~~

Austin Competency Analysis Profile

Golf Club Management

Conducted June 14 and 15, 1999

Austin Community College
Austin, Texas

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What's Inside~~

ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists that are verified by expert workers called Subject Matter Experts or SMEs, that evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational, academic, and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Within the competency list are two levels of items: core and advancing. Core items, which are essential for entry-level employment, are required to be taught. Advancing items are those needed to advance in a given occupation.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

ACAP Working Outline

June 14 and 15, 1999

Monday, June 14

Welcome and Introductions

Brainstorm: *What do people need to know and be able to do as an entry-ready employee in this occupation?*

Process Overview:
   Purpose~Why are we here?
   Review definitions
   Identify outcomes

Verify Units

~Lunch Break~

Verify Competencies

Verify Competency Builders

Tuesday, June 15

Continue Verifying Competency Builders

Check Against Academic Competencies

Review Technical Manuals and Materials Brought by SMEs

~Lunch Break~

Develop Work Keys Occupational Profile

Review and Wrap Up

ACAP: Golf Club Management ~~

Occupational Competencies

Unit 1:   **PERSONNEL MANAGEMENT**

Unit 2:   **COMMUNICATIONS**

Unit 3:   **POLICY MANAGEMENT**

Unit 4:   **OFFICE TECHNOLOGY SKILLS**

Unit 5:   **FINANCIAL MANAGEMENT**

Unit 6:   **GOLF: THE HISTORY and THE GAME**

Unit 7:   **GOLF MANAGEMENT SKILLS**

Unit 8:   **FOOD and BEVERAGE**

Unit 9:   **MEMBER and CUSTOMER SERVICES**

Unit 10:   **PLANNING**

Unit 1:   PERSONNEL MANAGEMENT

Competency 1.0.1:   Supervise personnel

Competency Builders:

1.0.1.1. Arbitrate disputes.

1.0.1.2. Prepare and implement an employee training program.

1.0.1.3. Apply motivational techniques to a team concept.

1.0.1.4. Identify motivational techniques.

1.0.1.5. Identify employee evaluation programs and techniques.

1.0.1.6. Prepare job descriptions.

1.0.1.7. Prepares work schedules.

1.0.1.8. Demonstrate a working knowledge of proper interviewing techniques.

1.0.1.9. Identify the steps of progressive discipline.

1.0.1.10. Demonstrate effective recruiting techniques.

1.0.1.11. Devise overall club and departmental organizational charts.

Competency 1.0.2:   Demonstrate working knowledge of club law

Competency Builders:

1.0.2.1.	Identify the laws of discrimination.
1.0.2.2.	Identify labor relation laws, such as ADA, FLSA, FMLA, and WC.
1.0.2.3.	Identify general business laws, such as tax, liability, and OSHA.
1.0.2.4.	Identify TABC law.

UNIT 2:   COMMUNICATIONS

Competency 2.0.1:   Demonstrate the ability to communicate orally

Competency Builders:

    2.0.1.1.   Communicate orally to board, staff, and membership.

    2.0.1.2.   Delegate duties to department heads.

    2.0.1.3.   Follow Roberts Rules of Order.

Competency 2.0.2:   Demonstrate the ability for written communication

Competency Builders:

    2.0.2.1.   Communicate written reports to various groups.

    2.0.2.2.   Prepare agendas.

    2.0.2.3.   Delegate duties to department heads.

    2.0.2.4.   Identify forms of member and employee communication, IE, club letters, newsletters, etc.

UNIT 3: POLICY MANAGEMENT

Competency 3.0.1:   Implement policy management

Competency Builders:

3.0.1.1. Identify basic components of the employee manual.

3.0.1.2. Identify basic components of club rules and by-laws.

3.0.1.3. Demonstrate knowledge of fire and safety regulations, IE OSHA, HAZ/MAT awareness.

Competency 3.0.2:   Communicate policy management

Competency Builders:

3.0.2.1. List major areas requiring SOP's (Standard Operating Procedures).

3.0.2.2. Prepare sample SOPs.

3.0.2.3. List major components of golf course rules and regulations.

3.0.2.4. Prepare a sample golf course rules and regulations.

3.0.2.5. Apply effective methods for implementing SOPs.

UNIT 4:   OFFICE TECHNOLOGY SKILLS

Competency 4.0.1:   Demonstrate hardware proficiency

Competency Builders:

4.0.1.1. Demonstrate office equipment proficiency i.e., copier, fax machine, etc.

4.0.1.2. Demonstrate basic computer literacy.

Competency 4.0.2:   Demonstrate software proficiency

Competency Builders:

4.0.2.1. Demonstrate effective use of software necessary for golf club management, IE, POS (Point of Sale) system, inventory systems, AR (Accounts Receivable) system.

4.0.2.2. Demonstrate effective use of budgetary software, IE, Microsoft Word, WordPerfect, Microsoft Office.

UNIT 5:   FINANCIAL MANAGEMENT

Competency 5.0.1:   Prepare club budget

Competency Builders:

5.0.1.1. Prepare department budget.

5.0.1.2. Demonstrate knowledge of industry standards, I.E., dollars per round, food costs, etc.

5.0.1.3. Account for department revenues.

5.0.1.4. Account for golf club expenses.

5.0.1.5. Identify basic accounting principles.

5.0.1.6. Create a department sales analysis for a golf shop.

Competency 5.0.2:   Control costs

Competency Builders:

5.0.2.1. Monitor inventory.

5.0.2.2. Monitor financial statements.

5.0.2.3. Identify basic labor costs.

5.0.2.4. Identify management practices to control loss.

 5.0.2.5. Demonstrate knowledge of purchasing procedures, IE, bid procedures, receiving, and issuing requisition lists.

UNIT 6: GOLF: THE HISTORY and THE GAME

Competency 6.0.1:   Demonstrate knowledge of the history of golf

Competency Builders:

6.0.1.1. Demonstrate general knowledge of golf.

6.0.1.2. Demonstrate knowledge of the history of golf.

6.0.1.3. Demonstrate knowledge of the rules of golf and golf etiquette.

Competency 6.0.2:   Demonstrate knowledge of the game

Competency Builders:

6.0.2.1. Determine golf handicap procedures.

6.0.2.2. Identify major components in handicapping holes.

6.0.2.3. Demonstrate a working knowledge of the game of golf and equipment.

6.0.2.4. Demonstrate a working knowledge of the industry association, I.E., PGA, USGA, CMAA, GCSAA.

UNIT 7:   GOLF MANAGEMENT SKILLS

Competency 7.0.1:   Demonstrate golf operation management skills

Competency Builders:

7.0.1.1   Identify all aspects of golf operation management, including, but not limited to, golf cart fleet management, driving range operations, instructional programs.

7.0.1.2.   Demonstrate knowledge of various marketing services of a golf shop, IE, outings, merchandizing and product knowledge.

Competency 7.0.2:   Demonstrate golf course management skills

Competency Builders:

7.0.2.1.   Identify all aspects of golf course management, including, but not limited to, golf course equipment, irrigation equipment, and water sources.

7.0.2.2.   Identify the various types of turf grasses.

7.0.2.3.   Summarize various cultivation practices.

7.0.2.4.   Identify the steps involved in site preparation.

7.0.2.5.   Identify various approved methods of pest management, such as IPM (Integrated Pest Management).

7.0.2.6.   Identify types of weeds and corresponding methods of control.

7.0.2.7.   Identify types of disease and corresponding methods of control.

7.0.2.8.   Demonstrate knowledge of hazardous materials used on a golf course.

7.0.2.9.   Demonstrate knowledge of environmental issues, such as IPM, Autobon.

7.0.2.10.   Explain importance of communication relationship between the golf pro and the golf course superintendent.

Competency 7.0.3:   Demonstrate clubhouse and facilities management skills

Competency Builders:

7.0.3.1   Identify all aspects of clubhouse and facilities management, including, but not limited to, furniture, fixtures, equipment maintenance, and facility upkeep, and preventative maintenance program.

7.0.3.2   Demonstrate knowledge of all aspects of pool management and maintenance.

7.0.3.3   Demonstrate knowledge of all aspects of tennis court management and maintenance.

7.0.3.4   Demonstrate knowledge of contracts and leases.

7.0.3.5   Demonstrate knowledge of environmental issues.

UNIT 8:   FOOD AND BEVERAGE

Competency 8.0.1:   Demonstrate working knowledge of food service.

Competency Builders:

8.0.1.1. Identify food processing

8.0.1.2. Identify sanitation guidelines.

8.0.1.3. Demonstrate basic food service procedures.

8.0.1.4. Explain the importance of communication relationship between the executive
       chef and the club manager.

Competency 8.0.2:   Demonstrate working knowledge of beverage service.

Competency Builders:

8.0.2.1. Identify types and categories of beverages.

8.0.2.2. Identify sanitation guidelines.

8.0.2.3. Demonstrate basic beverage service procedures.

UNIT 9:   MEMBER / CUSTOMER SERVICES

Competency 9.0.1:   Demonstrate member-/ customer-oriented attitude.

Competency Builders:

9.0.1.1   Explain methods for evaluating members' / customers' perspective of services.

9.0.1.2   List programs and activities to promote club membership sales, I.E., market studies, competition surveys, etc.

9.0.1.3   List programs and activities to increase the value of club membership, I.E., committee involvement, new programs, etc.

9.0.1.4   Design a monthly/yearly club calendar.

Competency 9.0.2: Demonstrate methods of dealing with dissatisfied members/ customers.

Competency Builders:

9.0.2.1.   Identify accepted methods of dealing with dissatisfied members / customers.

9.0.2.2.   Apply proper method to situation.

9.0.2.3.   Evaluate results of action taken to determine if further action is needed.

Unit 10:   PLANNING

Competency 10.0.1: Demonstrate ability to plan events

Competency Builders:

10.0.1.1. List various types of events, I.E., golf and tennis tournament formats, swimming, and specials events.

10.0.1.2. Explain how the various events are conducted, including sponsorship, prizes, and advertising within budget guidelines.

10.0.1.3. Explain how to organize men's (MGA), ladies' (LGA), junior golf, and other golf programs.

10.0.1.4. Prepare special event menus for the dining room, including costs.

Competency 10.0.2: Demonstrate ability for long-term planning

Competency Builders:

10.0.2.1. Demonstrate knowledge of current industry and market trends.

10.0.2.2. Project a 3-year plan based on market trends, area growth, and the economy.

10.0.2.3. Explain funding and planning aspects for capital improvement programs.

10.0.2.4. Demonstrate knowledge of position, concept, and mission statement.

Employability Competencies

Unit 1:   **Career Development**

Unit 2:   **Decision Making and Problem Solving**

Unit 3:   **Work Ethic**

Unit 4:   **Job-Seeking Skills**

Unit 5:   **Job Retention and Career Advancement Skills**

Unit 6:   **Technology in the Workplace**

Unit 7:   **Lifelong Learning**

Unit 8:   **Economic Education**

Unit 9:   **Balancing Work and Family**

Unit 10:   **Citizenship in the Workplace**

Unit 11:   **Leadership**

Unit 12:   **Entrepreneurship**

Unit 1: Career Development

Competency 1.1: Investigate career options

Competency Builders:

1.1.1 Determine interests and aptitudes
1.1.2 Identify career options
1.1.3 Research interests, knowledge, abilities, and skills needed in an occupation
1.1.4 Select careers that best match interests and aptitudes
1.1.5 Identify advantages and disadvantages of career options, including self-employment and nontraditional careers

Competency 1.2: Utilize career information

Competency Builders:

1.2.1 Identify a range of career information resources
1.2.2 Use a range of resources to obtain career information (e.g., handbooks, career materials, labor market information, and computerized career-information delivery systems)
1.2.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*)
1.2.4 Describe the educational requirements of various occupations
1.2.5 Identify individuals in selected occupations as possible information resources, role models, or mentors
1.2.6 Describe the impact of factors such as population, climate, employment trends, and geographic location on occupational opportunities
1.2.7 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
1.2.8 Determine labor market projections for selected career options

Competency 1.3: Participate in a career exploration activity

Competency Builders:

1.3.1 Identify career exploration activities (e.g., job shadowing, mentoring, volunteer experiences, part-time employment, and cooperative education)
1.3.2 Compare traits, skills, and characteristics required for specific career choices with individual's traits, skills, and characteristics
1.3.3 Recognize potential conflicts between personal characteristics and career choice areas
1.3.4 Describe the impact of exploration activities on current choices

Competency 1.4:   **Assess the relationship between educational achievement and career planning**

Competency Builders:

1.4.1   Describe how skills developed in academic and vocational programs relate to career goals
1.4.2   Describe how education relates to the selection of a college major, further training, and/or entry into the job market
1.4.3   Identify skills that can apply to a variety of occupational requirements
1.4.4   Explain the importance of possessing learning skills in the workplace

Competency 1.5:   **Develop an individual career plan**

Competency Builders:

1.5.1   Identify career goal(s)
1.5.2   Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)
1.5.3   Describe school and community resources available to help achieve career goal(s)
1.5.4   Identify career ladders possible within selected career goal(s)*
1.5.5   Identify additional experiences needed to move up identified career ladders*
1.5.6   Recognize that changes may require retraining and upgrading of employees' skills

Competency 1.6:   **Annually review/revise the individual career plan**

Competency Builders:

1.6.1   Identify experiences that have reinforced selection of the specific career goal(s) listed on the individual career plan
1.6.2   Identify experiences that have changed the specific career goals(s) listed on the individual career plan
1.6.3   Modify the career goal(s) and educational plans on the individual career plan
1.6.4   Ensure that parents or guardians provide input into the individual career plan process
1.6.5   Identify the correlation between the individual career plan and the actual courses to be taken in high school
1.6.6   Identify the correlation between the individual career plan and postsecondary training, adult education, or employment

Unit 2: Decision Making and Problem Solving

Competency 2.1:   **Apply decision-making techniques in the workplace**

Competency Builders:

2.1.1   Identify the decision to be made
2.1.2   Compare alternatives
2.1.3   Determine the consequences of each alternative
2.1.4   Make decisions based on values and goals
2.1.5   Evaluate the decision made

Competency 2.2:   **Apply problem-solving techniques in the workplace**

Competency Builders:

2.2.1   Diagnose the problem, its urgency, and its causes
2.2.2   Identify alternatives and their consequences in relation to the problem
2.2.3   Recognize multicultural and nonsexist dimensions of problem solving
2.2.4   Explore possible solutions to the problem using a variety of resources
2.2.5   Compare/contrast the advantages and disadvantages of each solution
2.2.6   Determine appropriate action
2.2.7   Implement action
2.2.8   Evaluate results of action implemented

Unit 3: Work Ethic

Competency 3.1:   **Evaluate the relationship of self-esteem to work ethic**

Competency Builders:

3.1.1   Identify special characteristics and abilities in self and others
3.1.2   Identify internal and external factors that affect self-esteem
3.1.3   Identify how individual characteristics relate to achieving personal, social, educational, and career goals
3.1.4   Identify the relationship between personal behavior and self-concept

Competency 3.2: **Analyze the relationship of personal values and goals to work ethic both in and out of the workplace**

Competency Builders:

3.2.1   Distinguish between values and goals
3.2.2   Determine the importance of values and goals
3.2.3   Evaluate how one's values affect one's goals
3.2.4   Identify own short- and long-term goals
3.2.5   Prioritize own short- and long-term goals
3.2.6   Identify how one's values are reflected in one's work ethic
3.2.7   Identify how interactions in the workplace affect one's work ethic
3.2.8   Identify how life changes affect one's work ethic

Competency 3.3: **Demonstrate work ethic**

Competency Builders:

3.3.1   Examine factors that influence work ethic
3.3.2   Display initiative
3.3.3   Demonstrate dependable attendance and punctuality
3.3.4   Demonstrate organizational skills
3.3.5   Adhere to schedules and deadlines
3.3.6   Demonstrate a willingness to learn
3.3.7   Demonstrate a willingness to accept feedback and evaluation
3.3.8   Demonstrate interpersonal skills required for working with and for others
3.3.9   Describe appropriate employer-employee interactions for various situations
3.3.10 Express feelings and ideas in an appropriate manner for the workplace

Competency 3.4: **Demonstrate safety skills**

Competency Builders:

3.4.1   Practice safe work habits
3.4.2   Identify safety hazards
3.4.3   Employ preventative safety measures
3.4.4   Demonstrate appropriate care and use of equipment and facilities to ensure safety
3.4.5   Comply with safety and emergency procedures

Unit 4: Job-Seeking Skills

Competency 4.1:   **Prepare for employment**

Competency Builders:

4.1.1   Identify traditional and nontraditional employment sources
4.1.2   Utilize employment sources
4.1.3   Research job opportunities, including nontraditional careers
4.1.4   Interpret equal employment opportunity laws
4.1.5   Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
4.1.6   Prepare for generic employment tests and those specific to an occupation/organization

Competency 4.2:   **Develop a resume**

Competency Builders:

4.2.1   Identify personal strengths and weaknesses
4.2.2   List skills and/or abilities, career objective(s), accomplishments, educational background, work experience, volunteer/community contributions, and organizational memberships
4.2.3   Select an acceptable resume format
4.2.4   Use correct grammar and spelling and concise wording
4.2.5   Secure references
4.2.6   Complete the resume

Competency 4.3:   **Complete the job application process**

Competency Builders;

4.3.1   Explain the importance of an application form
4.3.2   Obtain job application forms
4.3.3   Demonstrate behaviors (e.g., personal appearance, hygiene, and demeanor) for obtaining job application forms in person
4.3.4   Describe methods for handling illegal questions on job application forms
4.3.5   Demonstrate legible written communication skills using correct grammar and spelling and concise wording
4.3.6   Return application to appropriate person
4.3.7   Request interview
4.3.8   Follow up on application status

Competency 4.4:   **Demonstrate interviewing skills**

Competency Builders:

4.4.1   Investigate interview procedures
4.4.2   Demonstrate appropriate behaviors (e.g., appearance, hygiene, and demeanor) for the interview
4.4.3   Demonstrate question-and-answer techniques
4.4.4   Demonstrate methods for handling difficult and/or illegal interview questions
4.4.5   Use correct grammar and concise wording

Competency 4.5:   **Secure employment**

Competency Builders:

4.5.1   Identify present and future employment opportunities within an occupation/organization
4.5.2   Research the organization/company
4.5.3   Use follow-up techniques to enhance employment potential
4.5.4   Evaluate job offer(s)
4.5.5   Respond to job offer(s)

Unit 5:   Job Retention and Career Advancement Skills

Competency 5.1:   **Analyze the organizational structure of the workplace**

Competency Builders:

5.1.1   Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
5.1.2   Comply with company policies and procedures
5.1.3   Examine the role/relationship between employee and employer
5.1.4   Recognize opportunities for advancement and reasons for termination
5.1.5   Recognize the organization's ethics

Competency 5.2:   **Maintain positive relations with others**

Competency Builders:

5.2.1   Exhibit appropriate work habits and attitudes
5.2.2   Identify behaviors for establishing successful working relationships
5.2.3   Cooperate through teamwork and group participation
5.2.4   Demonstrate a willingness to compromise
5.2.5   Identify methods for dealing with harassment, bias, and discrimination based on race, color, national origin, gender, religion, disability, or age

5.2.6   Cooperate with authority
5.2.7   Accept supervision

Competency 5.3:   **Demonstrate accepted social and work behaviors**

Competency Builders:

5.3.1   Demonstrate a positive attitude
5.3.2   Demonstrate accepted conversation skills
5.3.3   Use good manners
5.3.4   Accept responsibility for assigned tasks
5.3.5   Demonstrate personal hygiene
5.3.6   Demonstrate knowledge of a position
5.3.7   Perform quality work

Competency 5.4:   **Analyze opportunities for personal and career growth***

Competency Builders:

5.4.1   Demonstrate opportunities within chosen occupation/organization*
5.4.2   Determine other career opportunities outside chosen occupation/organization*
5.4.3   Evaluate the factors involved in considering a new position within or outside an
        occupation/organization*
5.4.4   Exhibit characteristics needed for advancement*

Unit 6:   Technology in the Workplace

Competency 6.1:   **Demonstrate knowledge of technology issues**

Competency Builders:

6.1.1   Demonstrate knowledge of the characteristics of technology
6.1.2   Demonstrate knowledge of how technology systems are applied
6.1.3   Assess the impact of technology on the individual, society, and environment
6.1.4   Demonstrate knowledge of the evolution of technology
6.1.5   Identify how people, information, tools and machine, energy, capital, physical
        space, and time influence the selection and use of technology
6.1.6   Identify legal and ethical issues related to technology (e.g., confidentiality,
        information sharing, copyright protection)

Competency 6.2:   **Demonstrate skills related to technology issues**

Competency Builders:

6.2.1   Exhibit willingness to adapt to technological change
6.2.2   Utilize technological systems
6.2.3   Utilize a variety of resources and processes to solve technological problems
6.2.4   Employ higher-order thinking skills for solving technological problems
6.2.5   Work as a team member in solving technological problems
6.2.6   Use technology in a safe and responsible manner
6.2.7   Apply science, mathematics, communication, and social studies concepts to solve technological problems
6.2.8   Demonstrate ingenuity and creativity in the use of technology*
6.2.9   Utilize a formal method (systems approach) in solving technological problems*

Unit 7:   Lifelong Learning

Competency 7.1:   **Apply lifelong learning practices to individual situations**

Competency Builders:

7.1.1   Define lifelong learning
7.1.2   Identify factors that cause the need for lifelong learning
7.1.3   Identify changes that may require the retraining and upgrading of employee's skills
7.1.4   Identify avenues for lifelong learning
7.1.5   Participate in lifelong learning activities

Competency 7.2:   **Adapt to change**

Competency Builders:

7.2.1   Analyze the causes and effect of change
7.2.2   Identify the effect of change on goals
7.2.3   Identify the importance of flexibility when reevaluating goals
7.2.4   Evaluate the need for lifelong learning experiences in adapting to change

Unit 8: Economic Education

Competency 8.1:   **Analyze how an economy functions as a whole**

Competency Builders:

8.1.1   Describe how individuals and societies make choices to satisfy needs and wants with limited resources
8.1.2   Identify how production factors (land, labor, capital, and entrepreneurship) are used to produce goods and services
8.1.3   Illustrate how individuals and households exchange their resources for the income they use to buy goods and services
8.1.4   Explain how individuals and business firms use resources to produce goods and services to generate income
8.1.5   Identify characteristics of command, market, and traditional economics*
8.1.6   Describe how all levels of government assess taxes in order to provide services

Competency 8.2:   **Analyze how an economic system is a framework within which decisions are made by individuals and groups**

Competency Builders:

8.2.1   List several individuals and groups that make economic decisions at the local, state, and national levels
8.2.2   Identify the important roles that local, state, and national governments play in a market economy
8.2.3   List examples of how government decisions affect individuals
8.2.4   Identify how geographic locations affect the political and economic systems of the world
8.2.5   Evaluate how markets allocate goods and services
8.2.6   Explain how resources, goods, and services are exchanged in markets
8.2.7   Explain competition and its effect on the market

Competency 8.3:   **Analyze the importance of making informed personal financial decisions**

Competency Builders:

8.3.1   Describe the need for personal management records
8.3.2   Create a personal budget
8.3.3   Create a budget for a family of four for one month
8.3.4   Explain how credit affects personal/family finances
8.3.5   Identify steps to avoid credit problems
8.3.6   Make informed consumer choices in response to personal needs and wants
8.3.7   Identify factors that influence consumer decisions (e.g., advertisements, peer groups, price, and location)

8.3.8 Explain the cost and benefits for individuals of various types of taxation at the local, state, and federal levels

Unit 9: Balancing Work and Family

Competency 9.1: **Analyze the effects of family on work**

Competency Builders:

9.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
9.1.2 Identify present and future family structures and responsibilities
9.1.3 Describe personal and family roles
9.1.4 Analyze concerns of working parent(s)
9.1.5 Examine how family responsibilities can conflict with work
9.1.6 Identify ways to resolve family-related conflicts
9.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

Competency 9.2: **Analyze the effects of work on family**

Competency Builders:

9.2.1 Identify responsibilities associated with paid and nonpaid work
9.2.2 Compare the advantages and disadvantages of multiple incomes
9.2.3 Explain how work can conflict with family responsibilities
9.2.4 Explain how work-related stress can affect families
9.2.5 Identify family support systems and resources

Unit 10:   Citizenship in the Workplace

Competency 10.1:   **Exercise the rights and responsibilities of citizenship in the workplace**

Competency Builders:

10.1.1   Identify the basic rights and responsibilities of citizenship in the workplace
10.1.2   Identify situations in which compromise is necessary
10.1.3   Examine how individuals from various backgrounds contribute to the workplace
10.1.4   Demonstrate initiative to facilitate cooperation
10.1.5   Give/receive constructive criticism to enhance cooperation

Competency 10.2   **Prepare to work in a multicultural society**

Competency Builders:

10.2.1   Identify ways to live in a multicultural society with mutual respect and appreciation for others
10.2.2   Examine how culture and experience create differences in people
10.2.3   Demonstrate respect for the contributions made by all people
10.2.4   Investigate personal cultural background as a means of developing self-respect
10.2.5   Make personal choices that reduce discrimination, isolation, and prejudice
10.2.6   Work effectively with people irrespective of their race, gender, religion, ethnicity, disability, age, or cultural background

Unit 11:   Leadership

Competency 11.1:   **Evaluate leadership styles appropriate for the workplace**

Competency Builders:

11.1.1   Identify characteristics of effective leaders
11.1.2   Compare leadership styles
11.1.3   Demonstrate effective delegation skills
11.1.4   Investigate empowerment concepts
11.1.5   Identify opportunities to lead in the workplace

Competency 11.2   **Demonstrate effective teamwork skills**

Competency Builders:

11.2.1   Identify the characteristics of a valuable team member
11.2.2   Identify methods of involving each team member
11.2.3   Contribute to team efficiency and success
11.2.4   Determine ways to motivate team members

Competency 11.3:   **Utilize effective communication skills**

Competency Builders:

11.3.1   Identify the importance of listening
11.3.2   Demonstrate effective listening skills
11.3.3   Demonstrate assertive communication techniques
11.3.4   Recognize the importance of verbal and nonverbal cues and messages
11.3.5   Prepare written material
11.3.6   Analyze written material
11.3.7   Give-receive feedback
11.3.8   Communicate thoughts
11.3.9   Use appropriate language
11.3.10 Follow oral and written instructions
11.3.11 Demonstrate effective telephone techniques
11.3.12 Identify technology in communications

Unit 12:   Entrepreneurship

Competency 12.1:   **Evaluate the role of small business**

Competency Builders:

12.1.1   Identify the impact of small business on local economy
12.1.2   Examine the relationship of small business to a national (USA) and global economy
12.1.3   Identify factors that contribute to the success of small business
12.1.4   Identify factors that contribute to the failure of small business
12.1.5   Identify the components of a business plan

Competency 12.2: **Examine entrepreneurship as a personal career option**

Competency Builders:

12.2.1   Evaluate personal interests and skills
12.2.2   Compare personal interests and skills with those necessary for entrepreneurship
12.2.3   Determine motives for becoming an entrepreneur
12.2.4   Identify the advantages and disadvantages of owning a small business
12.2.5   Compare business ownership to working for others

ACT Work Keys Skill Levels

ACT Work Keys Skill Levels

Skill Area	Entry Level	Performance Level
1) Applied Mathematics	6	6
2) Locating Information	5	6
3) Reading for Information	6	6

Levels of Work Keys Defined

The skills needed to achieve each level for each of the seven Work Keys* academic skills are as follows.

Applied Mathematics

Applied Mathematics measures skill in applying mathematical reasoning to work-related problems. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex. The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Perform basic mathematical operations (addition, subtraction, multiplication, and division) and conversions from one form to another, using whole numbers, fractions, decimals, or percentages.
*Translate simple verbal problems into mathematical equations.
*Directly apply logical information provided to solve problems, including those with measurements and dollars and cents.

Level 4

*Perform one or two mathematical operations (such as addition, subtraction, or multiplication) on several positive or negative numbers. (Division of negative numbers is not covered until Level 5.)
*Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) or add three fractions that share a common denominator.
*Calculate averages, simple ratios, proportions, and rates, using whole numbers and decimals.
*Reorder verbal information before performing calculations.
*Read simple charts or graphs to obtain information needed to solve a problem.

Level 5

*Look up and calculate single-step conversions within English or non-English measurement systems (e.g., converting ounces to pounds or centimeters to meters) or between measurement systems (e.g., converting centimeters to inches).
*Make calculations using mixed unit (e.g., hours and minutes).
*Determine what information, calculations, and unit conversions are needed to find a solution.

Level 6

*Calculate using negative numbers, fractions, ratios, percentages, mixed numbers, and formulas.
*Identify and correct errors in calculations.
*Translate complex verbal problems into mathematical expressions, using considerable setup and multiple-step calculations or conversions.

Level 7

*Solve problems requiring multiple steps of logic and calculation.
*Solve problems involving more than one unknown, nonlinear functions (e.g., rate of change), and applications of basic statistical concepts (e.g., error of measurement).
*Locate errors in multiple-step calculations.
*Solve problems with unusual content or format, or with incomplete or implicit information.

Locating Information

Locating Information measures skill in using information taken from workplace graphics such as diagrams, blueprints, floor plans, tables, forms, graphs, charts, and instrument gauges. There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex. The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Find one or two pieces of information in elementary workplace graphics, such as simple order forms, bar graphs, tables, flowcharts, and floor plans.
*Fill in one or two pieces of information that are missing from elementary workplace graphics.

Level 4

*Find several pieces of information in straightforward workplace graphics, such as basic order forms, line graphs, tables, instrument gauges, maps, flowcharts, and diagrams.
*Summarize and/or compare information and trends in a single straightforward graphic.
*Summarize and/or compare information and trends among more than one straightforward workplace graphic, such as a bar chart and a date table showing related information.

Level 5

*Summarize and/or compare information and trends in single complicated workplace graphics, such as detailed forms, tables, graphs, maps, instrument gauges, and diagrams.
*Summarize and/or compare information and trends among more than one complicated workplace graphic, such as a bar chart and a data table showing related information.

Level 6

*Make decisions, draw conclusions, and/or apply information to new situations using several related and complex workplace graphics that contain a great amount of information or have challenging presentations (e.g., very detailed graphs, charts, tables, forms, maps, blueprints, diagrams).

Reading for Information

Reading for Information measures skill in reading and understanding work-related reading materials. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex. Although Level 3 is the least complex, it still represents a level of reading skill well above "no skill at all." The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Identify uncomplicated key concepts and simple details.
*Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task.
*Identify the meaning of works that are defined with in a passage.
*Identify the meaning of simple words that are not defined within a passage.
*Recognize the application of instructions, from a passage to situations that are described in the passage.

Level 4

*Identify details that are more subtle than those in Level 3.
*Recognize the application of more complex instructions, some of which involve several steps, to described situations.
*Recognize cause-effect relationships.

Level 5

*Identify the paraphrased definition of jargon or technical terms that are defined in a passage and recognize the application of jargon or technical terms to stated situations.
*Recognize the definition of acronyms that are defined in a passage.
*Identify the appropriate definition of words with multiple meanings.
*Recognize the application of instructions from a passage to new situations that are similar to the situations described in the reading materials.
*Recognize the applications of more complex instructions to described situations, including conditionals and procedures with multiple steps.

Level 6

*Recognize the application of jargon or technical terms to new situations.
*Recognize the application of complex instructions to new situations.
*Recognize the less-common meaning of a word with multiple meanings from context.
*Generalize from a passage to situations not described in the passage.
*Identify implied details.
*Explain the rationale behind a procedure, policy, or communication.
*Generalize from a passage to a somewhat similar situation.

Level 7

*Recognize the definitions of difficult, uncommon jargon or technical terms from context.
*Generalize from a passage to situations neither described in nor completely similar to those in a passage.

Work Keys Process Overview

Developed by American College Testing (ACT), the purpose of the Job Profiling process is to identify the level of applied academic skills that, according to business and industry, students must master to qualify for and be successful in their occupation of choice. The results of Job Profile "leveling" can help teachers to better target instruction toward their students' needs.

Work Keys. The Work Keys component, developed by ACT, measures students" applied academic skills.

*Applied Mathematics measures students' ability to analyze, set-up, and solve math problems typically found in the workplace.
*Locating Information measures students' ability to use graphic documents to insert, extract, and apply information.

In addition, certain taxonomies will use the following Work Keys assessments:

*Reading for Information will be used by Business, Marketing, Home Economics, Health Education, and Cosmetology taxonomies.
*Applied Technology will be used by Trade and Industrial and Agricultural Education taxonomies.

Each Work Keys assessment is further broken down into four to five levels of achievement, with higher numbers indicating higher achievement in the assessed skill. For each academic skill, the Job Profiling process identifies the level required for successful entry into an occupational area.

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The ACAP panel named on the cover was responsible for identifying and validating the occupational competencies in Golf Club Management, validating employability and academic competencies, and determining the Work Keys skill levels required for successful entry into this occupation.