

# ACAP

Austin Competency Analysis Profile

## Licensed Vocational Nurse

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### Conducted

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### Validation Panel

Francisco Fetiza, LVN

*Pflugerville Care Center, Pflugerville, Texas*

Sue E. Griffith, LVN

*Austin Regional Clinic, Austin Texas*

Brenda Rodriguez, LVN-Pediatrics

*Austin Regional Clinic, Austin, Texas*

### Facilitated by:

Teresa S. Moore, Curriculum Development Specialist/Job Profiler

*Austin Community College, Austin, Texas*

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**For information regarding the ACAP process, contact:**

Austin Community College  
Instructional Resources and Technology – Instructional Development Services  
Highland Business Center  
5930 Middle Fiskville Road  
Austin, Texas 78752  
512.223.7798

<http://itdl.austincc.edu/development/curriculum>

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# Preface

Austin Community College would like to express our sincere appreciation to our business, industry, labor, and community partners who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

# **I**ntroduction .....

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation to develop curriculum. The product is a competency list, employability skills, and academic skill levels that have been developed and validated by subject matter experts who perform the occupation. This list will be used to develop programs that address the needs of business and industry by equipping our students with the entry skills required in a workplace environment.

# **A** CAP Process Overview .....

## *What are Austin Competency Analysis Profiles (ACAPs)?*

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts. These lists 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—the concept of advancing items will only be introduced to students. Advancing items are those needed beyond entry level in a given occupation, and are designated as “Advanced (A).” If core competencies or competency builders are present in an “Advanced” unit, then they are designated as “Core (c).”

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: Licensed Vocational Nurse**

Licensed Vocational Nurse

Treatment Nurse

Team Leader

Triage Phone Nurse

Home Health Nurse

Hospice Nurse

Specialties:

Burn Units

Neural Units

ICC/ICU

Insurance

Medication

All specialist areas (Pediatrics, Family Practice, Internal Medicine, Allergy, etc.)

# Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts currently employed in the field of Licensed Vocational Nurse. This panel of experts has determined that these skills will adequately prepare students for *entry level* positions in this field. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes students need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure business and industry input that is relative and meaningful to the workplace. These *Competencies* are intended to include all basic, necessary skills for this occupational area, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

## **Key Terms:**

*Competency*—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

*Competency Builders*—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

*Entry Level*—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

# ACAP: Licensed Vocational Nurse

Unit 1	Assess
Unit 2	Plan
Unit 3	Implement
Unit 4	Evaluate
Unit 5	Safety and Legalities
Unit 6	Communication
Unit 7	Professionalism
Unit 8	Growth and Development

# Occupational Competencies

## ACAP: Licensed Vocational Nurse

### Unit 1 Assess

**Competency 1.1 Determine the health status and health needs of clients based on interpretation of health related data, and preventive health practices in collaboration with clients, their families and other members of the immediate health care team**

*Competency Builders:*

- 1.1.1 Identify the four steps in a systematic process to include assessment, planning, implementation and evaluation
- 1.1.2 Identify the basic components of nursing diagnoses (e.g. North American Nursing Diagnosis Association)
- 1.1.3 Take client history using structured assessment tool
- 1.1.4 Apply the structured data collection tools of assessment of clients (medical history or data following facility guidelines)
- 1.1.5 Identify health status through basic assessment (determination of current condition of the client)
- 1.1.6 Report and document assessment data

**Competency 1.2 Identify the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices**

*Competency Builders:*

- 1.2.1 List common medical diagnoses, drug and other therapies and treatments
- 1.2.2 Identify common actual and potential health care needs of clients
- 1.2.3 Identify potential hazards to others
- 1.2.4 Make observations that assist the RN in formulating nursing diagnosis
- 1.2.5 Assist with health screening
- 1.2.6 Practice infectious disease controls

**Competency 1.3 Complete assessment of current status and nursing needs of clients**

*Competency Builders:*

- 1.3.1 Assess availability of staff
- 1.3.2 Assess the immediacy of the situation
- 1.3.3 Prioritize the order of importance or need of the client

## Unit 2 Plan

### **Competency 2.1 Participate with the health care team to identify client needs**

#### *Competency Builders:*

- 2.1.1 Assist in the identification of material and human resources needed for the care of assigned clients
- 2.1.2 Interact with clients, family members, and the health care team to provide direct care to assigned clients
- 2.1.3 Identify resources for referrals that facilitate continuity of care
- 2.1.4 Identify the dynamics of the nurse-client relationship
- 2.1.5 Identify basic interventions to support the client and family during life stages, including end-of-life care

### **Competency 2.2 Support the organizational framework of structured health care settings**

#### *Competency Builders:*

- 2.2.1 Assist in the formulation of goals/outcomes and a plan of care in collaboration with the client, their family and health care team members
- 2.2.2 Participate in team meetings to evaluate quality of care for clients and improved support and updates for staff
- 2.2.3 Participate in team meetings to support continued improvement of the facility and staff to ensure maximum efficiency

### **Competency 2.3 Apply fundamental principles of disease prevention and health maintenance for clients**

#### *Competency Builders:*

- 2.3.1 Identify principles of disease prevention
- 2.3.2 Identify resources to assist in acquiring information on disease prevention
- 2.3.3 Inform other team members of necessary precautions needed for a given situation

### **Competency 2.4 Form relationships between the nursing plan of care, the therapeutic regimen, the plan of interdisciplinary health care team members, and cost**

#### *Competency Builders:*

- 2.4.1 Set priorities in planning and evaluating care based on specific criteria
- 2.4.2 Identify short-term goals/outcomes
- 2.4.3 Select basic interventions based on established priorities for care in collaboration with the client
- 2.4.4 Follow steps and procedures in discharge planning process
- 2.4.5 Determine that family members and client comprehend discharge instructions (future appointments/follow-up, medication, wound care and other treatments)

## **Competency 2.5      Contribute to the development of the nursing plan of care**

### *Competency Builders:*

- 2.5.1      Identify obvious conflicts between the nursing plan of care and the plan of interdisciplinary health care team members
- 2.5.2      Participate in discussion of plan of care with the interdisciplinary health care team members
- 2.5.3      Develop worksheets for each day
- 2.5.4      Plan the work assignments of personnel, as well as own assignment, based on priorities (A)
- 2.5.5      State rationale for the assignments, considering personnel (including self), abilities and interests, client needs and facility policies

## **Unit 3 Implement**

## **Competency 3.1      Deliver safe and effective care to client**

### *Competency Builders:*

- 3.1.1      Inform clients and families of their right to make choices relevant to their health needs
- 3.1.2      Seek assistance from appropriate personnel when needed
- 3.1.3      Apply principles of body mechanics when lifting, moving, etc.
- 3.1.4      Employ safety measures appropriately (call lights, side rails, gait belts, bed in proper position)
- 3.1.5      Describe the expected action and common side effects of the drugs

## **Competency 3.2      Implement therapeutic nursing interventions within the scope and role of the LVN as an entry level practitioner in a variety of healthcare settings**

### *Competency Builders:*

- 3.2.1      Implement an appropriate plan of care for assigned groups of clients
- 3.2.2      Provide client with appropriate informational materials
- 3.2.3      Communicate with the client and family using questions and observations to determine client needs
- 3.2.4      Provide client and family with referral information for additional services when directed to do so by appropriate personnel

## **Competency 3.3      Review the plan of care for assigned clients before the shift begins**

### *Competency Builders:*

- 3.3.1      Receive detailed report from previous shift
- 3.3.2      Compile appropriate charts and information needed to provide health care or continuity of care
- 3.3.3      Identify the elements of plan of care to prioritize care for clients

**Competency 3.4      Coordinate with team members to accomplish/revise the care according to the client's needs**

*Competency Builders:*

- 3.4.1      Set priorities in planning care for groups of clients
- 3.4.2      Recognize cost of care for nursing interventions

**Competency 3.5      Implement plan of care**

*Competency Builders:*

- 3.5.1      Identify legal and ethical parameters, in collaboration with the client and interdisciplinary health care team
- 3.5.2      Meet the needs of clients in a caring manner
- 3.5.3      Coordinate basic client care utilizing a variety of healthcare resources, following the doctors specifications to meet client health needs
- 3.5.4      Clarify orders with doctor or other appropriate health care team member when conflicting information is observed
- 3.5.5      Support clients in their spiritual, emotional, physical, and cultural needs to acknowledge client's unique being
- 3.5.6      Indicate support and care to client through appropriate physical contact (pat on hand, hug, etc.)
- 3.5.7      Display kind, courteous, and respectful behavior to clients, family, staff, and peers

**Competency 3.6      Implement teaching plan for client**

*Competency Builders:*

- 3.6.1      Utilize appropriate personnel for guidance as necessary
- 3.6.2      Provide verbal and written information to the client
- 3.6.3      Demonstrate a process to the client when appropriate
- 3.6.4      Observe the client perform a task or procedure following instructions
- 3.6.5      Document client's response
- 3.6.6      Secure signature of client or responsible party when appropriate

**Competency 3.7      Work cooperatively as a member of the health care team**

*Competency Builders:*

- 3.7.1      Relate to other members of the healthcare team efficiently and respectfully, asking for or providing assistance as needed
- 3.7.2      Report nursing interventions and client responses to the appropriate team member
- 3.7.3      Complete assigned responsibilities in a timely manner
- 3.7.4      Provide assistance to team when needed (Be available)

**Competency 3.8      Participate as an advocate to focus on improving the health care of clients**

*Competency Builders:*

- 3.8.1      Find resources to pay or provide for services and medications

- 3.8.2 Secure authorization for medications that are outside a client's formulary
- 3.8.3 Provide information on sources that offer additional support (support groups, elderly day care, speech therapy, mental health, etc.)

### **Competency 3.9 Provide care for wounds**

#### *Competency Builders:*

- 3.9.1 Clean and irrigate the wound
- 3.9.2 Change and care for dressings
- 3.9.3 Provide client information for wound care at home (nutrition, hygiene, proper hydration, precautions, etc.)

### **Competency 3.10 Provide basic client care**

#### *Competency Builders:*

- 3.10.1 Maintain clients' beds
- 3.10.2 Feed adult clients
- 3.10.3 Assist with elimination and perineal care
- 3.10.4 Assist client with personal hygiene
- 3.10.5 Assist client with mobility (ambulating, wheel chair, range of motion—ROM, etc.)
- 3.10.6 Provide culturally sensitive care to a diverse client population
- 3.10.7 Maintain safety of client environment

### **Competency 3.11 Manage vital sign records (temperature, pulse, respiration and blood pressure)**

#### *Competency Builders:*

- 3.11.1 Measure intake and output
- 3.11.2 Document intake and output
- 3.11.3 Monitor/Obtain vital signs
- 3.11.4 Document all vital signs

### **Competency 3.12 Provide direct treatments to assigned, multiple clients in structured settings**

#### *Competency Builders:*

- 3.12.1 Administer enemas and vaginal irrigation
- 3.12.2 Apply heat and cold as appropriate to situation
- 3.12.3 Perform non-invasive airway management to promote oxygenation
- 3.12.4 Suction tracheostomy to manage airway
- 3.12.5 Care for clients in traction
- 3.12.6 Care for clients with casts or other immobilizing devices
- 3.12.7 Manage altered urinary elimination
- 3.12.8 Manage gastric intubation and enteral feedings
- 3.12.9 Care for clients with altered bowel elimination
- 3.12.10 Manage closed chest drainage systems
- 3.12.11 Prepare intravenous equipment

- 3.12.12 Insert IV
- 3.12.13 Maintain intravenous infusions

**Competency 3.13 Prepare medications in a timely manner for a group of clients**

*Competency Builders:*

- 3.13.1 Refer to and follow physician's order
- 3.13.2 Calculate proper drug dosage for each client
- 3.13.3 Apply the 6 rights of medication administration
- 3.13.4 Follow facility and program policy
- 3.13.5 Sign for narcotic medications following facility procedures

**Competency 3.14 Administer medications**

*Competency Builders:*

- 3.14.1 Adhere to schedule in giving medications
- 3.14.2 Administer oral medications
- 3.14.3 Administer medications by alternative routes
- 3.14.4 Give injections
- 3.14.5 Administer IV medications (piggyback push)
- 3.14.6 Evaluate effectiveness of administered medication
- 3.14.7 Document according to agency policy

**Competency 3.15 Perform admission, transfer and discharge duties**

*Competency Builders:*

- 3.15.1 Complete documentation required on new clients
- 3.15.2 Verify doctor's orders from the original document are included in new client file
- 3.15.3 Verify client's history
- 3.15.4 Make physical assessment
- 3.15.5 Send client to new facility accompanied by proper documentation per facility protocol (transfer)
- 3.15.6 Discharge client with instructions regarding follow up care
- 3.15.7 Determine client's understanding of discharge instructions

**Unit 4 Evaluate**

**Competency 4.1 Assist in the evaluation of the client's responses and outcomes to the therapeutic interventions**

*Competency Builders:*

- 4.1.1 Routinely conduct rounds to evaluate client and team member status
- 4.1.2 Detect changes in client's health status and report to team leader
- 4.1.3 Evaluate nursing intervention outcomes, conferring with other health care team members as needed
- 4.1.4 Evaluate customer satisfaction
- 4.1.5 Evaluate quality standards of service

## **Competency 4.2     Revise plan of care to meet client’s needs**

### *Competency Builders:*

- 4.2.1     Identify options to improve client’s current conditions
- 4.2.2     Obtain approval of plan of care revisions
- 4.2.3     Implement approved revisions

## **Unit 5 Safety and Legalities**

## **Competency 5.1     Adhere to OSHA standards**

### *Competency Builders:*

- 5.1.1     Locate OSHA manual on emergency protocols/solutions
- 5.1.2     Refer to OSHA manual for emergency situations
- 5.1.3     Store equipment and materials safely
- 5.1.4     Wear appropriate Personal Protection Equipment for a given situation (shields, gowns, masks, etc.)
- 5.1.5     Report accidents in a timely manner to the appropriate entities following the chain of command

## **Competency 5.2     Adhere to HIPPA and JCAHO standards**

### *Competency Builders:*

- 5.2.1     Verify client information is released to approved recipient
- 5.2.2     Dispose of records appropriately
- 5.2.3     Fax client records only to secure faxes
- 5.2.4     Maintain confidentiality of clients in all communications
- 5.2.5     Seek to remain up to date on standards and government mandates

## **Competency 5.3     Identify emergency procedures as they apply to the facility**

### *Competency Builders:*

- 5.3.1     Identify escape routes
- 5.3.2     Locate fire extinguishers
- 5.3.3     Locate other equipment to apply to a variety of emergency situations (crash cart, AED, etc.)
- 5.3.4     Recognize emergency codes
- 5.3.5     Practice proper protocol during any emergency

## **Competency 5.4     Utilize principles of basic infection control and universal precautions**

### *Competency Builders:*

- 5.4.1     Dispose of contaminated articles in designated containers
- 5.4.2     Dispose of bio-hazardous materials appropriately
- 5.4.3     Follow isolation precautions per facility protocol
- 5.4.4     Perform proper hand washing
- 5.4.5     Apply the principles of basic infection control

5.4.6 Apply surgical asepsis as situation dictates

**Competency 5.5 Maintain an environment free of potentially harmful elements**

*Competency Builders:*

- 5.5.1 Keep aisles free from obstacles that may cause a fall
- 5.5.2 Maintain work space
- 5.5.3 Keep rooms clean
- 5.5.4 Remove small objects on the floors that might cause falls
- 5.5.5 Remove bio-hazard materials from rooms on a regular basis

## Unit 6 Communication

**Competency 6.1 Communicate with members of the interdisciplinary healthcare team**

*Competency Builders:*

- 6.1.1 Communicate the assignments to personnel using at least two methods (verbal, written, etc.)
- 6.1.2 Communicate between shift changes regarding client care
- 6.1.3 Communicate with doctors following facility protocol and chain of command
- 6.1.4 Apply written, verbal, and non-verbal modes of communication including information technologies

**Competency 6.2 Apply therapeutic nursing communications**

*Competency Builders:*

- 6.2.1 Listen and respond to client's questions/concerns
- 6.2.2 Explain nursing/medical procedures to client/family in understandable terms
- 6.2.3 Listen and respond with respect and cultural sensitivity addressing client questions/concerns

**Competency 6.3 Maintain client charts in a timely manner**

*Competency Builders:*

- 6.3.1 Report changes in clients' conditions
- 6.3.2 Report medications, treatments or any necessary action
- 6.3.3 Record vital sign readings
- 6.3.4 Record fluid and food intake and output
- 6.3.5 Apply appropriate technology for the situation
- 6.3.6 Use appropriate terminology and abbreviations

**Competency 6.4 Teach others in the clinical setting**

*Competency Builders:*

- 6.4.1 Contribute to the teaching plan for the client
- 6.4.2 Conduct discharge teaching according to facility guidelines
- 6.4.3 Provide client with the information needed to make choices regarding health

- 6.4.4 Orient GVN to procedures and policies of the facility
- 6.4.5 Act as a mentor to new employees

## **Unit 7 Professionalism**

### **Competency 7.1 Maintain personal appearance**

#### *Competency Builders:*

- 7.1.1 Maintain personal hygiene
- 7.1.2 Wear appropriate attire
- 7.1.3 Wear identification

### **Competency 7.2 Recognize accountability for own nursing practice**

#### *Competency Builders:*

- 7.2.1 Seek to resolve personal, physical and/or mental health factors prior to entering clinical area
- 7.2.2 Accept responsibility for own words and actions
- 7.2.3 Seek clinical experiences to enhance learning
- 7.2.4 Accept constructive/corrective directions with a positive attitude
- 7.2.5 Participate as a team member in pre/post conference

### **Competency 7.3 Promote the development and practice of vocational nursing**

#### *Competency Builders:*

- 7.3.1 Maintain personal professional development
- 7.3.2 Practice Vocational Nursing with responsibility and accountability
- 7.3.3 Explain the importance of life long learning on the practice of nursing
- 7.3.4 Adhere to all program and clinical policies according to the VNG Handbook
- 7.3.5 Apply the ethical and legal responsibilities with the LVN role
- 7.3.6 Distinguish between the roles of members of the healthcare team
- 7.3.7 Act as a resource for team members
- 7.3.8 Adapt to new situations
- 7.3.9 Apply the nursing process for documentation according to facility guidelines
- 7.3.10 Prioritize and organize client care based on identified needs
- 7.3.11 Monitor change and condition in client
- 7.3.12 Recognize the Vocational Nurses' responsibility for optimum development as an individual, as a member of a profession, and as a member of society

### **Competency 7.4 Utilize appropriate resources and steps to attain employment**

#### *Competency Builders:*

- 7.4.1 Identify trade journals with job postings
- 7.4.2 Identify other methods of searching for job postings
- 7.4.3 Write a resume that illustrates your experience and training
- 7.4.4 Practice interviewing for positions
- 7.4.5 Maintain training and credentials

7.4.6 Identify additional credentials that will improve you marketability

**Competency 7.5 Apply basic technology skills to acquire, organize, analyze and communicate information**

*Competency Builders:*

- 7.5.1 Apply calendar and scheduling software
- 7.5.2 Use data base interface and query software as needed
- 7.5.3 Apply medical software for personal digital assistants (PDA) and telephone triage software
- 7.5.4 Use office software such as word processor, data base, spreadsheets, etc.

**Competency 7.6 Attempt to solve problems before seeking assistance**

*Competency Builders:*

- 7.6.1 Use a problem-solving approach as the basis for decision making in practice
- 7.6.2 Consider similar situations and apply common problem solving efforts
- 7.6.3 Identify resources that may offer a solution (internet, manuals, policy or procedure guidelines, etc.)
- 7.6.4 Evaluate the criticality of the situation
- 7.6.5 Recognize a situation that requires immediate assistance from another team member

**Competency 7.7 Maintain credentials through continuing education**

*Competency Builders:*

- 7.7.1 Complete all required CEUs such as bio terrorism, and CPR at required intervals
- 7.7.2 Complete 20 CEUs from an accredited provider every two years
- 7.7.3 Maintain records of completed CEUs
- 7.7.4 Reapply for license at appropriate intervals

## **Unit 8 Growth and Development**

**Competency 8.1 Consider the physiology and anatomy of the human body in application of basic nursing care**

*Competency Builders:*

- 8.1.1 Identify the range of motion of joints
- 8.1.2 Compare various blood vessels in purpose, direction of flow
- 8.1.3 Identify the various organs and their functions
- 8.1.4 Identify symptoms of various organ disfunctions
- 8.1.5 Identify symptoms of various disease
- 8.1.6 Identify the systems of the body and their functions
- 8.1.7 Identify pulse points

**Competency 8.2 Determine the affect of nutrition on human physiology and anatomy**

*Competency Builders:*

- 8.2.1 Name the four basic food groups
- 8.2.2 List symptoms of nutritional deficiency in various age groups
- 8.2.3 Identify nutritional needs for specific age groups
- 8.2.4 Identify need for specific dietary supplements based on diagnosis of client
- 8.2.5 Compare nutritional risk factors of various age groups
- 8.2.6 Identify clients diet preferences (vegetarian, cultural or religious differences, personal preferences)

**Competency 8.3 Associate various body functions, physical development, and mental attributes to the various stages of growth and development of the client**

*Competency Builders:*

- 8.3.1 Summarize the concepts of growth and development as they apply to the client's health and illness
- 8.3.2 Explain the concepts of mental health that guide practice when caring for clients at a given developmental stage
- 8.3.3 Determine the developmental stage of a client based on available information (pediatric, adolescent, adult, geriatric, etc.)

# **E**mployability Competencies

Employability Competencies are underlying skills, including work habits and ethics, essential to the workplace and personal growth. SCANS (Secretary’s Commission on Achieving Necessary Skills) are the basis for these competencies and are included in all programs based on an ACAP (Austin Competency Analysis Profile). These skills are taught with the intention of providing the student with a well-rounded understanding of workplace expectations in areas not specific to a particular occupation, in an attempt to develop a valuable employee.

## **ACAP: Licensed Vocational Nurse**

Unit 1:	Resources
Unit 2:	Interpersonal
Unit 3:	Information
Unit 4:	Systems
Unit 5:	Technology
Unit 6:	Basic Skills
Unit 7:	Thinking Skills
Unit 8:	Personal Qualities

### **Unit 1: Resources**

#### **Competency 1.1 Manage time effectively**

##### *Competency Builders:*

- 1.1.1 Select relevant, goal-related activities
- 1.1.2 Rank activities in order of importance
- 1.1.3 Allocate time to activities
- 1.1.4 Identify tasks to be completed
- 1.1.5 Develop and follow an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion, and task deadlines, without wasting time
- 1.1.6 Identify possible impact of schedules on other activities
- 1.1.7 Evaluate and adjust a schedule

## **Competency 1.2      Manage money effectively**

### *Competency Builders:*

- 1.2.1      Prepare or use budgets including making cost and revenue forecasts
- 1.2.2      Record details to track budget performance
- 1.2.3      Adjust budget appropriately when needed
- 1.2.4      Allocate money to include accurately preparing and using a budget according to a consistent and orderly accounting method
- 1.2.5      Calculate future budgetary needs based on projected costs and revenues
- 1.2.6      Track the extent to which actual costs and revenues differ from the estimated budget, and take appropriate and effective action

## **Competency 1.3      Manage material and facility resources effectively**

### *Competency Builders:*

- 1.3.1      Store resources such as materials, supplies, parts, equipment, space or final products in an order that makes the best use of them
- 1.3.2      Allocate materials and facility resources to include carefully planning the steps involved in the acquisition, storage, and distribution of resources
- 1.3.3      Acquire, transport, and store material and facility resources safely and efficiently
- 1.3.4      Maintain material and facility resources in good condition
- 1.3.5      Distribute material and resources to the end user

## **Competency 1.4      Manage human resources efficiently**

### *Competency Builders:*

- 1.4.1      Assess people's knowledge, skills and potential
- 1.4.2      Identify present and future work load
- 1.4.3      Match individual talents and workload effectively
- 1.4.4      Monitor performance and provide feedback actively

## **Unit 2:      Interpersonal Skills**

## **Competency 2.1      Participate as a member of a team**

### *Competency Builders:*

- 2.1.1      Work cooperatively with others
- 2.1.2      Contribute to group with ideas, suggestions, and efforts
- 2.1.3      Complete personal share of tasks necessary to complete a project
- 2.1.4      Encourage team members by listening and responding appropriately to their contributions
- 2.1.5      Build on individual team members' strengths
- 2.1.6      Resolve differences for the benefit of the team
- 2.1.7      Take personal responsibility for accomplishing goals
- 2.1.8      Challenge existing procedures, policies, or authorities responsibly

## **Competency 2.2      Teach others**

### *Competency Builders:*

- 2.2.1      Coach or otherwise teach others to apply related concepts and theories to tasks
- 2.2.2      Convey job information to allow others to see its applicability and relevance to tasks
- 2.2.3      Identify training needs of others
- 2.2.4      Assess performance of others
- 2.2.3      Provide feedback on others' performance in a constructive manner
- 2.2.4      Provide solutions to observed problems

## **Competency 2.3      Serve clients/customers**

### *Competency Builders:*

- 2.3.1      Identify customers/clients expectations through surveys, questions, body language, or expressions
- 2.3.2      Communicate and work with clients/customers to satisfy their expectations
- 2.3.3      Listen actively to customers to avoid misunderstanding and to identify needs
- 2.3.4      Provide alternatives to clients/customers to satisfy their expectations
- 2.3.5      Provide services and goods in a timely, positive manner
- 2.3.6      Obtain additional resources to satisfy client needs efficiently

## **Competency 2.4      Exercise leadership**

### *Competency Builders:*

- 2.4.1      Communicate thoughts, feelings, and ideas to justify a position
- 2.4.2      Motivate and/or convince individuals or groups through encouragement or persuasion
- 2.4.3      Challenge existing procedures, policies or authorities responsibly
- 2.4.4      Use rules/values followed by others
- 2.4.5      Justify a position logically and appropriately
- 2.4.6      Consider minority viewpoints in making decisions or taking action

## **Competency 2.5      Negotiate to arrive at a decision**

### *Competency Builders:*

- 2.5.1      Achieve agreement through exchanging specific resources or resolving divergent interests
- 2.5.2      Research opposition and the history of the conflict
- 2.5.3      Set realistic, obtainable goals
- 2.5.4      Present facts and arguments
- 2.5.5      Listen to and reflect upon what has been said
- 2.5.6      Clarify problems and resolve conflicts
- 2.5.7      Propose and examine possible options
- 2.5.8      Make reasonable compromises

## **Competency 2.6      Work with cultural diversity**

### *Competency Builders:*

- 2.6.1      Work with men and women, and a variety of ethnic, social and educational backgrounds
- 2.6.2      Compare one's own culture and that of others
- 2.6.3      Respect the rights of others while helping them make cultural adjustments when necessary
- 2.6.4      Base impression upon individual performance, not stereotypes
- 2.6.5      Understand concerns of members of other ethnic and gender groups

## **Unit 3:      Information**

## **Competency 3.1      Acquire and evaluate information**

### *Competency Builders:*

- 3.1.1      Pose analytic questions to determine specific information needs
- 3.1.2      Select appropriate information sources
- 3.1.3      Determine when new information must be created and do so
- 3.1.4      Evaluate data for relevance and accuracy

## **Competency 3.2      Organize and maintain information**

### *Competency Builders:*

- 3.2.1      Organize a variety of information forms or sources in a systemic fashion
- 3.2.2      Maintain written or other forms of information to keep up-to-date information available in a systemic fashion
- 3.2.3      Organize information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.
- 3.2.4      Transform data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods

## **Competency 3.3      Interpret and communicate information**

### *Competency Builders:*

- 3.3.1      Select information to be communicated
- 3.3.2      Identify best methods to present information (e.g., overheads, handouts, etc.)
- 3.3.3      Communicate results to others in desired format
- 3.3.4      Convey information to others through a variety of means including oral, written, graphic, pictorial or multi-media methods

### **Competency 3.4 Process information using computer**

#### *Competency Builders:*

- 3.4.1 Acquire information from the internet and other computer based resources
- 3.4.2 Organize information, using spreadsheets, word processor, and data bases effectively
- 3.4.3 Analyze information to identify trends, make projections, etc.
- 3.4.4 Enter, modify, retrieve, store and verify data and other information in a computer
- 3.4.5 Choose format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative)
- 3.4.6 Convey information into the chosen format
- 3.4.7 Communicate information using e-mail, list serves, word processor, or other computer based communication functions

## **Unit 4: Systems**

### **Competency 4.1 Apply appropriate techniques to function within social, organizational, and technological systems to attain goals effectively and ethically**

#### *Competency Builders:*

- 4.1.1 Identify dynamics and components of social, organizational and technological systems
- 4.1.2 Recognize acceptable behavior and attitudes within social, organizational and technological systems
- 4.1.3 Communicate through acceptable methods to interact with social, organizational, and technological systems effectively, efficiently, and ethically
- 4.1.4 Recognize how a system's structures relate to goals
- 4.1.5 Recognize the right of people to ask for information and where to get resources

### **Competency 4.2 Monitor and correct performance of a system**

#### *Competency Builders:*

- 4.2.1 Distinguish trends
- 4.2.2 Predict impact of actions on system operations
- 4.2.3 Diagnose deviations in the function of a system/organization
- 4.2.4 Correct performance through necessary action
- 4.2.5 Detect deviations from systems intended purpose
- 4.2.6 Troubleshoot the system
- 4.2.7 Make changes to the system to rectify system function and to ensure quality of product

### **Competency 4.3      Improve and design systems**

#### *Competency Builders:*

- 4.3.1      Make suggestions to modify or improve existing products or services
- 4.3.2      Implement approved improvements in systems
- 4.3.3      Evaluate the benefits of the improvements
- 4.3.4      Develop/recommend new or alternative system designs based on relevant feedback
- 4.3.5      Communicate the results of the evaluations

## **Unit 5:      Technology**

### **Competency 5.1      Select appropriate technology**

#### *Competency Builders:*

- 5.1.1      Determine the desired results or outcomes and applicable restraints
- 5.1.2      Visualize the necessary methods and applicable technology
- 5.1.3      Evaluate specifications
- 5.1.2      Judge which procedures, tools, machines or programs will produce the desired results

### **Competency 5.2      Apply technology to task**

#### *Competency Builders:*

- 5.2.1      Set up tools such as machines, computers, and programming systems, using proper procedures, to get desired results
- 5.2.2      Analyze how different parts of machines interact and how machines interact with broader production systems
- 5.2.3      Install machines including computers
- 5.2.4      Interpret machine output accurately
- 5.2.5      Detect errors from program output

### **Competency 5.3      Maintain and troubleshoot technology**

#### *Competency Builders:*

- 5.3.1      Prevent problems in machines, computers, and other technologies
- 5.3.2      Identify problems in machines, computers and other technologies
- 5.3.3      Perform routine maintenance and service of machines, computers, and other technologies
- 5.3.4      Detect more serious problems
- 5.3.5      Generate workable solutions to correct deviations
- 5.3.6      Recognize need for additional help

## Unit 6: Basic Skills

### **Competency 6.1 Read written information in prose and documents, such as manuals, graphs, and schedules with understanding**

#### *Competency Builders:*

- 6.1.1 Determine the main idea or essential message
- 6.1.2 Identify relevant details, facts, and specifications
- 6.1.3 Infer or locate the meaning of unknown or technical vocabulary
- 6.1.4 Judge the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers

### **Competency 6.2 Communicate thoughts, ideas, information, and messages in writing**

#### *Competency Builders:*

- 6.2.1 Record information completely and accurately
- 6.2.2 Compose and create documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts
- 6.2.3 Use language, style, organization and format appropriate to the subject matter, purpose, and audience
- 6.2.3 Include supporting documentation where appropriate
- 6.2.4 Attend to level of detail
- 6.2.5 Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, and punctuation

### **Competency 6.3 Perform arithmetic computations and concepts with appropriate technology and/or paper and pencil to solve simple work problems**

#### *Competency Builders:*

- 6.3.1 Perform basic computations
- 6.3.2 Use basic numerical concepts such as whole numbers and percentages in practical situations
- 6.3.3 Make reasonable estimates of arithmetic results without a calculator
- 6.3.4 Use tables, graphs, diagrams, and charts to obtain or convey quantitative information

### **Competency 6.4 Perform mathematics in a variety of techniques to approach practical problems appropriately**

#### *Competency Builders:*

- 6.4.1 Choose appropriate technique to solve problem
- 6.4.2 Use quantitative data to construct logical explanations for real world situations

- 6.4.3 Express mathematical ideas and concepts orally and in writing
- 6.4.4 Predict an event considering the role of chance in the occurrence

### **Competency 6.5 Listen and react appropriately to verbal messages**

#### *Competency Builders:*

- 6.5.1 Receive, attend to, interpret, and respond to verbal messages appropriately
- 6.5.2 Receive, attend to, interpret, and respond to other cues such as body language appropriately
- 6.5.3 Listen to comprehend, learn, critically evaluate, appreciate, or support the speaker

### **Competency 6.6 Deliver oral messages appropriately to listeners**

#### *Competency Builders:*

- 6.6.1 Organize ideas and communicates orally as appropriate for the situation and listeners
- 6.6.2 Participate in conversation, discussion, and group presentations
- 6.6.3 Select an appropriate medium for conveying a message
- 6.6.4 Use verbal language and other cues, such as body language, in a way appropriate in style, tone, and level of complexity to the audience and the occasion
- 6.6.5 Speak clearly and communicate a message
- 6.6.6 Respond to listener feedback in a way that indicates understanding
- 6.6.7 Ask questions when needed

## **Unit 7: Thinking Skills**

### **Competency 7.1 Generate new ideas using creative thinking**

#### *Competency Builders:*

- 7.1.1 Change or reshapes goals using nonlinear or unusual connections
- 7.1.2 Imagine new ideas by combining ideas or information in new ways
- 7.1.3 Connects seemingly unrelated ideas
- 7.1.4 Reshape goals in ways that reveal new possibilities

### **Competency 7.2 Make decisions**

#### *Competency Builders:*

- 7.2.1 Specify goals and constraints
- 7.2.2 Generate alternatives
- 7.2.3 Consider risks
- 7.2.4 Evaluate and choose best alternatives

- 7.2.5 Analyze how personal, family, and social factors influence decisions, behaviors, and lifestyles
- 7.2.6 Utilize a decision-making process to develop future career goals

### **Competency 7.3 Apply problem solving skills appropriate to situation**

#### *Competency Builders:*

- 7.3.1 Recognize a problem exists (i.e., that there is a discrepancy between what is and what should be)
- 7.3.2 Identify possible reasons for the problem
- 7.3.3 Devise and implement a plan of action to resolve the problem
- 7.3.4 Evaluate and monitor progress
- 7.3.5 Revise the plan as indicated by the findings
- 7.3.6 Communicate in both oral and written language while working with others to identify/resolve problems
- 7.3.7 Reason inductively and deductively to solve problems
- 7.3.8 Select and apply problem-solving methods

### **Competency 7.4 See things in the mind's eye**

#### *Competency Builders:*

- 7.4.1 Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation (such as a building from blueprints)
- 7.4.2 Visualize possible options
- 7.4.3 Communicate visualized options verbally

### **Competency 7.5 Apply learning strategies to support life-long learning**

#### *Competency Builders:*

- 7.5.1 Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations
- 7.5.2 Evaluate learning style (visual, aural, etc.) to make proper selection of learning techniques
- 7.5.3 Identify various learning techniques including formal learning strategies (note taking or clustering items that share some characteristics) and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions)
- 7.5.4 Make decisions/plans concerning school to work training and future educational needs using relevant resources

### **Competency 7.6 Apply reasoning to finding solutions or draw conclusions**

#### *Competency Builders:*

- 7.6.1 Discover a rule or principle underlying the relationship between two or more objects
- 7.6.2 Extract rules or principles from a set of objects or a written text
- 7.6.3 Apply principles to solve problems

- 7.6.4 Draw conclusion from available information using logic
- 7.6.5 Apply rules and principles to a new situation
- 7.6.6 Determine which conclusion is correct when given a set of facts and conclusions
- 7.6.7 Evaluate alternatives and assess consequences to achieve personal and social goals

## **Unit 8: Personal Qualities**

### **Competency 8.1 Act responsibly**

#### *Competency Builders:*

- 8.1.1 Persevere toward goal attainment with a high level of effort
- 8.1.2 Set high standards in order to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task
- 8.1.3 Display a high standard of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks

### **Competency 8.2 Exhibit effective self-esteem**

#### *Competency Builders:*

- 8.2.1 Maintain a positive view of self and believes in own self-worth
- 8.2.2 Identify own skill and abilities possessed
- 8.2.3 Recognize own emotional capacity and needs
- 8.2.4 Identify/Apply effective ways to handle emotional capacity and needs
- 8.2.5 Recognize own impression on others

### **Competency 8.3 Employ appropriate social skills**

#### *Competency Builders:*

- 8.3.1 Demonstrate understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings
- 8.3.2 Assert self in familiar and unfamiliar social situations
- 8.3.3 Relate well to others
- 8.3.4 Respond appropriately as the situation requires
- 8.3.5 Take an interest in what others say and do

## **Competency 8.4      Manage self**

### *Competency Builders:*

- 8.4.1      Assess own knowledge, skills, and abilities accurately
- 8.4.2      Set well-defined and realistic personal goals
- 8.4.3      Monitor progress toward goal attainment
- 8.4.4      Motivate self through goal achievement
- 8.4.5      Exhibit self-control and respond to feedback unemotionally and nondefensively
- 8.4.6      Initiate action

## **Competency 8.5      Apply integrity and honesty to all matters**

### *Competency Builders:*

- 8.5.1      Recognize situations when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values
- 8.5.2      Understand the impact of violating these beliefs and codes on an organization, self, and others
- 8.5.3      Choose an ethical course of action

# Glossary

**ACAP**–*Austin Competency Analysis Profile*–a well-established job analysis process unique to Austin Community College involving business, industry, labor, and community agency representatives from throughout the Austin area.

**Advanced Competencies**–the occupation and academic competencies needed to advance in a given occupation.

**Competency**–an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

**Competency Builders**–the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

**Core Competencies**–the essential occupational and academic competencies needed to enter and remain in a given occupation.

**Employability Competencies**–underlying skills, abilities, and knowledge as they relate to work ethics, work habits, and personal growth and development.

**Entry Level**–refers to the requirements necessary for someone entering into the occupation (without previous on the job experience).

**Performance Level**–refers to the level at which an employee would need to function effectively having gained on-the-job knowledge.

**Skill Ranking**–refers to the criticality of the WorkKeys skill to the performance of the occupation with one (1) indicating the most critical skill.

**SME**–*Subject Matter Expert*–incumbent worker in a given occupation that is knowledgeable about the job.

**Target Job Titles**–titles that may be assigned to the types of jobs aligned with an ACAP. Possible titles of jobs for which students would qualify with certificates or degrees in the programs based on an ACAP.

**WorkKeys Skills**–Eight skills, defined by ACT, referring to underlying, academic skills as they relate to the workplace. The skills include *Applied Mathematics, Applied Technology, Locating Information, Reading for Information, Observation, Teamwork, Listening, and Writing*. Each skill has a very specific definition and levels of each skill can be aligned with specific abilities defined at each level. WorkKeys skills are the basis for an occupational analysis system developed by ACT. The WorkKeys analysis is the final part of the overall ACAP report. All ACAPs include *Reading for Information, Locating Information, and Applied Mathematics*. A fourth skill may be included in the profile if the subject matter experts identify a need for it.