



## Austin Competency Analysis Profile

### Peace and Conflict Studies

---

#### **Conducted**

November 21, 2013

#### **Validation Panel**

Amber Aubone, Professor of International Relations; Director of International Relations; Director of Undergraduate Research Office  
*St. Mary's University, San Antonio, TX*

Kris Donley, Executive Director  
*Dispute Resolution Center, Austin, TX*

Darryl Jamail, Commander  
*City of Austin – Austin Police Department, Austin, TX*

Mortada Mohamed, Professor of International Business; President of World Affairs Council of Austin  
*Austin, TX*

David J. Smith, Educational Consultant; Peacebuilding Trainer  
*Washington D.C.*

#### **Facilitated by**

Laura Lucas, Instructional Designer,  
Instructional Development Services  
*Austin Community College, Austin, Texas*

Jennifer Gray, Instructional Designer,  
Instructional Development Services  
*Austin Community College, Austin, Texas*

---



---

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

Austin Community College  
Instructional Resources and Technology  
Instructional Development Services

Eastview Campus

3401 Webberville Road  
Austin, Texas 78702

512.223.5230 <http://irt.austincc.edu/ids/curriculum/acap.html>

---

## What's Inside

---

Preface.....	i
Introduction.....	1
ACAP Process Overview.....	2
ACAP: Peace and Conflict Studies	
Occupational Competencies.....	6
Employability Competencies.....	12
Glossary.....	23

# 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.

# Introduction

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 current and aspiring supervisors 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 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.

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.

# Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts. 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: Peace and Conflict Studies

Unit 1	Conflict Resolution and Transformation
Unit 2	Global Peacebuilding
Unit 3	Communications
Unit 4	Information Literacy
Unit 5	Professional Conduct

## Resources

13-1075.00 - Labor Relations Specialists. (n.d.). *13-1075.00 - Labor Relations Specialists*. Retrieved October 28, 2013, from <http://www.onetonline.org/link/summary/13-1075.00#Tasks>

Course Descriptions & Student Learning Outcomes. (n.d.). *Honolulu Community College*. Retrieved October 28, 2013, from <http://www2.honolulu.hawaii.edu/?q=node/354&course=cmgt226>

Discussion Forum - Peace and Collaborative Development Network. (n.d.). *Discussion Forum - Peace and Collaborative Development Network*. Retrieved October 16, 2013, from <http://www.internationalpeaceandconflict.org/forum/categories/jobconsulting-opportunities/listForCategory#.Ul6mXazFkS9>

Idealist. (n.d.). *Idealist*. Retrieved October 28, 2013, from <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CEgQFjAC&url=http%3A%2F%2Fwww.idealists.org%2Fdownload%2Ff7%2Ff7863bd0-1e9b-44b6-8378-a042cca4174e%2FidealistsConflictResPeaceStudies.pdf&ei=bK5eUtiZM8WLqWGFr4C4Ag&usg=AFQjCNEQ3dBRjgK-IWczn>

International Peace and Conflict Resolution | SIS. (n.d.). *Skills Institutes*. Retrieved October 16, 2013, from <http://www.american.edu/sis/ipcr/Skills-Institutes.cfm>

International Relations. (n.d.). *Outcomes || Goals and Educational Outcomes || Bucknell University*. Retrieved October 16, 2013, from <https://www.bucknell.edu/x50126.xml>

King County Library System. (n.d.). *King County Library System*. Retrieved October 28, 2013, from <http://www.kcls.org/employment/positions/Community%20Relations%20Specialist.pdf>

Learning Objectives for Create and Capture Value as You Negotiate, C Workshop. (n.d.). *Negotiation Training, Speeches and Consulting*. Retrieved October 16, 2013, from <http://www.watershedassociates.com/ccvobjectives>

OLD Graduate Career Development Center. (n.d.). *Peace and Conflict Resolution*. Retrieved October 16, 2013, from <http://www1.georgetown.edu/sfs/careers/graduate/73897.html>

Peace Studies. (n.d.). *Peace Studies*. Retrieved October 16, 2013, from <http://www.unm.edu/~peace/>

Peace and Conflict Studies. (n.d.). *Peace and Conflict Studies*. Retrieved October 16, 2013, from <http://www.uml.edu/FAHSS/Peace-and-Conflict-Studies/Careers/Careers.aspx>

Peace and conflict studies. (2013, March 11). *Wikipedia*. Retrieved October 16, 2013, from [http://en.wikipedia.org/wiki/Peace\\_and\\_conflict\\_studies](http://en.wikipedia.org/wiki/Peace_and_conflict_studies)

Penn State Division of Student Affairs. (n.d.). *edge.psu*. Retrieved October 28, 2013, from <http://edge.psu.edu/pdf/StudentActivitesLOs.pdf>

The Complete Negotiation Skills Training Solution Negotiation Skills Training and Negotiation Consulting. (n.d.). *Negotiation Skill Training Benefits and Outcomes*. Retrieved October 16, 2013, from <http://www.negotiatingcoach.com/benefits.html>

The Job Description of a Community Relations Specialist. (n.d.). *Work*. Retrieved October 28, 2013, from <http://work.chron.com/job-description-community-relations-specialist-15718.html>

University for Peace. (n.d.). *UPeace*. Retrieved October 28, 2013, from <http://www.upeace.org/system/pdf/Okot%20Francis%20Od Wong%20-%20The%20Evolution%20of%20Peace%20and%20Conflict%20Studies1.pdf>

University of St. Thomas : Admissions : Undergraduate : Majors & Academics : Core Curriculum. (n.d.). *University of St. Thomas : Admissions : Undergraduate : Majors & Academics : Core Curriculum*. Retrieved January 16, 2013, from <http://www.stthomas.edu/admissions/undergraduate/majorsacademics/corecurriculum/>

What Is Peace Studies?. (n.d.). *Kroc Institute for International Peace Studies*. Retrieved October 16, 2013, from <http://kroc.nd.edu/about-us/what-peace-studies>

cgsnet. (n.d.). *Council of Graduate Schools*. Retrieved October 28, 2013, from [http://www.cgsnet.org/ckfinder/userfiles/files/CGS\\_EESE\\_GLO\\_Templates.pdf](http://www.cgsnet.org/ckfinder/userfiles/files/CGS_EESE_GLO_Templates.pdf)

# Occupational Competencies

## ACAP: Peace and Conflict Studies

### Unit 1: Conflict Resolution and Transformation

#### **Competency 1.1 Utilize existing theories of conflict, conflict resolution and conflict transformation to explain cases and trends**

##### *Competency Builders:*

- 1.1.1 Describe history of conflict using historical methods
- 1.1.2 Describe ramifications of historical conflicts on contemporary society
- 1.1.3 Identify societal levels of conflict
- 1.1.4 Identify factors that contribute to conflict (values, identity based factors, ideology)
- 1.1.5 Reflect on conflict in a multidisciplinary way
- 1.1.6 Describe theories of responses to conflict
- 1.1.7 Identify effects of conflict and outcomes of attempt at resolution (e.g. economic and social consequences and benefits)
- 1.1.8 Identify differences in global and cultural norms in explaining conflicts and conflict resolution

#### **Competency 1.2 Utilize existing theories of cooperation to explain cases and trends**

##### *Competency Builders:*

- 1.2.1 Describe history of cooperation using historical methods
- 1.2.2 Describe ramifications of historical cooperation on contemporary society
- 1.2.3 Identify societal levels of cooperation
- 1.2.4 Identify factors that contribute to cooperation (values, identity based factors, ideology)
- 1.2.5 Reflect on cooperation in a multidisciplinary way
- 1.2.6 Describe theories of responses to cooperation
- 1.2.7 Identify effects of cooperation (e.g. economic and social consequences and benefits)
- 1.2.8 Identify differences in global and cultural norms in explaining cooperation

#### **Competency 1.3 Design a strategic response or approach to conflict or cooperation**

##### *Competency Builders:*

- 1.3.1 Obtain relevant information to specific case or trend (e.g. needs assessment, stakeholder identification)
- 1.3.2 Define desired outcomes, goals, and least acceptable and alternative options
- 1.3.3 Evaluate various responses or approaches
- 1.3.4 Determine appropriate responses or approaches
- 1.3.5 Assess necessary resources and capacities (e.g. SWOT or cost-benefit analysis, parameters)

## **Competency 1.4 Collaborate with stakeholders**

### *Competency Builders:*

- 1.4.1 Determine who stakeholders are
- 1.4.2 Cooperate with and acknowledge importance of individuals involved
- 1.4.3 Apply principles of cultural competence to communication
- 1.4.4 Identify alternatives to proposals of stakeholder parties
- 1.4.5 Confer with disputants to clarify issues, identify underlying concerns, and develop an understanding of their respective needs and interests
- 1.4.6 Establish a physically, socially, and culturally appropriate environment for collaboration to take place
- 1.4.7 Adhere to policies and procedures of organization/institution

## **Competency 1.5 Apply skills to resolve conflict**

### *Competency Builders:*

- 1.5.1 Describe principles of confidentiality and neutrality
- 1.5.2 Apply confidentiality and neutrality
- 1.5.3 Describe styles of intervention (e.g. evaluative, transformative, conciliatory)
- 1.5.4 Describe types of intervention (e.g. mediation, facilitation, collaborative problem solving)
- 1.5.5 Identify ethical considerations involved in conflict resolution/cooperation
- 1.5.6 Distinguish between conflict contexts (e.g. collective bargaining, family, community)
- 1.5.7 Conduct an intake (receive complaint, collect information, identify stakeholders, etc.)
- 1.5.8 Determine appropriate response given context (e.g. global and cultural norms, bias, self-awareness)
- 1.5.9 Adhere to policies and procedures of organization/institution (documentation)
- 1.5.10 Facilitate a conversation between parties in conflict
- 1.5.11 Apply relevant laws, regulations, policies, or precedents to reach conclusions
- 1.5.12 Recognize emotional states that arise during conflict
- 1.5.13 Describe range of occupations in which conflict resolution skills are applicable

## **Unit 2: Global Peacebuilding**

### **Competency 2.1 Describe global peacebuilding framework**

#### *Competency Builders:*

- 2.1.1 Define concepts of peacebuilding
- 2.1.2 Integrate major concepts of international relations into peacebuilding
- 2.1.3 Identify cases in need of peacebuilding (potential for violence)
- 2.1.4 Identify appropriate approaches (e.g. international relations and approaches)

- 2.1.5 Distinguish between preventative and post-conflict applications of peacebuilding
- 2.1.6 Identify appropriate agents of peacebuilding

## **Competency 2.2 Apply peace studies theories to address social conditions**

### *Competency Builders:*

- 2.2.1 Map a social condition (investigate conflict/ incident, ideological differences, etc.)
- 2.2.2 Determine whether principles of positive and negative peace theory apply
- 2.2.3 Determine if nonviolent means can be used in response to a social condition
- 2.2.4 Analyze nonviolent means
- 2.2.5 Strategize a plan for peace
- 2.2.6 Describe range of occupations in which peacebuilding skills are applicable

## **Unit 3: Communications**

## **Competency 3.1 Foster intercultural communications**

### *Competency Builders:*

- 3.1.1 Identify communication issues from the point of view of different aspects of culture, including, but not limited to race, ethnicity, gender, sexual orientation, religion, age, class, and disability
- 3.1.2 Recognize non-verbal communications associated with a particular culture
- 3.1.3 Explain how culture and diversity influence communication
- 3.1.4 Use various technologies and media in socially culturally appropriate ways
- 3.1.5 Analyze multicultural communication issues with the use of media

## **Competency 3.2 Utilize communication techniques to manage conflict**

### *Competency Builders:*

- 3.2.1 Steward strong emotional reactions
- 3.2.2 Establish dialogue guidelines
- 3.2.3 Utilize neutralized language

## **Competency 3.3 Manage community relations**

### *Competency Builders:*

- 3.3.1 Assess community relations
- 3.3.2 Adapt communication to a diverse population
- 3.3.3 Identify resources to respond to questions and concerns regarding a broad range of issues
- 3.3.4 Develop and maintain effective relationships with relevant parties
- 3.3.5 Conduct outreach efforts

## **Competency 3.4 Utilize media communications**

### *Competency Builders:*

- 3.4.1 Explain how human communication is impacted by various technologies and media
- 3.4.2 Communicate using a variety of communication and information technologies and media
- 3.4.3 Identify restrictions on the use of existing and emerging communicative means and materials
- 3.4.4 Apply concepts of social interaction, etiquette, and ethics to the use of emerging communicative technologies
- 3.4.5 Apply communication theory to analyze and evaluate individual, group, and mass media messages
- 3.4.6 Manage social media communications

## **Unit 4: Information Literacy**

## **Competency 4.1 Evaluate factors and biases that may affect researchers' views**

### *Competency Builders:*

- 4.1.1 Identify gaps and differences in relevant protocols and policies
- 4.1.2 Predict how culture may shape views on research
- 4.1.3 Examine personal cultural biases in assessing the value of contributions from a research partner

## **Competency 4.2 Synthesize existing field-related research**

### *Competency Builders:*

- 4.2.1 Locate relevant research
- 4.2.2 Interpret research results
- 4.2.3 Evaluate credibility of sources/information
- 4.2.4 Identify implications of research findings for practice

## **Competency 4.3 Develop a research proposal (A)**

### *Competency Builders:*

- 4.3.1 Specify a research question
- 4.3.2 Review literature
- 4.3.3 Develop a theoretical framework and hypothesis
- 4.3.4 Develop research design

## Unit 5: Professional Conduct

### **Competency 5.1 Use self-awareness in identifying a range of professional styles (e.g. leadership, collaborative, collegial)**

#### *Competency Builders:*

- 5.1.1 Identify personal values
- 5.1.2 Adapt professional style to variety of contexts
- 5.1.3 Recognize that professional development is a lifelong learning process

### **Competency 5.2 Develop knowledge and awareness of diversity around identities, cultures, and society**

#### *Competency Builders:*

- 5.2.1 Show knowledge of human differences
- 5.2.2 Express an appreciation and sensitivity to human differences
- 5.2.3 Use awareness in an understanding of human difference within group dynamics

### **Competency 5.3 Use communication skills to interrelate with others**

#### *Competency Builders:*

- 5.3.1 Describe characteristics of group dynamics and effective teamwork
- 5.3.2 Select the critical thinking skills and abilities to guide others toward common goals

### **Competency 5.4 Support awareness and commitment towards effective citizenship and social responsibility**

#### *Competency Builders:*

- 5.4.1 Discuss the importance of taking responsibility for actions
- 5.4.2 Develop an awareness of the meaning of social justice
- 5.4.3 Develop a commitment to service
- 5.4.4 Use predictability and transparency to build trust

### **Competency 5.5 Use ethical values and principles**

#### *Competency Builders:*

- 5.5.1 Describe ethical principles
- 5.5.2 Accept accountability for personal actions
- 5.5.3 Identify common ethical challenges
- 5.5.4 Explain how ethical values and principles can differ from laws, policies, and codes of conduct

## Competency 5.6 Develop situational awareness

### *Competency Builders:*

- 5.6.1 Conduct risk analysis
- 5.6.2 Recognize political sensitivity
- 5.6.3 Interview witnesses to the events and social/political/cultural experts in the field related to the situation or events
- 5.6.4 Interview officials involved in and/or witness to the situation or events
- 5.6.5 Identify level of confidentiality involved in the situation

# **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: Peace and Conflict Studies**

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 won 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.

**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.