ACAP

Austin Competency Analysis Profile

Pharmacy Technician

Conducted:
>   November 11 and 12, 1998

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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 monitors gains using may forms of assessment.

ACAP Working Outline

November 11 & 12, 1998

Tuesday, November 11

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

Wednesday, November 12

Continue Verifying Competency Builders

Check Against Academic Competencies

Review Technical Manuals and Materials Brought by SMEs

~Lunch Break~

Develop WorkKeys Occupational Profile

Review and Wrap Up

ACAP: Pharmacy Technician

Occupational Competencies

Unit 1: Patient Service

Unit 2: Medication Distribution and Inventory Control

Unit 3: Prescription/Medication Order

Unit 4: Professional Pharmacy Tech Behavior

Unit 1:   **Patient Service**

Competency 1.1   **Demonstrate the ability to perform the usual technician functions associated with a pharmacy drug distribution center.**

Competency Builders:

1.1.1   Prepare the drug profile for newly admitted patients. Obtain from the patient/patient's representative such information as diagnosis, medication use allergies, adverse reaction, medical history, visual impairment, physical disability, and reimbursement mechanisms
1.1.2   State the reasons why information about patients must be kept confidential
1.1.3   Update the medical record/patient profile with such information as medication, history, allergies, height, weight, medication duplication, and/or drug-disease, drug-drug, drug-laboratory, and drug-nutrient interactions

Competency 1.2:   **Demonstrate appropriate communication skills**

Competency Builders:

1.2.1   Practice positive guest relations
1.2.2   Maintain professional appearance and demeanor
1.2.3   Apply appropriate conflict resolution skills

Competency 1.3   **Demonstrate the ability to perform manipulative and record-keeping functions associated with the dispensing of medications**

Competency Builders:

1.3.1   Generate correct labels
1.3.2   Select the proper drug from the dispensing stock
1.3.3   Accurately count/measure the product and place it in the proper container
1.3.4   Complete the necessary records and documents
1.3.5   Calculate the charge for a prescription
1.3.6   Process third-party billing
1.3.7   Describe the special procedures and documentation required in dispensing controlled drugs, investigational drugs, and non-prescription drugs
1.3.8   Identify functions that may be performed only by a pharmacist

Unit: 2   Medication Distribution and Inventory Control

Competency 2.1:   **Place pharmaceuticals, durable medical equipment, devices, and supplies in inventory under proper storage conditions**

Competency Builders:

2.1.1   Identify those drugs that must be refrigerated
2.1.2   Store medication properly
2.1.3   State the precautions and procedures for handling caustic, poisonous, and flammable substances and bio-hazardous materials

Competency 2.2:   **Demonstrate the ability to perform the essential functions relating to drug purchasing and inventory control**

Competency Builders:

2.2.1   Prepare a written report of a physical inventory of a representative stock of pharmacy drugs and supplies using prepared forms and record
2.2.2   Determine, from existing reorder levels, which inventoried items should be ordered and in what quantity
2.2.3   Demonstrate an ability to check in a drug shipment by using the packing list or invoice and purchase order, completing the receiving report, and adding the items to the inventory
2.2.4   Describe the procedures for returning outdated drugs
2.2.5   Describe the procedures for destruction of expired pharmaceutical products
2.2.6   Maintain record-keeping systems for packaging, recalls, automated dispensing, systems, and returns of pharmaceuticals, durable medical equipment, devices, and supplies

Competency 2.3: **Demonstrate a working knowledge of the procedures and operations relating to compounding re-packaging, and labeling of drug products**

Competency Builders:

2.4.1   Identify controlled substances and their classes
2.4.2   Recognize special procedure requirements for C II controlled substances
2.4.3   Recognize procedures for C III-V controlled substances
2.4.4   Recognize procedures related to DEA blanks, triplicate prescriptions, and proper DEA numbers
2.4.5   Maintain a record of controlled substances received, stored, and removed from inventory
2.4.6   Follow security requirements for controlled substances

Competency 2.5: **Distinguish between various systems for distributing medications**

Competency Builders:

2.5.1   Demonstrate knowledge of unit dose drug distribution
2.5.2   Demonstrate knowledge of floor stock systems
2.5.3   Demonstrate knowledge of automatic dispensing systems

Unit 3:   Prescription/Medication Order

Competency 3.1: **Demonstrate a basic knowledge of pharmacy**

Competency Builders:

3.1.1   Demonstrate a working knowledge of the pharmaceutical-medical terms and abbreviations commonly used in the prescribing, dispensing, and charting of medications
3.1.2   Demonstrate a working knowledge of the symbols commonly used in the prescribing, dispensing, land charting of medications
3.1.3   List the commonly prescribed trade-name drugs, the generic name, and the usual dosage
3.1.4   List routes of drug administration
3.1.5   List dosage forms of drugs and their respective routes
3.1.6   Demonstrate a working knowledge of drug dosages, routes of administration, and dosage forms

Competency 3.2:   **Process the prescription/medication orders**

Competency Builders:

3.2.1   Enter prescription information into the patient profile
3.2.2   Calibrate equipment needed to prepare or compound the prescription order
3.2.3   Compound medications for dispensing according to prescription formula or instructions
3.2.4   Measure, count, or reconstitute finished dosage forms for disposing
3.2.5   Label finished product appropriately
3.2.6   Assemble patient information materials
3.2.7   Perform final checks and verifications

Competency 3.3:   **Demonstrate a knowledge of the procedure and techniques relating to aseptic compounding and parental admixture operations**

Competency Builders:

3.3.1   List different possibilities for contamination of an injectable solution during its preparation and a precaution that would prevent contamination
3.3.2   Demonstrate the proper technique for using a syringe and needle for aseptic withdrawal of the contents of a vial
3.3.3   Demonstrate the proper techniques for using a syringe and needle for aseptic withdrawal of the contents of a glass ampule
3.3.4   Demonstrate the proper techniques for aseptic reconstitution of an injectable
3.3.5   Demonstrate the occasions when hand re-washing is required
3.3.6   Demonstrate the correct technique for hand washing
3.3.7   Demonstrate the correct techniques and procedures for preparing sterile products, including the proper preparation of the label and completion of the control records
3.3.8   Identify the major components and maintenance of a horizontal laminar-flow hood
3.3.9   Demonstrate the proper technique for visual inspection of parenteral solutions
3.3.10   Define or describe microbial growth and transmission; origin; pharmacology effect and prevention of pyrogens; sterility; heat sterilization; and cold sterilization

Competency 3.4: **Demonstrate the correct** techniques **and procedures for preparing cytotoxic preparations**

Competency Builders:

3.4.1   Identify the major components and maintenance of a vertical-flow hood
3.4.2   Demonstrate aseptic technique within a vertical-flow hood
3.4.3   Wear appropriate protective attire and protective gear
3.4.4   Demonstrate knowledge of hazardous spill clean-up and disposal
3.4.5   Ensure appropriate labeling on all cytotoxic products and supplies

Competency 3.5: **Demonstrate the correct techniques and procedures for preparing parenteral nutrition**

Competency Builders:

3.5.1   Enter doctors' orders into the computer correctly
3.5.2   Calibrate and maintain the automatic mixing machine
3.5.3   Demonstrate basic knowledge of parenteral nutrition such as appropriate mixing order and purpose of additives
3.5.4   Apply knowledge of special record-keeping requirements
3.5.5   Calculate the base solution and the additives for parenteral nutrition
3.5.6   Demonstrate an ability to carry out the calculations required for the usual dosage determinations and solutions preparation
3.5.7   Convert, without error, the metric equivalents for household doses
3.5.8   Perform the calculations necessary to prepare weigh-in-volume and volume-in-volume solutions
3.5.9   Calculate IV flow rates

Unit 4:   Professional Pharmacy Tech Behavior

Competency 4.1   Execute exceptional organizational skills

Competency Builders:

4.1.1   Perform multiple tasks within the required time limits with accuracy and attention to detail
4.1.2   Exhibit problem solving skills
4.1.3   Participate as a member of a team
4.1.4   Manage stress appropriately
4.1.5   Exhibit the ability to learn through observation
4.1.6   Work independently

4.1.7   Meet professional performance standards—punctually/attendance, professional appearance, etc.

4.2   Recognize the pharmacy technician's role in health care

Competency Builders:

Competency Builders:

4.2.1   Identify current ethical issues in health care
4.2.2   Recognize the roll of pharmacy technicians in relation to other health care professionals
4.2.3   Articulate the criticality of the role of the pharmacy tech
4.2.4   Demonstrate knowledge of legal and regulatory issues of the pharmacy tech including certification, testing, continuing education, and quality assurance

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 interest 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   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)

1.6.2 Identify experiences that have changed the specific career goal(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 course 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
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:

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:

8.3.1   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 parents
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 non-paid 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 non-verbal 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
         entrepreneur ship
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 WorkKeys Skill Levels

ACT WorkKeys Skill Levels

Skill Area	Entry Level	Performance Level
1) Applied Mathematics	5	6
2) Locating Information	4	4
3) Reading for Information	5	5
5) Teamwork	5	6

Levels of WorkKeys Defined

The skills needed to achieve each level for each of the WorkKeys 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

*Set up problems and do several steps of calculations or conversions.
*Calculate using negative numbers, fractions, ratios, percentages, or mixed numbers (e.g., 12 1/8).
*Transpose a formula before calculating (e.g., $8X = 20 => X = 20/8$).
*Look up and use two formulas to change from one unit to another unit within the same system of measurement (e.g., 1 cup = 8 fl oz, 1 quart = 4 cups).
*Find mistakes in calculations, such as those required in lower levels.
*Determine the best deal and perform a further calculation with the result.

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 these types of graphics.
*Summarize and/or compare information and trends in a single graphic.
*Summarize and/or compare information and trends among more than one workplace graphic, such as a bar chart and a table showing related information

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

*Understand the paraphrased definition of specialized words or phrases (jargon or technical terms) defined in these reading materials
*Use jargon or technical terms appropriately in describing situations stated in these reading materials
*Understand the meaning of acronyms defined in these reading materials (an acronym is a work or collection of letters which stands for a longer phrase, such as HMO to mean Health Maintenance Organization).
*Figure out which definition of a word with multiple meanings is appropriate in the context of these reading materials.
*Apply information given in these reading materials to situations that are not directly described, but similar**.**
*Apply instructions or procedures with a number of steps to described situations. These instructions may include conditional (if X happens, then you should do Y).

Teamwork

Teamwork measures skill in choosing behaviors and/or actions that simultaneously support team interrelationships and lead toward the accomplishment of work tasks. There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex. Although Level 3 is the least complex, it still represents a level of teamwork skill well above "no skill at all." The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Identify team goals and ways to work with other team members to accomplish those goals.
*Choose actions that support the ideas of other team members to accomplish team goals.
*Recognize that a team is having problems finishing a task and identify the cause of those problems.

Level 4

*Identify the organization of tasks and the time schedule that would help accomplish team goals efficiently and effectively.
*Select approaches that accept direction from other team members in order to accomplish tasks and to build and keep up good team relations.
*Identify behaviors that show appreciation for the personal and professional qualities of other team members and respect for their diversity.

Level 5

*Identify courses of action that give direction to other team members effectively.
*Choose approaches that encourage and support the efforts of other team members to further team relationships and/or task accomplishment.
*Consider the possible effects of alternative behaviors on both team relationships and team accomplishments and select the one that would best help the team meet its goals.

Level 6

*Identify the focus of team activity and select a new focus if that would help the team meet its goals more effectively.
*Select approaches that show the willingness to give and take direction as needed to further team goals (e.g., recognize the organization of team members' tasks that would best serve the larger goals of the team).
*Choose approaches that encourage a team to act as a unit and reach agreement when discussing specific issues.
*Identify actions that would help manage differences of opinion among team members, moving the team toward its goals while valuing and supporting individual diversity.

WorkKeys 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.

WorkKeys. The WorkKeys 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
Reading for Information measures students' ability to read textual (paragraph and sentence form) work-related materials to understand, extract and apply information
Teamwork measures the students' to choose behaviors and/or actions that simultaneously support the relationships among team members

Each WorkKeys 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.

Acknowledgements

Austin Community College's Workforce Education offices wish to extend our sincere thanks to our business, industry, labor, and community partners who donated their time and expertise toward the identification and validation of competencies in the Pharmacy Technician industry.

The ACAP panel named on the cover was responsible for identifying and validating the occupational competencies in Pharmacy Technology, validating employability and academic competencies, and determining the WorkKeys skill levels required for successful entry into this occupation.