

ACAP

Austin Competency Analysis Profile

Radio, Television and Film

Conducted

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Preface

Austin Community College's Workforce Education Office of Curriculum and Competency-Based Instruction 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 Workforce Education Office of Curriculum and Competency-Based Instruction of Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our 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 our Workforce Education programs to address the needs of business and industry by equipping our students with 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 workforce education 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. Advancing items are those needed to advance in a given occupation, and are designated by a superscripted “a”. If core competencies or competency builders are present in an “advancing” unit, then they are designated with a superscripted “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: Radio, Television and Film

Actor	Producer (Radio)
Announcer	Production Assistant to any of the disciplines
Associate Producer	Production Manager
Audio Equipment Operator	Promotion Specialist
Camera Operator	Prop Person
Computer Graphics	Radio Producer
Editor/Assistant Editor	Researcher (resources, stock footage, accuracy, historical, etc.)
Film Production Assistant	Script Writer
Floor Director	*Non-Fiction (documentary, info-mercial, etc.)
Greensman	*Fiction (feature films, television series, etc.)
Grip	Set Design Assistant
Lighting Assistant	Tape Operator
Locations Assistant	Teleprompter Operator
Make-up/Hair	Wardrobe Assistant
Manager (Film Television Production)	Writer
Model	
Music Producer	
Newscaster	*Smaller budgets may hire entry-level employees for multiple positions

Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts currently employed in the field of Radio, Television and Film. 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: Radio, Television and Film

Unit 1	Overview
Unit 2	Pre-Production
Unit 3	Marketing
Unit 4	Clerical
Unit 5	Radio and Television Announcing
Unit 6	Production
Unit 7	Post Production
Unit 8	Camera Operations
Unit 9	Broadcast and Sound
Unit 10	Broadcast Operations
Unit 11	Safety

www.careers.co.nz/jobs (KiwiCareers)

Occupational Outlook Handbook

www.columbia-academy.com

www.jobguide.thegoodguides.com.au

Getting Into Video (New York: Ballantine Books, 1990) O-Net

Unit 1 Overview

Competency 1.1 Diagram typical phases in a RTF project

Competency Builders:

- 1.1.1 Develop a timeline
- 1.1.2 Describe deliverables of each major phase of the timeline
- 1.1.3 Describe relationship of budget to timeline

Competency 1.2 Analyze the chain of command

Competency Builders:

- 1.2.1 Describe the appropriate chain of command
- 1.2.2 Describe the job duties of each position of the chain of command
- 1.2.3 Describe the variations in different production environment

Competency 1.3 Follow set etiquette (may vary by project)

Competency Builders:

- 1.3.1 Observe carefully to anticipate next duty
- 1.3.2 Be accessible at all times
- 1.3.3 Follow chain of command
- 1.3.4 Follow instructions

Unit 2 Pre-Production

Competency 2.1 Assist in location analysis

Competency Builders:

- 2.1.1 Research locations
- 2.1.2 Report back to supervisor
- 2.1.3 Scout/document locations
- 2.1.4 Use appropriate first contact etiquette

Competency 2.2 Perform research for project (non-fiction)

Competency Builders:

- 2.2.1 Locate appropriate stock footage
- 2.2.2 Verify facts and information on resources

Competency 2.3 Prepare forms for documentation and scheduling

Competency Builders:

- 2.3.1 Search the web for samples
- 2.3.2 Look at past projects by the producer
- 2.3.3 Act as liaison with staff of legal team

- 2.3.4 Contact production personnel to confirm appointments
- 2.3.5 Obtain permits
- 2.3.6 Organize information for accessibility

Competency 2.4 Research supplies/equipment/suppliers as needed

Competency Builders:

- 2.4.1 Calculate costs
- 2.4.2 Prepare comparative analysis (availability and features)
- 2.4.3 Identify reliable sources of information

Competency 2.5 Obtain appropriate permits/licenses/releases/location contracts

Competency Builders:

- 2.5.1 Interact with governmental agents
- 2.5.2 Interact with professional organizations
- 2.5.3 Interact with community
- 2.5.4 Ensure permission has been granted by everyone associated with the production as required
- 2.5.5 Prepare and deliver appropriate status reports

Competency 2.6 Develop schedules and associated logistics

Competency Builders:

- 2.6.1 Confirm shooting schedules (follow-up with participants)
- 2.6.2 Produce maps
- 2.6.3 Publish call sheet
- 2.6.4 Project needs for transportation and accommodations
- 2.6.5 Schedule transportation and accommodations within contract parameters
- 2.6.6 Book vehicles, accommodations, equipment and flights
- 2.6.7 Prepare and deliver appropriate status reports
- 2.6.8 Arrange on site catering as necessary
- 2.6.9 Plan logistics for production meetings
- 2.6.10 Arrange voiceovers (production specific)

Competency 2.7 Coordinate radio/television production

Competency Builders:

- 2.7.1 Attend production meetings and decide what will be broadcast
- 2.7.2 Remain up to date with music industry and current affairs
- 2.7.3 Organize individuals and groups to be recorded or to appear
- 2.7.4 Edit recordings, such as concerts or interviews
- 2.7.5 Transfer pre-recorded segments onto a computer system for broadcasters to play on air
- 2.7.6 Answer phone calls during shows and pass relevant information to broadcasters
- 2.7.7 Research information for shows

Competency 2.8 Coordinate wardrobe details

Competency Builders:

- 2.8.1 Discuss costumes and accessories with production designer and director
- 2.8.2 Find, make, or alter costumes and accessories to be worn
- 2.8.3 Clean and repair costumes
- 2.8.4 Assist actors with putting on difficult costumes
- 2.8.5 Ensure continuity of costumes from one scene to the next
- 2.8.6 Research costumes for accuracy

Competency 2.9 Coordinate editing of film

Competency Builders:

- 2.9.1 View processed film and video
- 2.9.2 Analyze, evaluate and select scenes
- 2.9.3 Determine which scenes need to be improved or re-shot
- 2.9.4 Trim film and copy segment lengths
- 2.9.5 Arrange and join segments in sequence
- 2.9.6 Balance music and effects
- 2.9.7 Select stock shots from film library and incorporate them into film or video

Unit 3 Marketing

Competency 3.1 Assemble distribution markets

Competency Builders:

- 3.1.1 Research the demographics
- 3.1.2 Correspond with clients via telephone, e-mail, and mail
- 3.1.3 Maintain media contacts through regular interaction

Competency 3.2 Represent station or company

Competency Builders:

- 3.2.1 Schedule promotional appearances
- 3.2.2 Schedule remote broadcasts on location if possible
- 3.2.3 Participate in fund-raising events
- 3.2.4 Maintain a contact listing of the people at those events to share information
- 3.2.5 Coordinate the appearance of people involved in film to serve as master of ceremony at parades, sports or other community events

Competency 3.3 Assist in marketing strategies

Competency Builders:

- 3.3.1 Report on plan to distribute film
- 3.3.2 Report on budget for prints and advertising (cost of posters, premiere passes, etc.)
- 3.3.3 Follow up on contracts and contacts, making reports available

Competency 4.1 Coordinate production paperwork

Competency Builders:

- 4.1.1 Photocopy and file scripts
- 4.1.2 Label and categorize tapes
- 4.1.3 Spell check titles and credits
- 4.1.4 File copyrights
- 4.1.5 File and copy scripts
- 4.1.6 Distribute scripts to appropriate personnel
- 4.1.7 Maintain and update contact lists
- 4.1.8 Copy and distribute personnel lists
- 4.1.9 File contracts
- 4.1.10 File permissions and sign off sheets and permits
- 4.1.11 File release forms
- 4.1.12 File budget
- 4.1.13 Document where all materials are stored
- 4.1.14 Update scripts and deliver to personnel
- 4.1.15 Maintain and distribute contact information
- 4.1.16 Manage distribution of equipment (such as cell phones)
- 4.1.17 Monitor equipment returns
- 4.1.18 Close out files on equipment

Competency 4.2 Coordinate financial needs

Competency Builders:

- 4.2.1 Distribute budget for projects
- 4.2.2 Maintain and update budget files
- 4.2.3 Negotiate the best deals with vendors
- 4.2.4 Maintain and track petty cash fund
- 4.2.5 Pay bills on time
- 4.2.6 Distribute checks to personnel
- 4.2.7 Manage postage accounts
- 4.2.8 Manage other accounts as necessary

Competency 4.3 Apply other clerical skills

Competency Builders:

- 4.3.1 Use a computer (PC or Mac)
- 4.3.2 Use postage machine
- 4.3.3 Use office machines (copy machine, fax machine, calculator, etc.)
- 4.3.4 Work with shipping companies and delivery service
- 4.3.5 Generate and file identification documents
- 4.3.6 Assign and update entry codes
- 4.3.7 Issue on site location permits for visitors

- 4.3.8 Receive guests
- 4.3.9 Anticipate production needs

Competency 4.4 Coordinate runner activities

Competency Builders:

- 4.4.1 Collect and distribute items as necessary to offices, studios and film locations
- 4.4.2 Transport cast, crew and production staff between offices, studios and shoot locations
- 4.4.3 Keep files of prop rentals
- 4.4.4 Be able to find files upon request
- 4.4.5 Make arrangements for staff on locations such as booking meeting rooms or ordering food
- 4.4.6 File transcripts

Unit 5 Radio and Television Announcing

Competency 5.1 Announce program information

Competency Builders:

- 5.1.1 Announce program schedules
- 5.1.2 Announce station breaks for commercials or public service information
- 5.1.3 Introduce and close programs

Competency 5.2 Present programs

Competency Builders:

- 5.2.1 Read prepared scripts or ad-lib commentary on the air
- 5.2.2 Present news, sports, weather, time, and commercials
- 5.2.3 Interview guests
- 5.2.4 Moderate panels or discussions
- 5.2.5 Present commentary on events such as sports, parades, or other public events
- 5.2.6 Present commentary on current issues, actions of public officials, corporate executives, or special interest groups
- 5.2.7 Announce music selections and decide what music to play
- 5.2.8 Take requests from listeners and manage listener contests

Competency 5.3 Operate the control board

Competency Builders:

- 5.3.1 Monitor the transmitters
- 5.3.2 Keep a log of the station's daily programming
- 5.3.3 Operate automated equipment
- 5.3.4 Broadcast commercials, programming, and public service announcements according to the schedule

Unit 6 Production

Competency 6.1 Act as a Radio Announcer

Competency Builders:

- 6.1.1 Distinguish between musical genres
- 6.1.2 Construct coherent program from a variety of elements
- 6.1.3 Follow FCC regulations
- 6.1.4 Speak clearly

Competency 6.2 Apply key production technologies and techniques

Competency Builders:

- 6.2.1 Describe electronic signal path
- 6.2.2 Describe photographic process
- 6.2.3 Describe principles of lighting
- 6.2.4 Describe principles of audio recording
- 6.2.5 Describe principles of shot continuity
- 6.2.6 Describe principles of shooting for the edit
- 6.2.7 Describe function of standard production/support equipment

Competency 6.3 Assist in studio productions

Competency Builders:

- 6.3.1 Interact with public, handle complaints and requests
- 6.3.2 Answer/screen phone calls
- 6.3.3 Cue/roll-in tapes and CD's (compact discs)

Competency 6.4 Operate specific remote and onsite equipment

Competency Builders:

- 6.4.1 Operate UTRS
- 6.4.2 Operate CD Players
- 6.4.3 Operate character generators
- 6.4.4 Operate audio boards
- 6.4.5 Operate personal computers

Competency 6.5 Apply the operating principles or current equipment and technologies

Competency Builders:

- 6.5.1 Describe the basic principles of analog recording
- 6.5.2 Describe the basic principles of digital recording
- 6.5.3 Describe the basic functions and command sets of character generators
- 6.5.4 Describe graphic standards for TV video, CG font size, TV safe area

Unit 7 Post Production

Competency 7.1 Participate in editing process

Competency Builders:

- 7.1.1 Transcribe raw footage (non-fiction)
- 7.1.2 Obtain language translations (non-fiction raw footage)
- 7.1.3 Log tape/film contents (paper or computer)
- 7.1.4 Assist editor in actual editing operation in edit suite
- 7.1.5 Assist in selection or composition and use of music and sound effects
- 7.1.6 Assist in audio mixing
- 7.1.7 Assist in adding titles, graphics and subtitles

Competency 7.2 Participate in voice-over production

Competency Builders:

- 7.2.1 Assist in scripting necessary voice-over (non fiction)
- 7.2.2 Arrange (as needed) for voice-over recording sessions

Competency 7.3 Prepare and organize graphics resources

Competency Builders:

- 7.3.1 Optimize, ensure consistency and format of graphics files and sources
- 7.3.2 Organize file management graphics files and sources
- 7.3.3 Identify gaps and needs

Competency 7.4 Label and prepare storage/archival of production resources, including tape and film

Competency Builders:

- 7.4.1 Develop and use labeling scheme
- 7.4.2 Develop and use archival methodology

Competency 7.5 Dub tapes as needed

Competency Builders:

- 7.5.1 Operate dubbing equipment
- 7.5.2 Document and track information such as tape stock, content, owner's of the tape, running time of the program start and end time on the length
- 7.5.3 and deliverables

Competency 7.6 Assist in organizing and managing resource files [digitized video, audio, graphics, logs, EDL's (edit decision lists), etc.]

Competency Builders:

- 7.6.1 Develop organizational scheme
- 7.6.2 Manage storage resources (drives, tapes, etc.)
- 7.6.3 Create and manage backups

Unit 8 Camera Operation

Competency 8.1 Prepare images for television, video, or films

Competency Builders:

- 8.1.1 Research for images that tell a story, inform or entertain the audience
- 8.1.2 Record the event using video camera
- 8.1.3 Select appropriate equipment
- 8.1.4 Assure smooth natural movement of camera
- 8.1.5 Use various stationery or moving camera mounts
- 8.1.6 Regulate fidelity, brightness and contrast
- 8.1.7 Select all camera equipment and lighting

Competency 8.2 Operate camera under a variety of production circumstances

Competency Builders:

- 8.2.1 Choose the appropriate equipment
- 8.2.2 Shoot television series
- 8.2.3 Shoot studio programs
- 8.2.4 Shoot news and sporting events
- 8.2.5 Shoot music videos
- 8.2.6 Shoot motion pictures
- 8.2.7 Shoot documentaries
- 8.2.8 Shoot training sessions

Unit 9 Broadcast and Sound

Competency 9.1 Coordinate use of sound equipment

Competency Builders:

- 9.1.1 Install electronic equipment
- 9.1.2 Test electronic equipment
- 9.1.3 Repair electronic equipment
- 9.1.4 Set up electronic equipment
- 9.1.5 Operate electronic equipment
- 9.1.6 Record and transmit sound for television, cable and motion pictures

Competency 9.2 Ensure proper use of equipment

Competency Builders:

- 9.2.1 Operate television cameras
- 9.2.2 Operate microphones
- 9.2.3 Operate tape recorders
- 9.2.4 Operate lighting
- 9.2.5 Operate sound effects

Competency 9.3 Operate control panel

Competency Builders:

- 9.3.1 Switch from one camera or studio to another
- 9.3.2 Switch from live to film programming
- 9.3.3 Switch from network to local programming
- 9.3.4 Give technical directions to other studio personnel
- 9.3.5 Monitor and log outgoing signals
- 9.3.6 Regulate volume and sound quality of broadcasts

Competency 9.4 Record variety of programs

Competency Builders:

- 9.4.1 Record stage productions
- 9.4.2 Record live programs or events
- 9.4.3 Record studio productions

Competency 9.5 Revise variety of media

Competency Builders:

- 9.5.1 Edit and reproduce tapes for compact discs
- 9.5.2 Edit and reproduce records and cassettes
- 9.5.3 Edit and reproduce videos

Unit 10 Broadcast Operations

Competency 10.1 Ensure resources are available and prepared

Competency Builders:

- 10.1.1 Assist in loading tapes, CD's (compact discs) or other resources
- 10.1.2 Operate equipment for playback and recording
- 10.1.3 Create compilation dubs or digitize content for air insertion

Competency 10.2 Coordinate on-air logs/schedules

Competency Builders:

- 10.2.1 Learn logging system
- 10.2.2 Enter/edit data as needed
- 10.2.3 Create log reports
- 10.2.4 Use on-air logs/schedules

Unit 11 Safety

Competency 11.1 Work safely within OSHA guidelines for the film, television and radio occupational areas

Competency Builders:

- 11.1.1 Apply proper equipment handling
- 11.1.2 Observe hierarchy as described in *Job Description: Responsibilities and Duties for the Film and Video Craft Categories*, by William E. Hines
- 11.1.3 Focus attention on work without distraction (maintain silence in the work area)
- 11.1.4 Refer to appropriate supervisor with questions
- 11.1.5 Attend to the details of your surroundings to avoid accidents

Competency 11.2 Follow state and federal safety guidelines

Competency Builders:

- 11.2.1 Identify resources for state guidelines for the specific craft
- 11.2.2 Identify resources for federal guidelines for the specific craft
- 11.2.3 Secure required licenses or certifications

Employability 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: Radio, Television and Film

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

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

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.

The WorkKeys component, developed by ACT, measures students’ applied academic skills. These academic skills include Applied Mathematics, Locating Information, Reading for Information, Listening, Writing, Teamwork, Observation, and Applied Technology. It is determined during the profile which skills apply to the specific job or occupational area.

The ACAP (Austin Competency Analysis Profile) includes the skills described below. A fourth skill may be identified and included if the subject matter experts agree that it is necessary for entry into the position.

- *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 (includes charts, graphs, tables, forms, blueprints, maps, and instrument gauges).
- *Reading for Information* measures students’ ability to read and understand work-related reading materials (text only—does not including charts, graphs, tables, forms, blueprints, maps, or instrument gauges).

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 as identified by subject matter experts.

ACT WorkKeys Skill Levels

<u>Skill Area</u>	<u>Entry Level</u>	<u>Performance Level and Rank</u>
1) Reading for Information	5	6
2) Locating Information	4	5
3) Applied Mathematics	4	5-6

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 skill to the performance of the occupation with the most critical skill indicated with one (1) and higher numbers indicating lower criticality.

Levels of WorkKeys Defined

The skills needed to achieve each level for WorkKeys academic skills identified in this profile 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., $\frac{1}{2}$, .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., $12 \frac{1}{8}$).
- Transpose a formula before calculating (e.g., $8X = 20 \Rightarrow X = 20/8$).
- 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.

Level 7

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

Locating Information

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

Level 3

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

Level 4

- Find several pieces of information in these type 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.

Level 5

- Summarize and/or compare information and trends in single graphic.
- Summarize and/or compare information and trends among more than one graphic, such as a bar chart and a table showing related information.

Level 6

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

Reading for Information

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

Level 3

- Identify uncomplicated key concepts and simple details.
- Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task.
- Identify the meaning of words that are defined within 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 word 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).

Level 6

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

Level 7

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

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.