

ACAP

Austin Competency Analysis Profile

Supervisor

Conducted

October 5, 2011

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Preface

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

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, 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 three levels of items: Supervisor, Manager and Director. Items essential for entry-level employment as a Supervisor or higher level position are required to be taught. Items deemed appropriate for entry-level employment as a Manager or higher, designated by (M), or Director, designated as (D), will only be introduced in advanced tracks as appropriate.

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: Supervisor

Supervisor

Manager

Director

Executive Director

Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts currently employed as Supervisors, Managers and Directors. 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: Supervisor

Unit 1	Communication
Unit 2	Customer Service
Unit 3	Personnel Management
Unit 4	Operations
Unit 5	Staff Development

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Occupational Competencies

ACAP: Supervisor

Unit 1: Communication

Competency 1.1 Convey information, expectations, and background to staff clearly and in a timely manner

Competency Builders:

- 1.1.1 Facilitate quality flow of information
- 1.1.2 Share the big picture to clarify purpose and importance
- 1.1.3 Stress major points
- 1.1.4 Conduct research to disseminate concise and comprehensive information
- 1.1.5 Anticipate and plan for potential questions
- 1.1.6 Follow up on questions
- 1.1.7 Provide consistent and timely communication regarding changes and new initiatives occurring at the organizational level (D)

Competency 1.2 Utilize and encourage others to use a wide variety of communication skills to convey information effectively and gain buy-in

Competency Builders:

- 1.2.1 Adjust to different communication styles
- 1.2.2 Use multiple methods of communication appropriate to the situation
- 1.2.3 Restate the sender's message in your own words while also considering the recipient's preferences and communication style
- 1.2.4 Ensure that the intended message is received by others
- 1.2.5 Analyze intended purpose of feedback and communication
- 1.2.6 Communicate in positive, non-offensive and inclusive terms with all people
- 1.2.7 Express disapproval of offensive communications by others in an appropriate manner

Competency 1.3 Acknowledge and convey understanding of others

Competency Builders:

- 1.3.1 Express recognition to staff for their contributions and growth
- 1.3.2 Create an environment where all individuals are comfortable in openly expressing concerns, opinions and/or differing ideas
- 1.3.3 Practice active listening

Competency 1.4 Maintain positive and productive rapport with external customer(s)

Competency Builders:

- 1.4.1 Locate policies and procedures regarding communication
- 1.4.2 Convey clear concise information about policies, procedures and expectations
- 1.4.3 Use appropriate channels of communication for the intended audience
- 1.4.4 Recognize and respond to information from external customer(s)

Unit 2: Customer Service

Competency 2.1 Create a unit or department that is dedicated to service excellence

Competency Builders:

- 2.1.1 Improve internal/external customer satisfaction through identification of needs
- 2.1.2 Resolve customer complaints
- 2.1.3 Meet the unique needs of external and internal customers
- 2.1.4 Model and reinforce customer service behaviors expected of subordinates
- 2.1.5 Authorize staff to make decisions within the scope of their ability
- 2.1.6 Represent the unit to external partners in a positive fashion
- 2.1.7 Ensure that the services your unit provides are well communicated to other departments

Competency 2.2 Ensure continuous improvement in customer service

Competency Builders:

- 2.2.1 Assist with setting priorities and goals for the department
- 2.2.2 Describe, coach, and reinforce skills in staff
- 2.2.3 Encourage staff to use a performance improvement model to make system changes or improvements
- 2.2.4 Seek feedback proactively from others to improve department or unit service levels
- 2.2.5 Evaluate performance to facilitate improvement in unit responsibilities

Unit 3: Personnel Management

Competency 3.1 Lead work groups in accomplishing objectives

Competency Builders:

- 3.1.1 Establish standards for the department
- 3.1.2 Plan and organize a realistic course of action for self and others
- 3.1.3 Improve current processes through the use of information from others
- 3.1.4 Provide support to others in fulfilling their work
- 3.1.5 Provide technical guidance to assist staff in work assignments
- 3.1.6 Delegate work to staff according to their level of skill and experience
- 3.1.7 Empower staff by encouraging appropriate level of decision-making
- 3.1.8 Foster team spirit, cooperation and collaboration

- 3.1.9 Ensure staff follows through on tasks and projects
- 3.1.10 Monitor staffing level to ensure proper coverage to meet demand and provide quality service
- 3.1.11 Modify schedules to accommodate emergency requests or special campus needs

Competency 3.2 Supervise staff

Competency Builders:

- 3.2.1 Identify qualifications essential to performing a given position
- 3.2.2 Select highly qualified staff using predetermined criteria based on job content, departmental needs, and organizational values
- 3.2.3 Direct the work activities of staff
- 3.2.4 Monitor work activities of staff
- 3.2.5 Prepare work assignments/schedules
- 3.2.6 Review and approve staff time sheets
- 3.2.7 Conduct regular staff meetings (one on one, departmental, teams, etc.)
- 3.2.8 Facilitate conflict resolution

Competency 3.3 Evaluate all staff

Competency Builders:

- 3.3.1 Identify strengths and weaknesses of individuals
- 3.3.2 Give timely, specific, constructive feedback for development and reinforcement
- 3.3.3 Provide instruction when necessary to improve performance
- 3.3.4 Ensure staff follow guidelines, policies and procedures to work efficiently and safely
- 3.3.5 Conduct annual evaluations following current guidelines

Competency 3.4 Model behaviors that support diversity and inclusion

Competency Builders:

- 3.4.1 Articulate the value of diversity and inclusion
- 3.4.2 Articulate and promote the vision of diversity and inclusion
- 3.4.3 Motivate others to endorse and champion diversity and inclusion
- 3.4.4 Consistently take actions to evaluate and promote diversity and inclusion in the workplace
- 3.4.5 Treat all people respectfully
- 3.4.6 Promote the importance of diversity and inclusion

Competency 3.5 Support the achievement of the College's strategic plan, mission and goals

Competency Builders:

- 3.5.1 Model organizational mission, vision and values
- 3.5.2 Contribute to the College's positive reputation and image both within the College community and in the general community
- 3.5.3 Implement applicable aspects of the strategic plan

Competency 3.6 Seek out opportunities for improvement in departmental activities and procedures

Competency Builders:

- 3.6.1 Seek feedback from others proactively to improve work processes, levels of service and department reputation
- 3.6.2 Improve skills for current responsibilities and future needs
- 3.6.3 Challenge the status quo by seeking new ideas

Unit 4: Operations

Competency 4.1 Exercise fiscal responsibility for unit

Competency Builders:

- 4.1.1 Track the departmental budget and administrative controls to comply with standards, regulations, and guidelines (monitor, record expenses and income, etc.)
- 4.1.2 Maintain the departmental budget and administrative controls to comply with standards, regulations, and guidelines (decisions, planning, etc., with regards to budget) (M)
- 4.1.3 Develop the departmental budget and administrative controls to comply with standards, regulations, and guidelines (gather input, determine needs, project improvements, request funds, etc.) (D)
- 4.1.4 Oversee submission of purchase requisitions
- 4.1.5 Manage P-Card monthly activity (M)
- 4.1.6 Identify/Consider financial implications of decisions
- 4.1.7 Review budget (D)
- 4.1.8 Make suggestions or take corrective action when needed to adhere to budget constraints
- 4.1.9 Develop feasibility studies for increase in expenditures and/or capital projects (M)

Competency 4.2 Direct projects

Competency Builders:

- 4.2.1 Evaluate project complexities, goals, and technical components
- 4.2.2 Evaluate requests
- 4.2.3 Develop project priorities and resource allocation plans
- 4.2.4 Develop work plans, goals and objectives that are focused on providing efficient service and support for all customers
- 4.2.5 Assign and prioritize projects or tasks
- 4.2.6 Manage and track progress of projects
- 4.2.7 Prepare and maintain status reports
- 4.2.8 Ensure milestones are accomplished and the project is brought to completion according to project timeframes

Competency 4.3 Research problems to find the best solution

Competency Builders:

- 4.3.1 Produce reports for planning purposes and to improve services
- 4.3.2 Analyze reports for planning purposes and to improve services
- 4.3.3 Review operating procedures to identify ways to increase efficiency, safety and quality of service
- 4.3.4 Solicit input from stakeholders to make informed decisions
- 4.3.5 Use decision-making skills before implementing changes
- 4.3.6 Initiate and support institutional and departmental improvements, identifying obstacles that impede progress
- 4.3.7 Collaborate and troubleshoot with team members or outside resources to prevent and resolve problems and improve services
- 4.3.8 Implement solutions according to department guidelines and college policies

Competency 4.4 Administer policies and procedures for the department

Competency Builders:

- 4.4.1 Use critical-thinking skills when interpreting and following policies
- 4.4.2 Develop and implement, in collaboration with process holder, procedures to ensure compliance of college policies, state requirements, and quality service
- 4.4.3 Ensure seamless execution of departmental policies and procedures
- 4.4.4 Ensure practices and procedures are conducted within regulatory guidelines and in the safest method possible
- 4.4.5 Contribute to the development of policies and procedures through interacting with other staff and participating in shared governance

Competency 4.5 Set the direction of the department by setting goals and objectives that directly relate to College goals

Competency Builders:

- 4.5.1 Utilize initiative and data to create and maintain high quality processes
- 4.5.2 Measure and continually improve processes, procedures, programs and services that enhance the ability to manage work flow across all systems, fostering teamwork, collaboration and integration wherever possible
- 4.5.3 Develop creative and innovative programs to support institutional objectives
- 4.5.4 Promote and market services to students, faculty, and staff
- 4.5.5 Work with other departments to create effective processes for reporting and disseminating relevant information

Competency 4.6 Direct the operations of department

Competency Builders:

- 4.6.1 Maintain supplies, equipment, and inventories
- 4.6.2 Model stewardship behavior

- 4.6.3 Ensure resource stewardship across the department
- 4.6.4 Ensure own/staff time worked and reported is accurately reflected in accordance with applicable laws

Unit 5: Staff Development

Competency 5.1 Establish staff training programs

Competency Builders:

- 5.1.1 Orient new employees
- 5.1.2 Provide on-the-job training and mentoring for current employees
- 5.1.3 Review needs for staff training
- 5.1.4 Facilitate professional development in various technology applications

Competency 5.2 Convey a vision and sense of purpose for staff

Competency Builders:

- 5.2.1 Represent the unit/department in a positive manner at all times
- 5.2.2 Serve as a positive role model when representing the department(s) on specific projects or teams
- 5.2.3 Create learning opportunities for all staff as part of everyday operations
- 5.2.4 Provide challenging, developmental assignments
- 5.2.5 Promote an environment where staff members learn from mistakes
- 5.2.6 Provide leadership and guidance to staff
- 5.2.7 Develop and implement teambuilding experiences

Competency 5.3 Support policies, systems and processes that create equal opportunities for all staff members

Competency Builders:

- 5.3.1 Foster an environment where employees have the resources, assistance and support needed to achieve the highest personal and professional level
- 5.3.2 Provide coaching to continually develop each staff member
- 5.3.3 Provide job aids as required to enable safe and efficient operation
- 5.3.4 Determine necessary reasonable accommodations for employees

Competency 5.4 Ensure staff and department(s) work collaboratively across systems

Competency Builders:

- 5.4.1 Work across departments to enhance service flow
- 5.4.2 Use consensus-building tools to resolve issues that cross units or systems (M)

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: Supervisor

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

Unit 1: Resources

Competency 1.1 Manage time effectively

Competency Builders:

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

Competency 1.2 Manage money effectively

Competency Builders:

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

Competency 1.3 Manage material and facility resources effectively

Competency Builders:

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

Competency 1.4 Manage human resources efficiently

Competency Builders:

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

Unit 2: Interpersonal Skills

Competency 2.1 Participate as a member of a team

Competency Builders:

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

Competency 2.2 Teach others

Competency Builders:

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

Competency 2.3 Serve clients/customers

Competency Builders:

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

Competency 2.4 Exercise leadership

Competency Builders:

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

Competency 2.5 Negotiate to arrive at a decision

Competency Builders:

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

Competency 2.6 Work with cultural diversity

Competency Builders:

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

Unit 3: Information

Competency 3.1 Acquire and evaluate information

Competency Builders:

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

Competency 3.2 Organize and maintain information

Competency Builders:

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

Competency 3.3 Interpret and communicate information

Competency Builders:

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

Competency 3.4 Process information using computer

Competency Builders:

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

Unit 4: Systems

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

Competency Builders:

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

Competency 4.2 Monitor and correct performance of a system

Competency Builders:

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

Competency 4.3 Improve and design systems

Competency Builders:

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

Unit 5: Technology

Competency 5.1 Select appropriate technology

Competency Builders:

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

Competency 5.2 Apply technology to task

Competency Builders:

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

Competency 5.3 Maintain and troubleshoot technology

Competency Builders:

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

Unit 6: Basic Skills

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

Competency Builders:

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

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

Competency Builders:

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

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

Competency Builders:

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

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

Competency Builders:

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

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

Competency 6.5 Listen and react appropriately to verbal messages

Competency Builders:

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

Competency 6.6 Deliver oral messages appropriately to listeners

Competency Builders:

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

Unit 7: Thinking Skills

Competency 7.1 Generate new ideas using creative thinking

Competency Builders:

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

Competency 7.2 Make decisions

Competency Builders:

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

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

Competency 7.3 Apply problem solving skills appropriate to situation

Competency Builders:

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

Competency 7.4 See things in the mind's eye

Competency Builders:

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

Competency 7.5 Apply learning strategies to support life-long learning

Competency Builders:

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

Competency 7.6 Apply reasoning to finding solutions or draw conclusions

Competency Builders:

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

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

Unit 8: Personal Qualities

Competency 8.1 Act responsibly

Competency Builders:

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

Competency 8.2 Exhibit effective self-esteem

Competency Builders:

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

Competency 8.3 Employ appropriate social skills

Competency Builders:

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

Competency 8.4 Manage self

Competency Builders:

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

Competency 8.5 Apply integrity and honesty to all matters

Competency Builders:

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

Glossary

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

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

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

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

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

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

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

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

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.