

ACAP

Austin Competency Analysis Profile Sustainable Production Management

Conducted

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What's Inside

Preface	i
Introduction.....	1
ACAP Process Overview	2
ACAP: ACAP Sustainable Production Management	
Target Job Titles.....	3
Occupational Competencies	4
Employability Competencies	14
Glossary.....	26

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.

ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts. These lists evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

Target Job Titles

ACAP: ACAP Title

Production assistant
Production manager
Stage manager
Assistant stage manager
Operations manager
Facilities manager
Development/ Fundraising assistant
Marketing/ PR Assistant
Director of Communications
Box Office Manager
House manager
Technical Director
Assistant Technical Director
Managing Director
Artist
Teaching/Artist
Office Manager

Occupational Competencies

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

Key Terms:

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

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

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

ACAP: ACAP Title

Unit 1 Sustainability

Unit 2 Arts and Business Administration

Unit 3 Production

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Occupational Competencies

ACAP: Sustainable Production Management

Unit 1 Sustainability

Competency 1.1 Audit resource use

Competency Builders:

- 1.1.1 Evaluate previous resource use
- 1.1.2 Identify current resource use
- 1.1.3 Comply with environmental regulations
- 1.1.4 Seek opportunities to improve resource efficiency
- 1.1.5 Develop an action plan detailing strategies to maximize environmental sustainability

Competency 1.2 Implement environmentally sustainable practices

Competency Builders:

- 1.2.1 Define environmental sustainability as it relates to production
- 1.2.3 Describe strategies for reusing or repurposing materials or using alternative technologies
- 1.2.4 Procure sustainable resources with respect to the local community
- 1.2.5 Assess energy demand with respect to sustainability
- 1.2.6 Explain environmental sustainable practices of the production
- 1.2.7 Apply sustainability principles pre-production
- 1.2.8 Apply sustainability principles during a production
- 1.2.8 Apply sustainability principles post-production
- 1.2.9 Recognize relationship between environmental sustainability and artistic vision
- 1.2.10 Assess the role of public policy in environmentally sustainable practices

Competency 1.3 Implement socially sustainable practices

Competency Builders:

- 1.3.1 Define social sustainability as it relates to production
- 1.3.2 Build internal and external network relations (i.e. partnerships, collaborations)
- 1.3.3 Utilize community resources for personnel
- 1.3.4 Explain socially sustainable practices
- 1.3.5 Follow accessibility practices
- 1.3.6 Ensure safety of audience and the company
- 1.3.7 Promote health and wellness of the company
- 1.3.8 Provide professional development and continuing education opportunities for company
- 1.3.9 Apply sustainability principles pre-production
- 1.3.10 Apply sustainability principles during a production
- 1.3.11 Apply sustainability principles post-production
- 1.3.12 Apply ethical principles to company practices
- 1.3.13 Recognize relationship between socially sustainable practices and artistic vision
- 1.3.14 Assess the role of public policy in socially sustainable practices
- 1.3.15 Recognize opportunities locally and nationwide (i.e. Asset mapping, network mapping)

Competency 1.4 Implement economically sustainable practices

Competency Builders:

- 1.4.1 Define economic sustainability as it relates to a production and/or to the organization
- 1.4.2 Distinguish among earned revenue, contributed revenue, and in-kind revenue
- 1.4.3 Identify the arts economic sectors (i.e. non-profit, for-profit, community, government)
- 1.4.4. Identify the relationships among the economic sectors
- 1.4.5. Strategize sustainable engagement of the economic sectors
- 1.4.6. Recognize economic priorities of a production
- 1.4.7. Analyze balance of economic priorities with respect to personnel and audiences
- 1.4.8. Apply sustainability principles pre-production
- 1.4.9. Apply sustainability principles during a production
- 1.4.10. Apply sustainability principles post-production
- 1.4.11. Apply ethical principles to company practices

- 1.4.12. Recognize relationship between economics and artistic vision
- 1.4.13. Assess the role of public policy in economically sustainable practices
- 1.4.14. Recognize opportunities locally and nationwide (i.e. Asset mapping, network mapping)
- 1.4.15. Determine costs of production labor and expertise
- 1.4.16. Determine potential income from production labor and expertise
- 1.4.17. Articulate adequate compensation for production labor and expertise
- 1.4.18. Advocate for adequate benefits for production labor and expertise

Competency 1.5 Implement culturally sustainable practices

Competency Builders:

- 1.5.1. Recognize culturally specific locations and communities
- 1.5.2. Explore the diverse histories of the community
- 1.5.3. Recognize the histories of the artistic form and the role of innovation
- 1.5.4. Locate the work with respect to place, tradition and spirit of the communities engaged and/or represented
- 1.5.5. Identify the work as a form of engaged citizenship
- 1.5.6. Engage in a practice of shared learning between the community and the company

Unit 2 Arts and Business Administration

Competency 2.1 Analyze ways in which organizational structure impacts ability to achieve artistic vision

Competency Builders:

- 2.1.1. Identify organizational structure (i.e. hierarchical, collaborative)
- 2.1.2. Identify economic sectors the organization will access (for-profit, non-profit, community)
- 2.1.2. Articulate organizational mission, goals, and values
- 2.1.3. Follow rules and guidelines that apply to organizational structure
- 2.1.4. Identify applicable contractual agreements
- 2.1.5. Identify your role within the organization

Competency 2.2 Maintain financial records

Competency Builders:

- 2.2.1 Process accounts payable and receivable
- 2.2.2. Maintain daily financial records
- 2.2.3. Maintain general ledger
- 2.2.4. Monitor cash control
- 2.2.5. Utilize industry standard financial software (i.e. Excel, QuickBooks, Sage, Square, Paciolan)
- 2.2.6. Adhere to financial reporting guidelines
- 2.2.7. Create profit and loss statements

Competency 2.3 Manage production expenditure

Competency Builders:

- 2.3.1 Contribute to budget creation
- 2.3.2. Ensure budgetary control of materials and labor for all productions and assigned projects
- 2.3.3. Ensure that all processes relating to expenditure on productions are correct and properly executed
- 2.3.4. Ensure deadlines are achieved cost effectively and with maximum efficiency
- 2.3.5. Advise production designers on production expenditures

Competency 2.4 Manage operations (A)

Competency Builders:

- 2.4.1 Contribute to organizational budget creation
- 2.4.2. Determine costs of production labor and expertise
- 2.4.3. Determine potential income from production labor and expertise
- 2.4.4. Articulate adequate compensation for production labor and expertise
- 2.4.5. Advocate for adequate benefits for production labor and expertise
- 2.4.6. Ensure operational budgetary control
- 2.4.7. Oversee revenue generation and/or fundraising
- 2.4.8. Ensure that all processes relating to expenditures are correct and properly executed
- 2.4.9. Ensure deadlines are achieved cost effectively and with maximum efficiency

- 2.4.10. Manage organizational finances
- 2.4.11. Produce financial reports
- 2.4.12. Apply ethical principles to administrative practices

Competency 2.5 Organize schedules

Competency Builders:

- 2.5.1. Establish schedule requirements
- 2.5.2. Manage schedules
- 2.5.3. Describe union guidelines regarding scheduling
- 2.5.4. Apply union scheduling guidelines if applicable

Competency 2.6 Apply ethical leadership principles

Competency Builders:

- 2.6.1. Work effectively with diverse populations
- 2.6.2. Recognize individual differences and respond appropriately
- 2.6.3. Apply strategies for conflict resolution
- 2.6.4. Cultivate teamwork
- 2.6.5. Describe various management strategies
- 2.6.6. Determine appropriate management strategy for situation
- 2.6.7. Assess individual strengths and delegate accordingly
- 2.6.8. Adhere to legal guidelines

Competency 2.7 Advocate for the arts

Competency Builders:

- 2.7.1. Recognize public purpose of the arts
- 2.7.2. Recognize public and private purposes of the company
- 2.7.3. Articulate the vision, mission and values of the company
- 2.7.4. Participate in and support the local, national and international arts infrastructures
- 2.7.5. Describe the history of arts policy development

Competency 2.8 Apply communication strategies

Competency Builders:

- 2.8.1. Identify your company's audiences
- 2.8.2. Build company's audiences
- 2.8.3. Apply basic marketing strategies
- 2.8.4. Identify key stake holders (i.e. donors, subscribers, artists, volunteers)
- 2.8.5. Greet patrons
- 2.8.6. Provide information and assistance to patrons
- 2.8.7. Manage marketing channels(i.e. Paid and trade media, graphic design, basic photography, media relations, social media, direct mail & email, promotions and partnerships, special events) (A)

Unit 3 Production

Competency 3.1 Adhere to copyright

Competency Builders:

- 3.1.1. Identify extent of copyright protection
- 3.1.2. Research copyright and its application
- 3.1.3. Secure copyright permissions
- 3.1.4. Monitor policies and procedures for use of own copyright materials by other parties
- 3.1.5. Monitor policies and procedures for legitimate use of others' copyright materials

Competency 3.2 Participate in safe work practices

Competency Builders:

- 3.2.1. Follow established safety procedures when conducting work
- 3.2.2. Identify designated persons for reporting queries and concerns about safety in the workplace
- 3.2.3. Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures
- 3.2.4. Report emergency incidents and injuries to designated persons
- 3.2.5. Contribute to workplace meetings, inspections or other consultative activities

- 3.2.6. Raise safety issues with designated persons in accordance with organizational procedures
- 3.2.7. Take actions to eliminate workplace hazards or to reduce risks

Competency 3.3 Apply basic knowledge of artistic and logistical components to developing a production (i.e. lighting, staging, performers, sound, rigging)

Competency Builders:

- 3.3.1. Identify current issues of concern to the production and the company
- 3.3.2. Articulate methods of collaborative engagement
- 3.3.3. Liaise with production members
- 3.3.4. Create rehearsal schedule in collaboration with the director and production team
- 3.3.5. Make preparations for event staging
- 3.3.6. Provide on-site staging and production assistance
- 3.3.7. Access and update venue information
- 3.3.8. Identify relevant industry laws and regulations and policies
- 3.3.9. Ensure laws and regulations and policies are not breached in day-to-day work activities
- 3.3.10. Participate in event debrief
- 3.3.11. Apply debrief outcomes to creative arts industry knowledge

Competency 3.4 Manage a production

Competency Builders:

- 3.4.1. Provide seating and ticketing advice
- 3.4.2. Provide seating and ticketing information
- 3.4.3. Issue tickets
- 3.4.4. Establish timeline for load in/load out, rehearsal, performance and corollary activities (i.e. pre-shows, receptions, photo shoots)
- 3.4.5. Manage personnel
- 3.4.6. Use time management skills to maintain schedule
- 3.4.7. Identify safety and accessibility laws and regulations
- 3.4.8. Follow insurance requirements
- 3.4.9. Ensure safety of production materials and equipment

- 3.4.10. Determine appropriate release waivers for all reproducible media
- 3.4.11. Secure appropriate release waivers for all reproducible media

Competency 3.5 Assist with the production promotions

Competency Builders:

- 3.5.1. Contribute to the development of promotional strategies
- 3.5.2. Evaluate effectiveness of promotional strategies
- 3.5.3. Apply ethical and sustainable practices to production promotions

Competency 3.6 Manage facilities

Competency Builders:

- 3.6.1. Develop knowledge of venues facilities, seating and performances
- 3.6.2. Identify appropriate facilities for rehearsal and performance
- 3.6.3. Ensure cleanliness, safety, security and accessibility of facility
- 3.6.4. Provide seating and ticketing information
- 3.6.5. Identify specifics of the venue (i.e. challenges, lighting, available equipment, capacity, parking)
- 3.6.6. Adapt both conventional and unconventional spaces to meet production and audience needs
- 3.6.7. Manage arrangements for concessions and merchandise (i.e. TABC, food handling, staff)
- 3.6.8. Obtain appropriate permits in a timely manner

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: ACAP Title

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 Connect 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

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 non-defensively
- 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.