

# Competency Lists

## Basic Workplace Skills

Reads with Understanding	- - - - -	page 1
Writes Clearly and Concisely	- - - - -	page 2
Listens with Understanding	- - - - -	page 3
Speaks Clearly and Concisely	- - - - -	page 4
Applies Mathematical Operations, Concepts, and Reasoning	- - -	page 5
Observes Critically	- - - - -	page 6
Uses Technology	- - - - -	page 7
Locates and Uses Resources	- - - - -	page 8

## Basic Workplace Knowledge

Applies Health and Safety Concepts	- - - - -	page 9
Understands Process and Product	- - - - -	page 10
Demonstrates Quality Consciousness	- - - - -	page 11
Understands Finances	- - - - -	page 12
Works within Organizational Structure and Culture	- - - - -	page 13

## Basic Employability Skills

Demonstrates Effective Interpersonal Relations	- - - - -	page 14
Demonstrates Self-Management Strategies	- - - - -	page 15
Works in Teams	- - - - -	page 16
Solves Problems	- - - - -	page 17
Makes Decisions	- - - - -	page 18

## Lifelong Learning Skills

Lifelong Learning Skills	- - - - -	page 19
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## Reads with Understanding

(Skills needed to read and understand written work-related information, such as reading for various purposes - reading to complete a task, locate specific information, or critically analyze information)

### W 1.1 Demonstrates word recognition and alphabetization skills

- Applies basic principles of sound/symbol correspondences
- Recognizes and pronounces an increasing number of words by sight
- Uses context clues to comprehend unfamiliar words
- Uses word structure (prefixes, roots, suffixes) to comprehend unfamiliar words
- Uses synonyms, antonyms, and words with multiple meanings to comprehend text
- Uses reference materials
- Identifies work-related vocabulary in various contexts
- Alphabetizes selected words and locates alphabetized information

### W 1.2 Uses active reading strategies

- Identifies purpose for reading
- Previews text using text aids (e.g., headings, summaries)
- Predicts what text will be about and what information will be learned or located
- Selects appropriate rate and reading strategies for purpose
- Monitors comprehension (e.g., rereads and summarizes in own words)

### W 1.3 Reads and interprets signs, symbols, abbreviations, and acronyms

- Identifies and explains the meanings of signs, symbols, abbreviations, acronyms
- Uses signs, symbols, abbreviations, and acronyms to understand text

### W 1.4 Demonstrates literal and inferential comprehension of text

- Identifies directly stated main ideas and details (examples, facts, descriptions)
- Differentiates fact from opinion and relevant from irrelevant information
- Identifies implied main ideas and details (i.e., makes inferences)
- Interprets figurative language (e.g., similes, metaphors)
- Analyzes author's bias, purpose, tone
- Analyzes and evaluates text and draws appropriate conclusions

### W 1.5 Demonstrates knowledge of paragraph and text structure

- Identifies organizational patterns (sequence, time, cause-effect, compare-contrast)
- Uses paragraph or text structure to aid understanding

### W 1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms)

- Locates and uses information in documents to perform tasks
- Understands instructions or directions that include conditionals and multiple steps
- Summarizes and compares information presented in documents
- Analyzes information from documents to draw conclusions or make decisions

## Writes Clearly and Concisely

(Skills needed to communicate in writing work-related information and ideas for various audiences and purposes, such as to write accurate and complete messages, and complete documents or forms)

### W 2.1 Applies principles of Standard English language usage, grammar, mechanics, and spelling in written work

- Correctly uses capital letters and marks of punctuation
- Correctly spells familiar words
- Approximates spelling of unfamiliar words
- Applies Standard English usage for verbs and pronouns
- Recognizes basic parts of speech

### W 2.2 Demonstrates knowledge of basic writing concepts

- Identifies various purposes for writing
- Identifies various audiences for written work
- Identifies procedures for producing final document (pre-writing, drafting, revising)
- Uses appropriate writing style for audience and purpose
- Writes a variety of complete simple sentences
- Writes variety of complete compound sentences
- Writes simple, organized paragraphs
- Uses descriptive language to convey shades of meaning
- Writes complex paragraphs, including stated and implied main ideas and details
- Applies basic organization and structure for clarity and accuracy (headings, parallel structure, references, quotations)

### W 2.3 Demonstrates knowledge of concepts about writing in a variety of situations

- Analyzes audience and purpose for writing and applies appropriate style
- Writes accurate notes and messages for different audiences
- Completes simple documents and forms completely and accurately
- Completes complex documents and forms completely and accurately
- Writes accurate and complete reports, including relevant and important details

### W 2.4 Uses proofreading skills to correct written work

- Recognizes and corrects errors in specific language conventions (subject-verb agreement)
- Recognizes and corrects errors in grammar, syntax, punctuation, and spelling
- Proofreads and uses appropriate resources to correct errors
- Revises materials to be concise, clear, and consistent

## Listens with Understanding

(Skills needed to comprehend, analyze, and interpret orally presented communications and directions on familiar and unfamiliar topics)

### W 3.1 Demonstrates active listening skills

- Identifies purpose for listening
- Does not inappropriately interrupt speaker
- Relates what is presented orally to one's prior knowledge
- Demonstrates attentiveness through nonverbal or verbal behaviors (e.g., eye contact, facial expressions, gestures, pauses, and distance)
- Uses intonation, rhythm, and stress to determine speaker's intent
- Asks questions for clarification
- Asks pertinent questions

### W 3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present (i.e., telephone)

- Accurately paraphrases and summarizes orally presented information, including relevant details
- Follows oral instructions
- Modifies a task based on changes provided in oral instructions

### W 3.3 Analyzes information communicated orally

- Identifies the main idea
- Distinguishes fact from opinion
- Distinguishes relevant from irrelevant information
- Analyzes information (relevance to issue, author's purpose and point of view)
- Asks probing questions
- Identifies types of arguments (causation, authority, analogy)
- Identifies logical fallacies (inferring causation from correlation, over-generalization)
- Analyzes and evaluates orally presented information and draws appropriate conclusions
- Formulates a judgment when appropriate

## Speaks Clearly and Concisely

(Skills needed to express ideas and information orally in a clear and understandable manner while sustaining interest and attention)

### W 4.1 Demonstrates knowledge of basic concepts about effective speech

- Identifies audience and purpose for communicating
- Organizes and paces presentation to facilitate audience understanding of message
- Demonstrates effective speech conventions (grammatically correct, audible, clear enunciation, pace)
- Employs appropriate nonverbal behaviors (e.g., eye contact, gestures, distance)
- Determines listener's understanding by observing verbal and nonverbal cues
- Monitors and adjusts language to the level of formality required
- Responds appropriately to listener feedback

### W 4.2 Participates in basic conversation, discussion, or interview

- Uses appropriate conversational techniques and behaviors (asking and answering questions, including others in conversation, volunteering information)
- Participates in discussion, asking and answering questions and volunteering information as appropriate
- Responds appropriately to others' requests, questions, criticisms, or praise

### W 4.3 Uses questioning strategies effectively to obtain or clarify information

- Asks for basic assistance or information
- Asks clarification questions
- Repeats information for clarification
- Uses questioning strategies to monitor comprehension
- Asks probing questions to obtain more information

### W 4.4 Uses explanatory language and basic persuasive language effectively to communicate information

- Selects and uses appropriate language structures to convey messages (description, narration, comparison, explanation, justification, prediction)
- Reports activities and factual information accurately, logically and concisely (reports an emergency)
- States a personal opinion or particular point of view clearly and effectively, including supporting argument
- Teaches others how to perform a task (explains steps or gives directions)

## Applies Mathematical Operations, Concepts, and Reasoning

(Skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve problems)

### W 5.1 Demonstrates computations skills using whole numbers, fractions, decimals, and percentages

- Identifies, classifies, writes numeric symbols as numerals and words
- Counts and associates numbers with quantities, including correct sequence
- Identifies the values of whole numbers, fractions, decimals, and percentages
- Adds and subtracts whole numbers, fractions, decimals, and percentages
- Multiplies and divides whole numbers, fractions, decimals, and percentages
- Interprets and uses numbers involving dates, time, and temperature
- Recognizes, interprets, and uses numbers, decimals, and fractions for currency

### W 5.2 Measures accurately

- Identifies, interprets, and uses problem solving tools for measurement (e.g., rulers, scales, gauges, dials, calculators, and computers)
- Recognizes, measures, and uses linear dimensions
- Recognizes, measures, and uses geometric shapes and sizes
- Recognizes, measures, and uses distance, weight, area, and volume
- Interprets use of numbers in documents and in various settings

### W 5.3 Estimates

- Estimates results without a calculator prior to making calculations
- Uses estimation to check the reasonableness of an answer

### W 5.4 Uses math documents

- Interprets charts, graphs, schedules, tables, diagrams, blueprint
- Constructs charts, graphs, schedules, tables, and diagrams

### W 5.5 Applies math concepts to understand and solve problems

- Identifies key words to determine problem-solving operations
- Identifies and interprets basic algebraic functions, patterns, and formulas
- Identifies and interprets basic geometric functions, patterns, and formulas
- Interprets basic statistical data (e.g., mean, median, mode, percentile)
- Generalizes and applies results and methods in a variety of math contexts

## Observes Critically

(Critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations)

### W 6.1 Sets purpose and strategies for observing

- Identifies what is to be observed
- Establishes purpose and goal for observation
- Selects appropriate strategies, methods, materials needed for observation
- Determines the best time to observe, if applicable
- Determines the amount of time needed to get an accurate observation
- Predicts what information will be obtained through observation

### W 6.2 Attends to visual sources of information (instrumentation, media, people, symbols, pictorial, or environmental)

- Sustains focused attention
- Attends to available cues to aid comprehension
- Selects and attends to important information and details
- Discriminates important from irrelevant or distracting information or details
- Discriminates flaws, problems, or defects and unusual or abnormal occurrences
- Integrates information with prior knowledge
- Monitors observation and adjusts strategies, as needed

### W 6.3 Interprets information obtained through observation

- Analyzes accuracy, bias, and usefulness of observations
- Identifies if-then or cause-effect relationships
- Visualizes and explains how detail/s fit into big picture

### W 6.4 Verifies and documents observation

- Asks questions or uses resources to clarify information, when appropriate
- Communicates observations to others, when appropriate

## Uses Technology

(Skills needed to select and effectively use basic technology to perform work-related tasks)

### W 7.1 Uses common workplace technologies

- Demonstrates correct use of telephone and voice mail features and protocols
- Demonstrates correct use of telecommunications technologies (fax machine)
- Demonstrates correct use of calculator, photocopy machine, cash register

### W 7.2 Demonstrates basic computer operating skills

- Identifies and explains functions of computer and peripherals
- Demonstrates how to use on/off buttons; checks connections, if necessary
- Makes adjustments as necessary (screen, keyboard or mouse placements)
- Inserts disks (floppy, CD, zip) correctly
- Maneuvers the mouse and performs basic functions (click and drag)
- Demonstrates keyboarding and typing skills
- Performs basic maintenance (saving to disk or deleting old files)

### W 7.3 Uses basic software applications and programs

- Creates and saves documents/ files
- Retrieves, edits and resaves documents/files
- Navigates through programs, screens, or data fields
- Enters data in appropriate fields
- Uses special features (font, spell-check, copy/paste)
- Prints a document/file
- Finds and applies information in help menu or manual

### W 7.4 Uses email software

- Creates, sends, and opens new messages
- Saves messages
- Replies to and forwards messages
- Attaches documents
- Creates folders or mailboxes to save messages
- Explains and uses email etiquette
- Joins and participates in electronic discussion groups (listservs)

### W 7.5 Uses Internet browser

- Selects and opens an Internet browser
- Opens a location using a URL or web address
- Navigates through sites using links and back/forward buttons
- Sets and uses bookmarks
- Chooses and uses a search engine
- Evaluates search results for quality, reliability, bias, and accuracy

## Locates and Uses Resources

(Skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools, and materials)

### W 8.1 Identifies resources

- Identifies one's purpose and need for resources
- Determines potential sources for gathering resources
- Establishes an efficient system for accessing resources

### W 8.2 Gathers and organizes resources

- Estimates amount and variety of resources needed
- Chooses resources consistent with a specific task or purpose
- Prioritizes resources based on task, purpose, complexity and time factors

### W 8.3 Evaluates resources

- Determines if amount and variety of resources are appropriate
- Compares effectiveness/reliability of resources
- Seeks feedback from others to determine reliability of resources
- Determines possible outcomes using selected resources

### W 8.4 Uses resources

- Establishes efficient system for monitoring effective use of resources
- Allocates resources based on analysis
- Integrates resources to complete job tasks
- Monitors use of resources
- Revises resource allocation plan based on feedback and monitoring

## Applies Health and Safety Concepts

(Basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures)

K 1.1 Follows health and safety rules/procedures
<input type="checkbox"/> Demonstrates a positive attitude toward safety
<input type="checkbox"/> Wears proper/required protective attire
<input type="checkbox"/> Locates emergency exit plan and fire exits
<input type="checkbox"/> Locates safety procedures and guidelines
<input type="checkbox"/> Locates emergency protection areas
<input type="checkbox"/> Identifies and responds to emergency alarms
<input type="checkbox"/> Identifies basic first aid supplies
<input type="checkbox"/> Maintains a clean and safe work environment
<input type="checkbox"/> Explains safety signs and symbols
<input type="checkbox"/> Explains safety procedures and guidelines
<input type="checkbox"/> Explains personal responsibility for following health and safety rules
<input type="checkbox"/> Participates in programs to improve health/safety

K 1.2 Prevents health or safety violations
<input type="checkbox"/> Uses/handles materials properly and safely
<input type="checkbox"/> Stores materials properly
<input type="checkbox"/> Practices proper waste disposal
<input type="checkbox"/> Recognizes common physical, chemical or biological hazards
<input type="checkbox"/> Complies with established safety practices
<input type="checkbox"/> Obtains proper material handling information
<input type="checkbox"/> Maintains protective attire
<input type="checkbox"/> Encourages others to manage and reduce health/risk factors

K 1.3 Manages unsafe or hazardous incidents
<input type="checkbox"/> Recognizes unsafe/unhealthy situation
<input type="checkbox"/> Reports unsafe practices to appropriate personnel
<input type="checkbox"/> Implements corrective actions when environment is unsafe/unhealthy
<input type="checkbox"/> Performs first aid skills when needed
<input type="checkbox"/> Maintains materials safety data sheets (MSDS)

## Understands Process and Product

(Basic knowledge that every organization produces a product or provides a service which is guided by a process, and one's role and importance in that process)

### K 2.1 Understands the organization's product or service

- Identifies organization's mission
- Lists resources with information about product or service (manuals, co-workers)
- Uses resources to complete work tasks

### K 2.2 Understands the process that guides production or provision of services

- Lists resources and information (work plans, job aids, standard operating procedures — SOPs) to obtain information about organizational processes
- Explains steps in work process or service protocol
- Explains how various steps are interrelated
- Applies process/protocol to complete work tasks, using resources as needed

### K 2.3 Understands one's role in process and production or provision of services

- Explains one's responsibilities related to production or provision of services
- Explains one's role in contributing to quality
- Participates in continuous improvement activities

## Demonstrates Quality Consciousness

(Basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality)

### K 3.1 Shows concern for quality in one's work

- Demonstrates accuracy
- Explains one's role in quality control
- Recognizes when a work process needs improvement
- Recommends improvements to team or supervisor

### K 3.2 Interacts appropriately with the customer

- Uses customer service protocol
- Identifies the customer's needs or problems
- Applies problem solving method, when appropriate
- Ensures customer satisfaction
- Seeks customer feedback for improving quality

### K 3.3 Practices continuous improvement

- Accepts and uses constructive criticism
- Participates in quality training
- Participates in quality improvement activities
- Helps to minimize work costs, rework, or production time
- Encourages others to be conscious of quality
- Recognizes quality in others' work
- Understands industry standards
- Uses industry standards for improvement

## Understands Finances

(Basic knowledge of budgets and payroll and how they are related to one's role within the organization)

### K 4.1 Understands personal work-related finances

- Identifies parts of a paycheck
- Identifies payroll deductions from paycheck
- Explains the purpose for each payroll deduction
- Explains process of changing one's payroll deductions
- Identifies components of a benefit package
- Describes the worth of benefits
- Explains and computes interest rates
- Locates and uses resources if questions arise

### K 4.2 Understands basic budget concepts

- Explains basic financial vocabulary (credit, debt , profit, loss, bottom line)
- Balances a checkbook
- Lists personal income sources
- Lists personal expenses
- Explains a balanced spending plan
- Explains how and why a loan is obtained
- Explains how and why investments are important
- Identifies and explains tax credits

### K 4.3 Understands basic financial concepts of organizations

- Identifies organization's revenue sources and expenditures
- Compares personal budgets with organizational budgets
- Identifies parts of an organizational budget
- Identifies parts of a profit and loss statement
- Explains parts of an organizational budget
- Explains parts of a profit and loss statement
- Explains how quality and customer satisfaction affect profit

## Works within Organizational Structure and Culture

(Basic knowledge of workplace culture and its communication and power structures, and how to work and interact effectively within the modern workplace)

### K 5.1 Understands one's role within organization

- Explains one's work responsibilities
- Explains how one's work unit is connected to other work units within organization
- Explains organization's mission
- Accurately describes how one's performance can impact the company's success

### K 5.2 Uses communication structures in organization

- Explains workplace symbols, acronyms, and jargon
- Identifies communication channels within organization
- Follows organization's confidentiality policy, if applicable
- Uses feedback to promote open communication
- Keeps appropriate co-workers informed
- Uses appropriate communication styles with co-workers, supervisors, and management

### K 5.3 Understands organizational power structures

- Identifies organized labor's role within the organization, if applicable
- Lists steps for a grievance or dispute resolution
- Identifies personnel hierarchy ("chain of command") and knows their functions
- Develops and uses networks of contacts

### K 5.4 Understands organization's role within larger economy

- Explains organization's role within the community
- Identifies organization's competition
- Adapts to organizational change that occurs as result of economy

## Demonstrates Effective Interpersonal Relations

(Social skills needed to cooperate with others, interact effectively within the workplace as well as advance to new positions and responsibilities)

### E 1.1 Cooperates with others

- Interacts with others in ways that are tactful, courteous, and friendly
- Uses appropriate nonverbal communication (eye contact, gestures, posture)
- Shares one's ideas, opinions, and interests, when appropriate
- Demonstrates respect for others' ideas, opinions, and contributions
- Shows respect for others' rights and property

### E 1.2 Accepts supervision

- Seeks feedback
- Accepts and uses constructive criticism
- Asks for and receives help from supervisors and co-workers
- Initiates action in response to requests from others

### E 1.3 Works in a diverse environment

- Avoids use of stereotypical language or comments
- Accepts changes in the make-up of the workforce
- Accepts people of a variety of backgrounds, regardless of position
- Demonstrates respect for individual differences (age, race, culture, gender)

### E 1.4 Resolves conflict

- Acknowledges conflict
- Separates conflict from personalities
- Identifies areas of agreement and disagreement
- Generates options for resolving conflict
- Negotiates compromise and agreement
- Identifies ways to prevent similar conflicts

### E 1.5 Provides supervision

- Motivates, inspires, and influences others to perform effectively
- Provides appropriate guidance based on goals, task, and individuals
- Seeks feedback on usefulness and results of assistance

## **Demonstrates Self-Management Strategies**

(Skills and knowledge needed to understand how personal factors contribute to employability, and how to manage time and tasks effectively)

### **E 2.1 Displays responsible personal behaviors**

- Maintains healthy lifestyle (e.g., no substance abuse)
- Dresses appropriately
- Wears corrective lenses or hearing devices, if needed
- Maintains appropriate grooming and hygiene
- Identifies and addresses personal barriers to success at work

### **E 2.2 Displays responsible work behaviors**

- Avoids absenteeism
- Demonstrates promptness
- Demonstrates willingness to work and shows initiative
- Takes responsibility for completion and quality of work
- Follows rules and regulations
- Does not attend to personal business when on the job
- Perseveres when work is difficult

### **E 2.3 Manages time effectively**

- Follows work schedules
- Sets work goals
- Prioritizes tasks
- Organizes resources to complete work tasks
- Monitors progress and adjusts goals and tasks, as necessary
- Completes work tasks on time
- Meets job responsibilities

### **E 2.4 Manages stress**

- Identifies factors that contribute to stress
- Explains and uses strategies for managing stress
- Identifies and uses support systems to alleviate stress
- Talks openly about feelings, when appropriate
- Identifies personal patterns in reaction to stress
- Controls actions during stress (e.g., manages anger)

## Works in Teams

(Social skills needed to work cooperatively and collaboratively with others in order to build and support productive team relations and set and accomplish team goals)

### E 3.1 Understands the difference between working individually and working in a team

- Identifies characteristics of a team player
- Contrasts working in a team and working individually

### E 3.2 Participates as team member

- Listens attentively
- Works with others to identify team goal/s
- Helps to identify appropriate actions needed to meet team goals
- Describes one's role in the team
- Helps to meet team goals
- Provides opinions and ideas, when appropriate
- Respects different viewpoints and ideas
- Accepts positive criticism

### E 3.3 Develops and maintains productive group relations

- Acknowledges other team members' contributions
- Adds to other team members' contributions
- Helps other team members, when appropriate
- Accurately reflects others' ideas and opinions
- Provides positive feedback and constructive criticism
- Helps team members see conflicting viewpoints

### E 3.4 Provides team leadership

- Creates trust
- Builds consensus
- Negotiates agreements
- Evaluates team processes
- Delegates responsibility

## Solves Problems

(Critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions, implement solutions and monitor their effectiveness)

### E 4.1 Recognizes that a problem exists

- Identifies the signs or symptoms that problem exists
- Assigns urgency to problem situation
- Accurately defines/describes the problem

### E 4.2 Determines possible causes of problem

- Sequentially explores problem situation
- Remains flexible and open to all possible causes
- Identifies possible causes of problem
- Analyzes possible causes of problem
- Chooses appropriate problem solving approach

### E 4.3 Identifies possible solutions

- Incorporates creativity and intuition to identify possible solutions
- Gathers information from diverse sources to determine possible solutions
- Analyzes quality and reliability of resources
- Lists possible solutions

### E 4.4 Evaluates possible solutions

- Identifies possible consequences of various solutions
- Compares and contrasts potential effectiveness of various solutions
- Draws conclusions or make predictions about best solution
- Selects solution based on analysis
- Supports selection with reasons and evidence

### E 4.5 Implements solution and evaluates consequences

- Collects and allocates resources needed to solve problem
- Implements solution
- Evaluates effectiveness of solution
- Adjusts path based on analysis and evaluation

### E 4.6 Works to prevent problems

- Monitors outcomes of previous problem situations
- Identifies possible problem areas
- Takes measures to prevent problems from occurring

## Makes Decisions

(Critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome)

### E 5.1 Recognizes situation when a decision must be made

- Identifies the clues/symptoms that a decision must be made
- Identifies circumstances leading up to or surrounding situation
- Identifies urgency of situation
- Analyzes circumstances leading up to or surrounding situation

### E 5.2 Identifies decision-making options

- Carefully explores situation
- Remains flexible and open to any and all possible options
- Incorporates creativity and intuition to identify possible alternatives
- Lists possible decision making options
- Gathers factual information as well as opinions from diverse sources
- Analyzes quality and reliability of information from sources

### E 5.3 Analyzes and evaluates options

- Identifies possible consequences of various options
- Compares and contrasts costs/benefits of various options (uses decision grid)
- Draws conclusions or make predictions about best option

### E 5.4 Implements decision and evaluates consequences

- Selects and implements option based on analysis
- Supports decision with reasons and evidence
- Evaluates effectiveness of decision
- Adjusts path based on evaluation and reflection

## Lifelong Learning Skills

(Core foundation skills that enable one to reach realistic learning and employment goals through lifelong learning opportunities; includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace)

### L 1.1 Knows how to learn

- |   |
|---|
| <input type="checkbox"/> Sets clear and realistic learning goals                      |
| <input type="checkbox"/> Seeks opportunities to update skills                         |
| <input type="checkbox"/> Demonstrates persistence when learning is difficult          |
| <input type="checkbox"/> Identifies learning strengths and weaknesses                 |
| <input type="checkbox"/> Identifies learning styles and preferences                   |
| <input type="checkbox"/> Identifies and uses study strategies                         |
| <input type="checkbox"/> Identifies and works to remove personal barriers to learning |
| <input type="checkbox"/> Uses memory aids (notes, tape recorder)                      |
| <input type="checkbox"/> Explains connection between education and employment         |
| <input type="checkbox"/> Explains importance of lifelong learning                     |
| <input type="checkbox"/> Reflects on what was learned                                 |

### L 1.2 Applies skills in new contexts

- |   |
|---|
| <input type="checkbox"/> Shows willingness to apply new skills and knowledge                |
| <input type="checkbox"/> Explains the process of applying new skills in different contexts  |
| <input type="checkbox"/> Works with co-workers to apply new skills and knowledge on the job |
| <input type="checkbox"/> Reflects on one's abilities to transfer new skills and knowledge   |

### L 1.3 Manages change

- |  |
|--|
| <input type="checkbox"/> Displays flexibility  |
| <input type="checkbox"/> Accepts new or changed responsibilities                       |
| <input type="checkbox"/> Accurately describes how change at work affects stress levels |
| <input type="checkbox"/> Accurately describes recent changes in the workplace          |
| <input type="checkbox"/> Accurately describes anticipated/possible future changes      |
| <input type="checkbox"/> Reflects on how change may affect one's job                   |
| <input type="checkbox"/> Develops plan or career path to adapt to change               |
| <input type="checkbox"/> Makes wise self-directed learning choices                     |