

6. Understanding Systems

Navigates within the organizational structures that are part of 21st-century communities, workplaces, and schools and knows how these components interact and interconnect to influence one another as a whole.

#	Competency	Indicators
6.1	Understands process and product.	<ul style="list-style-type: none"> <input type="checkbox"/> Explains personal role in contributing to quality. <input type="checkbox"/> Explains personal responsibilities related to production or provision of services.
6.2	Engages in sustainable practices.	<ul style="list-style-type: none"> <input type="checkbox"/> Helps reduce waste and overhead costs by proactively adjusting the use of materials and resources to complete a task. <input type="checkbox"/> Recognizes unsafe or unhealthy practices and addresses concerns using proper procedures. <input type="checkbox"/> Establishes efficient system for monitoring effective use of resources.
6.3	Demonstrates fiscal responsibility.	<ul style="list-style-type: none"> <input type="checkbox"/> Explains the purpose for each payroll deduction. <input type="checkbox"/> Describes the worth of benefits. <input type="checkbox"/> Identifies organization's revenue sources and expenditures. <input type="checkbox"/> Explains parts of a profit and loss statement. <input type="checkbox"/> Explains how quality and customer satisfaction affect profit.
6.4	Navigates systems.	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiates roles and responsibilities when navigating workplace, family, education, and community tasks. <input type="checkbox"/> Understands one's work responsibilities and how one's performance can impact other departments and overall organizational success. <input type="checkbox"/> Uses appropriate resources to improve skills and knowledge to progress along a career pathway.
6.5	Monitors systems.	<ul style="list-style-type: none"> <input type="checkbox"/> Helps devise methods to assess team (system) progress. <input type="checkbox"/> Negotiates corrections and adaptations to team (system) tasks, if necessary.
6.6	Improves systems.	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in continuous improvement activities. <input type="checkbox"/> Recognizes previous mistakes made individually or by a team and provides possible solutions for future success.

Transferable Skills

#	Competency	Indicators
6.7	Demonstrates quality consciousness.	<ul style="list-style-type: none"><input type="checkbox"/> Takes responsibility for completion and quality of work.<input type="checkbox"/> Treats work assignments with respect in that work is either original or credited correctly.
6.8	Understands and follows rules, policies, and procedures.	<ul style="list-style-type: none"><input type="checkbox"/> Use appropriate resources (e.g., work plans, job aids, or standard operating procedures (SOPs) to complete work tasks.<input type="checkbox"/> Uses approved digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing work-related reports.

Transferable Skills

References

- Adult Basic Education Teaching and Learning Advancement System (ATLAS) (2013). *Transitions Integration Framework*. <http://atlasabe.org/professional/transitions>
- Literacy Information and Communication System (LINCS) (n.d.). *Defining the Skills that Matter*. <https://lincs.ed.gov/sites/default/files/DefineSkillsThatMatter-508.pdf>
- Literacy Information and Communication System (LINCS) (n.d.). *Teaching Skills that Matter*. <https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education>
- Pennsylvania Adult Education Resources, (n.d.). *Foundation Skills Framework*. <https://www.paadulthoodresources.org/foundation-skills-framework/>
- U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) Division of Academic and Technical Education (n.d.). *Employability Skills*. <https://cte.ed.gov/initiatives/employability-skills-framework>
- Workforce Innovation and Opportunity Act*. (2014). <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>