

CORE ABILITIES

A Supplement to National Occupation Skill Standards

Table of Content

CORE ABILITIES	2
The Concept of Workplace Competencies	3
Development of CORE ABILITIES	3
Characteristics of CORE ABILITIES	4
CORE ABILITIES in CBTE	
The Performance-based Model	4
Contextual Learning	5
The Application of CORE ABILITIES in the Development of Learning Packages	5
CORE ABILITIES and the Development of NOSS	6
Field Testing of CORE ABILITIES	6
Transferability of Competencies	6
Other Aspects for the Application of CORE ABILITIES	6
Panel Members for CORE ABILITIES “DACUM” Workshop	7
Panel Members for CORE ABILITIES Ability Analysis Workshop	8
CORE ABILITIES Profile (Chart)	10
CORE ABILITIES Profile (list format)	14
Sijil Kemahiran Malaysia -SKM - Classification of Malaysian National Occupational Skill Standards Level 1 – 5	17
How to Read the CORE ABILITIES Document	18
CORE ABILITIES Performance Indicators	19
Appendix	62
<i>Application of Academic and Related Skills Performance Indicators</i>	

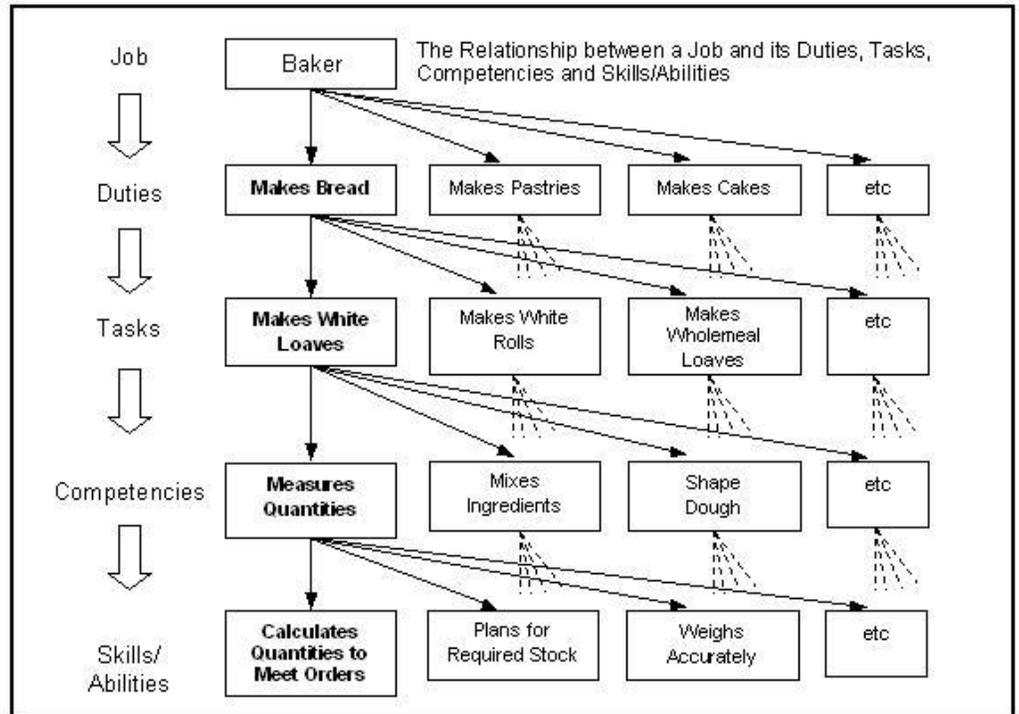
CORE ABILITIES

A
Supplement
to
**National Occupational Skill Standards
(NOSS)**

CORE ABILITIES

Recent discussion concerning Technical Education and Skills Training in Malaysia, the development of National Occupational Skill Standards (NOSS), and the growing acceptance of Competency-based Training and Education (CBTE) in Malaysia's training institutions have resulted in the decision to identify skills or abilities that are generic to many jobs and professions within all areas of industry.

In Malaysia, the word "skill" is often misinterpreted in vocational education, and is usually defined as physical (psychomotor) skills. Therefore, the terms CORE ABILITIES will be used to replace the "generic skill".¹



These "generic skills" have been identified as the learning tools or enabling requirements, which can assist the trainee in the acquiring and applying subject or job specific knowledge skills and comprehension to his work. Incorporating Core Abilities into training provides realistic outcomes that can make learning more relevant and add to the trainee's sense of achievement.

The development of CORE ABILITIES in Malaysia conforms to the global trend towards Competency-based Training with the similar developments in the following countries:

- **Key Competencies** (Australia)
- **Employability Skills** (Canada)
- **Core Skills** (Great Britain)
- **Key Qualifications, Project and Transfer Oriented Training** (Germany)
- **Essential Skills** (New Zealand)
- **Workplace Know-How / SCANS Competencies** (USA)

The CORE ABILITIES in this document are to be seen as a Supplement to NOSS

¹ The word 'skill' used in this document is conceived as a composite of three completely interdependent components:

cognitive, effective and psychomotor behaviour

or in traditional terms: the combination of knowledge, skills and attitude

The Concept of Workplace Competencies

The concept of 'Competency' focuses on what is expected of an employee in the workplace, rather than on the learning process; and it facilitates the ability to transfer and apply skills and knowledge to new situations and environments.

Competency is a broad concept that includes all aspects of work performance and not just narrow task skills.

Competency includes the requirement to:

- perform individual tasks (task skills)
- manage a number of different tasks within the job (task management skills)
- respond to irregularities and breakdowns in routine (contingency management skills)
- deal with the responsibilities and expectations of the work environment, including working with others (job/role environment skills)

Competency Based Training and Education (CBTE) has been introduced into Malaysia's vocational education and training with the following objectives:

- to increase the efficiency of Malaysia's workforce, and
- to focus on what people can do as a result of training.

The decision to develop CORE ABILITIES was also aimed at making vocational education and training more effective and more directly related to industry needs as CORE ABILITIES enhance the transfer and application of skills and knowledge to new situations and working environments.

Development of CORE ABILITIES

The set of CORE ABILITIES described in this document was developed using the DACUM Job Analysis and Task Analysis process as applied by NVTC for the development of Malaysian National Occupational Skill Standards (NOSS).

Information from overseas sources (Australia, Canada, Germany, UK and USA) was used for supplementary reference and verification purposes.

Characteristics of CORE ABILITIES

CORE ABILITIES are considered essential for effective participation in the emerging patterns of work and work organization.

They focus on capacity to apply knowledge and skills in an integrated way in work situations. CORE ABILITIES are generic in that they apply to work generally rather than being specific to work in particular occupations, jobs and industries.

This characteristics means that the CORE ABILITIES are not only essential for effective participation in work but are also for effective participation in further education and life-long learning.

CORE ABILITIES

- *Essential and generic to the world of work:*
The set of CORE ABILITIES should be confined to those capabilities that are essential for young people entering any sector of work, as well as for people already employed, facing challenges of a changing job environment.
- *Of value to all people:*
The set of CORE ABILITIES has value for all people regardless of the path they follow in the world of work.
- *Cross circular:*
The set of CORE ABILITIES does not constitute a curriculum or set of subjects, nor do individual CORE ABILITIES relate only to particular subject areas. Rather, the CORE ABILITIES can be developed and applied across the range of areas of learning comprising the curricula of school and training programs.
- *Able to be developed in a wide range of settings:*
The set of CORE ABILITIES can be learned through variety of educational and training settings and programs.
- *Focus on outcomes:*
The CORE ABILITIES describe outcomes of learning rather than processes by which these outcomes may be achieved.
- *Focus on application:*
Central to the concept of competence is the application of knowledge, skills and understanding in an integrated way; competencies do not constitute bodies of knowledge as such.
- *Integrated in practice:*
The integrated nature of the CORE ABILITIES and the ways in which they are applied to work activities means that, in practice, they overlap with each other to some extent.
- *Required a foundation of knowledge, skills and understanding:*
The CORE ABILITIES require a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task.

CORE ABILITIES in CBTE

The Performance-based Model

Performance-based instruction helps make the link between what is taught and what the skills learners will actually apply in their jobs or life roles.

To plan strategically for instruction, educators need to:

- Identify **WHO** the learners are.
- Set goals for **WHAT** the learners need.
- Establish criteria for determining **WHEN** learners have achieved their goals.
- Plan strategies for **HOW** they are going to get there.

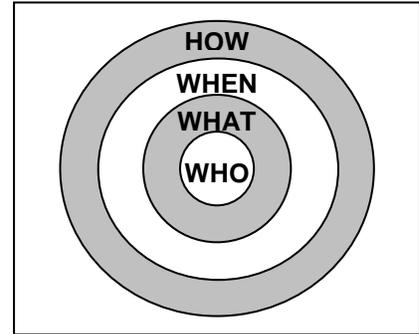
Contextual Learning

Theory, process knowledge and practice are elements of learning, which need to be integrated and put into context when designing training curriculum.

The separation of learning into “theory” and “practical” classes should be avoided in the curriculum design for technical and training.

The Performance-based Model at right is shown as a disk, which contains the critical elements of performance-based instructional design.

In performance-based instructional design, course developers build from the centre out. By designing outwards they will determine WHAT the learner has to accomplish before deciding HOW to accomplish it.



The National Occupational Skill Standard (NOSS) describes the Tasks and the performance standards for a specific job and job level, which will serve as the guideline for the identification of WHAT.

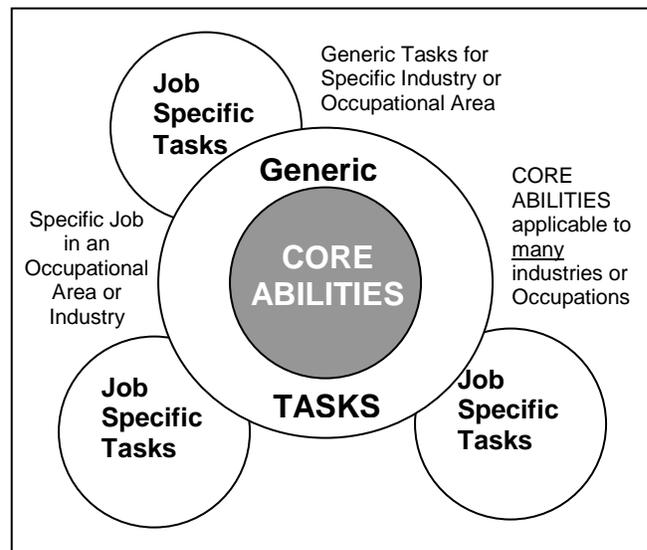
The Application of CORE ABILITIES in the Development of Learning Packages

The WHAT of a course module includes a set of core abilities, generic and specific tasks and competencies together with their corresponding performance standards, and learning objectives.

CORE ABILITIES are enabling requirements needed for the development of specific competencies and they address skills that can be transferred beyond the context of a specific learning experience.

CORE ABILITIES are an important factor in performing TASK effectively and efficiently. NOSS Performance Standards provide the observable and measurable criteria which are essential for performance assessment.

CORE ABILITIES are incorporated into the learning activity, which describes HOW the learners will learn specific competencies.



The performance assessment activities tell learners how they will demonstrate WHEN they have mastered specific tasks/competencies. The performance indicators provided are used as a guideline.

In Competency-based Training the course developer does not “think up” test questions, instead a performance assessment task is designed which is based on the specific competency or a NOSS Performance Standard.

CORE ABILITIES and the Development of NOSS

The list of CORE ABILITIES may be utilized during the development of new and the revision of existing NOSS.

As such, the provided list should be discussed by the JOB Analysis panel to identify the respective CORE ABILITIES for the Job.

In this case, the proposed listing of the CORE ABILITIES to SKM levels may be overruled due to specific Job requirements and industrial settings.

Field Testing of CORE ABILITIES

Course developers and end-users, as well as industry based trainers, are encouraged to field test the set of CORE ABILITIES described in this document and to provide critical feedback for the improvement and further development of CORE ABILITIES.

Transferability of Competencies

CORE ABILITIES and job specific competencies are defined so that they are transferable to new situations.

There is evidence, however that any skill transfer may be limited unless the application of the skill is taught in multiple contexts and situations over an extended period of time. It is therefore important to teach learners to apply what they have learned to new and different situations and to utilize what earlier experience has taught them. This applies to both off-the-job and on-the-job training scenarios.

Other Aspects for the Applications of CORE ABILITIES

CORE ABILITIES require a foundation of knowledge, skills and comprehension. Since CORE ABILITIES are connected to SKM levels 1 to 5, some additional performance indicators for the application of academic and related skills are provided in the appendix for field testing.

- Applied Mathematics
- Locating Information
- Reading for Information
- Applied Technology
- Listening/Speaking
- Writing
- Teamwork
- Problem Solving

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CORE ABILITY Profile

← GROUP → ← ABILITIES →

Locate and Process Information	Identify and gather information		Document information, procedures or processes		Utilize basic IT applications	
01	01.01	L1	01.02	L1	01.03	L1

Analyse information		Utilize the Internet to locate and gather information		Utilize word processor to process information	
01.04	L2	01.05	L2	01.06	L2

Utilize database applications to locate and process information		Utilize spreadsheets applications to locate and process information		Utilize business graphic application to process information	
01.07	L3	01.08	L3	01.09	L3

Apply a variety of mathematical techniques		Apply thinking skills and creativity	
01.10	L3	01.11	L3

Exchange/Communicate Information	Interpret and follow manuals, instructions and SOP's		Follow telephone/telecommunication procedures		Communicate clearly	
02	02.01	L1	02.02	L1	02.03	L1

Prepare brief reports and checklists using standard forms		Read/interpret flowcharts and pictorial information		Write memos and letters	
02.04	L1	02.05	L1	02.06	L2



CORE ABILITY Profile

← GROUP → ← ABILITIES →

Utilize Local Area Network (LAN)/Intranet to exchange information		Prepare pictorial and graphic information		Prepare flowcharts	
02.07	L2	02.08	L2	02.09	L3

Prepare reports and instructions		Convey information and ideas to people	
02.10	L3	02.11	L3

Work and Interact with People	Apply cultural requirements to the workplace		Demonstrate integrity and apply ethical practices		Accept responsibility for own work and work area	
	03	03.01	L1	03.02	L1	03.03

Seek and act constructively upon feedback about performance		Demonstrate safety skills		Respond appropriately to people and situations	
03.04	L1	03.05	L1	03.06	L1

Resolve interpersonal conflicts		Develop and maintain a cooperation within work group		Manage and improve performance of individuals	
03.07	L1	03.08	L2	03.09	L3

Provide consultation and counselling		Monitor and evaluate performance of human resources		Provide coaching/ on-the job training	
03.10	L3	03.11	L3	03.12	L3



CORE ABILITY Profile

← GROUP → ← ABILITIES →

Develop and maintain team harmony and resolve conflicts		Facilitate and coordinate teams and ideas		Liase to achieve identified outcomes	
03.13	L3	03.14	L3	03.15	L3

Identify and assess client/customer needs		Identify staff training needs and facilitate access to training	
03.16	L3	03.17	L3

Plan and Organize Work Activities	Organize own work activities		Set and revise own objectives and goals		Organize and maintain own workplace	
	04	04.01	L2	04.02	L2	04.03

Apply problem solving strategies		Demonstrate initiative and flexibility		Allocate work	
04.04	L2	04.05	L2	04.06	L3

Negotiate acceptance and support for objectives and strategies		Develop and negotiate staffing plans		Prepare project/work plans	
04.07	L3	04.08	L4	04.09	L4

Utilize science and technology to achieve goals	
04.10	L4



CORE ABILITY Profile

← GROUP → ← ABILITIES →

Manage Resources	Implement project/work plans	Inspect and monitor work done and/or in progress	Allocate and record usage of financial and physical resources
05	05.01 L3	05.02 L3	05.03 L4

Delegate responsibilities and/or authority	Coordinate contract and tender activities
05.04 L4	05.05 L4

Work within and with Systems	Understand systems	Comply with and follow chain of command	Identify and highlight problems
06	06.01 L1	06.02 L1	06.03 L1

Adapt competencies to new situations/systems	Analyse technical systems	Monitor and correct performance of systems
06.04 L1	06.05 L2	06.06 L2

Develop and maintain networks	Identify and analyse effect of technology on the environment
06.07 L3	06.08 L4

Note: The levels (L) indicated in this CORE ABILITY Profile are considered general guidelines, and are connected to the respective SKM Levels and general job functions. However, different settings may apply depending on the work environment and industry-specific requirements.



CORE ABILITY Profile

01 Locate and Process Information

01.01	Identify and gather information	1
01.02	Document information, procedures or processes	1
01.03	Utilize basic IT applications	1
01.04	Analyse information	2
01.05	Utilize the Internet to locate and gather information	2
01.06	Utilize word processor to process information	2
01.07	Utilize database applications to locate and process information	3
01.08	Utilize spreadsheets applications to locate and process information	3
01.09	Utilize business graphic application to process information	3
01.10	Apply a variety of mathematical techniques	3
01.11	Apply thinking skills and creativity	3

02 Exchange/Communicate Information

02.01	Interpret and follow manuals, instructions and SOP's	1
02.02	Follow telephone/ telecommunication procedures	1
02.03	Communicate clearly	1
02.04	Prepare brief reports and checklists using standard forms	1
02.05	Read/interpret flowcharts and pictorial information	1
02.06	Write memos and letters	2
02.07	Utilize Local Area Network (LAN)/Intranet to exchange information	2
02.08	Prepare pictorial and graphic information	2
02.09	Prepare flowcharts	3
02.10	Prepare reports and instructions	3
02.11	Convey information and ideas to people	3

03 Work and Interact with People

03.01	Apply cultural requirements to the workplace	1
03.02	Demonstrate integrity and apply ethical practices	1
03.03	Accept responsibility for own work and work area	1
03.04	Seek and act constructively upon feedback about performance	1
03.05	Demonstrate safety skills	1
03.06	Respond appropriately to people and situations	1

03.07	Resolve interpersonal conflicts	1
03.08	Develop and maintain a cooperation within work group	2
03.09	Manage and improve performance of individuals	3
03.10	Provide consultation and counselling	3
03.11	Monitor and evaluate performance of human resources	3
03.12	Provide coaching/on-the job training	3
03.13	Develop and maintain team harmony and resolve conflicts	3
03.14	Facilitate and coordinate teams and ideas	3
03.15	Liase to achieve identified outcomes	3
03.16	Identify and assess client/customer needs	3
03.17	Identify staff training needs and facilitate access to training	3
04	Plan and Organize Work Activities	
04.01	Organize own work activities	2
04.02	Set and revise own objectives and goals	2
04.03	Organize and maintain own workplace	2
04.04	Apply problem solving strategies	2
04.05	Demonstrate initiative and flexibility	2
04.06	Allocate work	3
04.07	Negotiate acceptance and support for objectives and strategies	3
04.08	Develop and negotiate staffing plans	4
04.09	Prepare project/work plans	4
04.10	Utilize science and technology to achieve goals	4
05	Manage Resources	
05.01	Implement project/work plans	3
05.02	Inspect and monitor work done and/or in progress	3
05.03	Allocate and record usage of financial and physical resources	4
05.04	Delegate responsibilities and/or authority	4
05.05	Coordinate contract and tender activities	4
06	Work within and with Systems	
06.01	Understand systems	1
06.02	Comply with and follow chain of command	1
06.03	Identify and highlight problems	1
06.04	Adapt competencies to new situations/systems	1
06.05	Analyse technical systems	2
06.06	Monitor and correct performance of systems	2

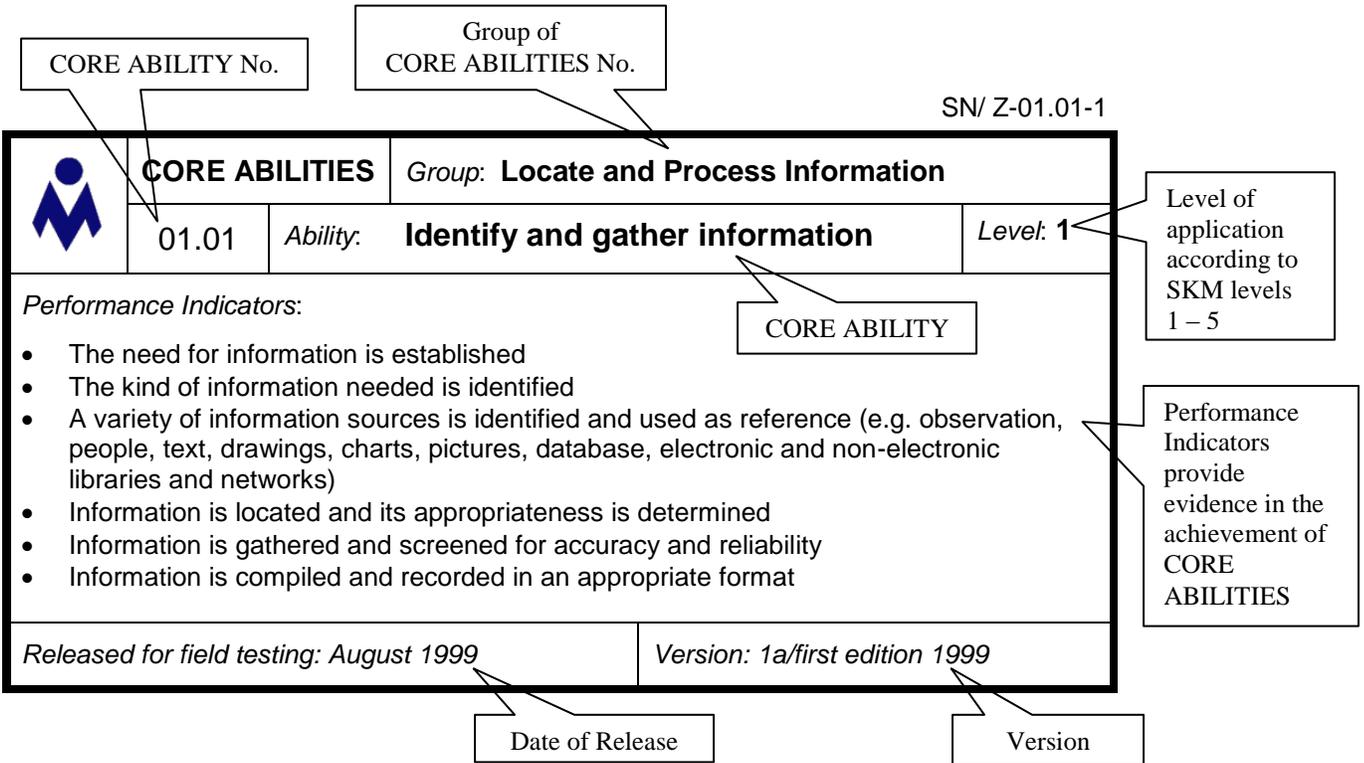
06.07	Develop and maintain networks	3
06.08	Identify and analyse effect of technology on the environment	4

Note: The levels (L) indicated in this CORE ABILITY Profile are considered general guidelines, and are connected to the respective SKM Levels and general job functions. However, different settings may apply depending on the work environment and industry-specific requirements.

Sijil Kemahiran Malaysia (SKM)

Classification of Malaysian National Occupation Skill Standards Levels 1 – 5

 NOSS DEFINITION		A NOSS is defined as a specification of the competencies expected of a skilled worker/professional who is gainfully employed in Malaysia for an occupation area and level as required by industries.		
Level of Education	Job Function	Example Job Title	SKM Level	Sijil Kemahiran Malaysia (SKM) Malaysian Skill Certificate Definition of Levels 1 – 5
<i>Bachelor of Technology</i> <i>Advanced Diploma</i>	<i>Management Stage</i>	<i>Manager, Engineer</i>	Level 5	Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and of the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.
<i>Diploma</i>	<i>Supervising Stage</i>	<i>Executive, Assistant Engineer</i>	Level 4	Competent in performing a broad range of complex technical or professional work activities, performed in a wide variety of contexts with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often required.
<i>Advanced Certificate</i>		<i>Supervisor Technician</i>	Level 3	Competent in performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy and control or guidance of others is often required.
<i>Certificate</i>	<i>Operations & Production Stage</i>	<i>Assistant Technician</i>	Level 2	Competent in performing a significant range of varied work activities, performed in a variety of contexts. Some of the activities are non-routine and require individual responsibility and autonomy.
<i>Certificate</i>		<i>Operator</i>	Level 1	Competent in performing a range of varied work activities, most of which are routine and predictable.



CORE ABILITIES

Performance Indicators

	CORE ABILITIES	<i>Group:</i> Locate and Process Information	
	01.01	<i>Ability:</i> Identify and gather information	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The need for information is established • The kind of information needed is identified • A variety of information sources is identified and used as reference (e.g. observation, people, text, drawings, charts, pictures, database, electronic and non-electronic libraries and networks) • Information is located and its appropriateness is determined • Information is gathered and screened for accuracy and reliability • Information is compiled and recorded in an appropriate format 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Locate and Process Information	
	01.02	<i>Ability:</i> Document information, procedures or processes	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • Information, procedures or processes are examined and screened for relevance and importance • The typical format to record /document is identified and applied according to purpose and target group • Ethical principal are adhered to (e.g. confidentiality etc.) • Sources and credits of the information etc, are acknowledged and recorded • Documents are filed and stored according to established procedures (e.g. filing system, access rights, etc.) 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Locate and Process Information
	01.03	<i>Ability:</i> Utilize basic IT applications	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose for the IT application is established • The operation of computers in a stand- alone (or in a network) environment is demonstrated • Basic commands of operating system software are applied • Files and disks are managed • Suitable software, equipment and tools for the task are selected • Problems and errors with equipment and software are handled in a measure are systematic manner • Computer-virus problems are taken into consideration and counter measures are applied. • The transfer of concepts, knowledge and skills from one technology to another is carried out (e.g. paper information to IT- format etc.) according to established formats and quality standards • Ethical behaviour in computer use is demonstrated 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Locate and Process Information	
	01.04	<i>Ability:</i> Analyse information	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • The information is observed in systematic manner (e.g. note-taking, skimming, concept maps, etc.) • The relevance, importance and reliability is established • Patterns, interrelationships and trends are identified • Facts and issues are clarified and established • Relevant professional, technical and industry standards are met in research methodology used to examine evidence • Conclusions are made and are supported by facts • Findings are recorded and shared with people involved, if necessary 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Locate and Process information	
	01.05	<i>Ability:</i> Utilize the Internet to locate and gather information	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The operation of computer hardware and internet application software is demonstrated • The information requirements are established • Appropriate search engines are identified and utilized • Information is filtered and selected according to requirements • Safety precautions and virus-protection (e.g. firewall, virus scanning etc.) are adhered to • Downloaded information is stored in adequate format • Ethical and legal principles in Internet use are demonstrated. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Locate and Process Information	
	01.06	<i>Ability:</i> Utilize word processor to process information	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Operation of computer in a stand-alone and a network environment is demonstrated • Files and disks are managed • Suitable word processing software, equipment and tools for the task are selected • The format about type of the information is determined • The transfer of concepts, knowledge and skills from one technology to another is carried out (e.g. paper information to IT-format, scanning/OCR technology, etc.) according to established formats and quality standards • The document is composed, edited and formatted according to the requirements and the software features (e.g. spell-checking etc.) • The integration of other software features is demonstrated (e.g. database, spreadsheet, graphics) • The document is printed using hardware and software features • Information is filed/stored, retrieved and back-ups are made according to established formats and procedures • Problems and errors with equipment and software are handles in a logical and systematic manner • Computer-virus problems are taken into consideration, and counter measures are applied. • Ethical standards of computer usage are adhered to 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Locate and Process Information
	01.07	<i>Ability:</i> Utilize database applications to locate and process information	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Operation of computers in a stand-alone and network environment is demonstrated • Files and disks are managed • Suitable database applications, equipment and tools for the task are selected • The format and type of the information is determined • The transfer of concepts, knowledge and skills from one technology to another is carried out (e.g. paper information to IT-format, scanning/OCR technology, etc.) according to established formats and quality standards • The information is composed, edited and formatted according to the requirements and the software features (e.g. filtering, sorting, etc) • The integration of other software features is demonstrated (e.g. reports, import/export, spreadsheet, graphics) • The report/database is printed using hardware and software features • Information is filed/stored, retrieved and back-ups are made according to established formats and procedures • Problems and errors with equipment and software are handles in logical and systematic manner • Computer-virus problems are taken into consideration, and counter measures are applied • Ethical standards of computer usage are adhered to 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Locate and Process Information
	01.08	<i>Ability:</i> Utilize spreadsheet applications to process information	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Operation of computers in a stand-alone network environment is demonstrated • Files and disks are managed • Suitable spreadsheet applications, equipment and tools for the task are selected • The format and type of the information is determined • The transfer of concepts, knowledge and skills from one technology to another is carried out (e.g. import of database information, scanning/OCR technology, etc.) according to established formats and quality standards • Spreadsheets are composed using mathematical concepts, etc. • Spreadsheet are tested, edited and formatted according to the requirements, and the software features (e.g. filtering, sorting, calculations, etc.) • The integration of other software features is demonstrated (e.g. report, import/export, database, graphics) • The spreadsheet is printed using hardware and software features • Information is filed/stored, retrieved, and back-ups are made according to established formats and procedures • Problems and errors with equipment and software are handled in a logical and systematic manner • Computer-virus problems are taken into consideration, and measures are applied • Ethical standards of computer usage are adhered to 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Locate and Process Information
	01.09	<i>Ability:</i> Utilize business graphic application to process information	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Operation of computers in a stand-alone and a network environment is demonstrated • Files and disks are managed • Suitable computer graphics applications, equipment and tools for the task are selected • The format and type of the graphic information is determined • The transfer of concepts, knowledge and skills from one technology to another is carried out (e.g. import of graphics, scanning technology, etc.) according established formats and quality standards • Graphics are composed, edited and formatted according the requirements and the software features • The integration of other software features is demonstrated (e.g. import/export, merging with word processor, desktop publishing etc.) • The graphics are printed using hardware and software features • Information is filed/stored, retrieved and back-ups are made according to established formats and procedures • Problems and errors with equipment and software are handled in a logical and systematic manner • Computer-virus problems are taken into consideration, and counter measures are applied • Ethical behaviour in computer use is demonstrated 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Locate and Process Information	
	01.10	<i>Ability:</i> Apply a variety of mathematical techniques	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The situation that requires mathematics is identified • Potential mathematical strategies are assessed (including, geometric representations of formulas, elementary algebraic equations, descriptive statistical methods, and mathematical reasoning) for suitability and effectiveness. • The degree of accuracy for the answers is established • Estimations to answers are made • Mathematical operations to implement selected strategies are executed • Appropriate technology and tools are utilized (e.g. calculator, computers, spreadsheets, etc) • Numerical answers are checked for errors and the appropriate fir between problem and answers • The transfer of mathematical strategies from one situation to another is demonstrated. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Locate and Process Information	
	01.11	<i>Ability:</i> Apply thinking skills and creativity	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The subject under discussions is clearly identified • Distinctions between facts and opinion are established • Inferences and relations to other sources of information are recognized • A variety of sources is utilized to synthesize information • Rules or principles underlying relationships between objects are identified and applied to problem solving • Alternative solutions, processes or decisions are formulated and its potential consequences are identified • Viewpoints/arguments are supported with reasons and evidence and feedback from others is considered • The transfer of thinking strategies from one situation to another is demonstrated • Behaviour is consistent with the ethical standards within an occupation or profession 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange Communicate Information	
	02.01	<i>Ability:</i> Interpret and follow manuals, instructions, and Standard Operation Procedures (SOP)	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose of information is identified • The source is identified and required information is obtained (e.g. people, text, drawings, charts, maps, pictures, database, electronic and non-electronic libraries and networks, videos, etc.) • Strategic for reading, listening observing effectively are demonstrated (note taking, asking for clarification, looking up unfamiliar terms, etc.) • Understanding of the instructions is demonstrated through appropriate actions or applications. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange Communicate Information	
	02.02	<i>Ability:</i> Follow telephone / telecommunication procedures	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose of the telecommunications is established • The appropriate medium of telecommunication is selected (e.g.telephone, fax, e-mail, voice-mail) • The contact particular are identified (e.g. name, company, telephone /fax etc) and updated • Skills in the operation of telecommunication equipment is demonstrated (e.g. special features, call forwarding, fax polling, etc.) • Calls are received and screened / forwarded • Established telephone etiquette is adhered to • Effective listening and speaking skills are demonstrated using acceptable language • Information exchanged is clear and accurate with necessary details and clarification • Message are recorded and forwarded according to established procedure 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange Communicate Information	
	02.03	<i>Ability:</i> Communicate clearly	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Thoughts and information are expressed clearly and concisely • The choice of words /jargon is adjusted to meet the needs of others • Effective listening skills and feed back is demonstrated • The impact of non-vertical communication and cultural diversity is taken into account (e.g. body language) • Options to overcome language difference or difficulties are utilized (e.g. using of signs, sketching, etc.) • Appropriate recording methods are utilized (note taking, recording devices) 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange / Communicate Information	
	02.04	<i>Ability:</i> Prepare brief reports and checklist using standard forms	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • The appropriate format / standard from is selected according to established procedures • The necessary information / data is identified, verified and assembled • Appropriate language / jargon is used • The information is checked before submission • Established deadlines for submission are met 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Exchange / Communicate Information
	02.05	<i>Ability:</i> Read / Interpret flowcharts and pictorial information	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose of the graphic information is established • The meaning of symbols and signs is understood and clarified (e.g. making inquiries, using dictionaries, legends, etc.) • Strategies to read and observe effectively are demonstrated (note-taking, asking for clarification, looking up unfamiliar terms / symbols, etc.) • Understanding of the graphic instructions is demonstrated through appropriate actions and feed back. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange / Communicate Information	
	02.06	<i>Ability:</i> Write memos and letters	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose of communication is established • Information sources are identified (e.g. notes, data, etc) • Addressee is identified • Ideas and information are gathered, organized and compiled • Format is established (handwritten, typed, word processing) • Appropriate writing tools are utilized. (e.g. word processor) • A clear and concise language and tone is used • Standard rules of language and structure (jargon, grammar, spelling, punctuation) are applied. • The information is checked before submission • File copies are produced and filed • Established deadlines for submissions are met. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange / Communicate Information	
	02.07	<i>Ability:</i> Utilize Local Area Network (LAN) / Intranet to exchange information	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The source operation of computer hardware and LAN/ Intranet application software is demonstrated • The information requirements are established • Access is established according to established procedures (addressee ID, password, ID, access rights) • Information is transmitted and received • Date safely precautions and virus-protection (e.g. firewall, etc) are adhered to • Information is stored in an adequate format • Ethical principles in LAN use are demonstrated 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange / Communicate Information	
	02.08	<i>Ability:</i> Prepare pictorial and graphic information	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • Information sources are identified (e.g. notes, date, observation, etc.) • Original ideas and information are gathered, organised, compiled and verified • Appropriate graphic format is selected according to the purpose and suitability for the reader (complexity, familiarity) • Appropriate tools and technology are utilized (e.g. computer graphics applications software, etc.) • Standard rules of graphic language and structure (symbols, icons, etc.) are applied • The graphic information is checked for consistency of meaning with the original before submission • File copies are produced and filed • Established deadlines for submission are met. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange / Communicate Information	
	02.09	<i>Ability:</i> Prepare flowcharts	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • Information sources are identified (e.g. process data, observations, etc.) • Original ideas and information are gathered, organized, compiled and verified • Appropriate flowchart format is selected according to the purpose and suitable to the reader (complexity, familiarity) • Appropriate tools and technology are utilized (e.g. computer flowchart applications software etc.) • Standard rules of flowchart language and structure (symbols, icons, etc.) are applied. • The flowchart information is checked for consistency of meaning with the original idea before submission • File copies are produced and filed • Established deadlines for submission are met. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Exchange / Communicate Information
	02.10	<i>Ability:</i> Prepare reports and instructions	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • Information sources are identified (e.g. notes, technical data, observations, etc.) • Original ideas and information are gathered, organized, compiled and verified. • Appropriate language and format is selected according to the purpose and suitability for the reader (complexity, familiarity) • Appropriate tools and technology are utilized (e.g. computer word processor, graphics applications software, scanners, etc.) • A clear and concise language and tone is used • Standard rules of language and structure (jargon, grammar, spelling, punctuation) are applied • Complex structures are re-framed using visual, numerical and symbolic representations (maps, drawings pictures, charts, etc.) • The information is checked for consistency of meaning with the original before submission • File copies are produced and filed • Established deadlines for submission are met 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Exchange / Communicate Information	
	02.11	<i>Ability:</i> Convey information and ideas to people	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • Individual and cultural differences are recognized and taken into account • Information and ideas are presented in a concise, organized way, with clearly stated objectives and conclusions • Information and ideas are presented in a way which meets the needs of other and is expressed in terms suited to them • Messages are easily understood through use of plain, clear language suited to the receiver • Complex concepts or arguments are presented effectively through organization of material (e.g. visuals) and choice of language suited to the receiver • People are given the opportunity to seek clarification through questions and answers • Receivers are encouraged to provide feedback. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work and Interact with People	
	03.01	<i>Ability:</i> Apply cultural requirement to the workplace	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The beliefs and customs of various ethnic groups are recognized • An understanding and respect for the sensitivities in various cultural groups is maintained • Effect of cultural differences within teams is considered • Cultural, ethnic and gender sensitivity is demonstrated • Behaviour that reduce tension, social isolation and prejudice are exhibited 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People	
	03.02	<i>Ability:</i>	Demonstrate integrity and apply ethical practices	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • An understanding of the concept of honest and integrity is demonstrated • Commitments to and personal undertakings with clients and colleagues are consistently honoured • Official information is used in a way which maintains confidentiality • Privacy principles are adopted and complied with • Established standards and codes of practise are adhered to 				
<i>Released for field testing: August 1999</i>			<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People	
	03.03	<i>Ability:</i>	Accept responsibility for own work and work area	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The work area is kept clean and safe according to set standards and policies • Tasks are completed to the standard expected in the workplace • Work is self monitored according to requirements for job quality, timelines, resources use and protection of environment • Appropriate work site locations, facilities and equipment are used to complete assigned tasks 				
<i>Released for field testing: August 1999</i>			<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.04	<i>Ability:</i> Seek and act constructively upon feedback about work performance	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Work performance is discussed on a regular basis with supervisor / team members • Constructive criticism is accepted • Strategies for improvement, agreed at feedback meetings with supervisors and others, are implemented within a determined time frame • Suggestions for areas of self development are sought from supervisors, staff members and clients 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.05	<i>Ability:</i> Demonstrate safety skills	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Work is performed in accord with Occupational Health and Safety policies and rules • Hazardous chemicals and goods are used, moved, stored and disposed of in accord with OH & S policies/ rules • Apparent hazards are reported to supervisor and/or safety officer in a timely and appropriate way • Emergency and evacuation procedures are known and workplace can be evacuated with due regard to safety of people and environment 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work and Interact with People	
	03.06	<i>Ability:</i> Respond appropriately to people and situations	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Individual and cultural differences are recognized and taken into account • Responses are adjusted to meet the needs of others • Issues and ideas are raised and addressed assertively when interacting with others both individually and in a group • Inquiries are referred to other sources when it is appropriate 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work and interact with people	
	03.07	<i>Ability:</i> Resolve interpersonal conflicts	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The nature of the conflict and parties involved are identified • An attempt is made to maintain communication • Problems are clarified • Possible solution are examined, discussed or proposed • Reasonable compromises are offered / reached • A win-win situation is sought to resolve disputes • The impact of assertive, aggressive and passive behaviour is identified n the prevention and de-fusing of conflicts • A mediator is involved to interact in deadlock situations when necessary 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.08	<i>Ability:</i> Develop and maintain a cooperation within work group	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • An understanding of the contributions of others to the work group is demonstrated • Assistance is offered to others in the work group when appropriate • Assistance is accepted when offered by other team members • An understanding of individual and cultural differences when working with others in the work group is displayed • Constructive suggestions are made in meetings of the work group • Issues are raised and pursued assertively within the work group • The requirements and views of others in the work group are considered when solving problems • An understanding of how work group decisions are made is demonstrated • Others are informed of developments affecting their work functions 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.09	<i>Ability:</i> Manage and improve performance of individuals	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Regular, constructive feedback on each staff member's performance is given through both formal both formal and informal processes, based on mutually agreed performance expectations. • Performance problems are addressed in a fair, constructive and timely manner in accordance with relevant guidelines and procedures • Strategies for the improvement of performance are discussed and implemented (e.g. training activities) 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work and Interact with People	
	03.10	<i>Ability:</i> Provide consultations and counselling	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Personal and cultural differences are taken into account when dealing with staff • Day-to-day supervision and guidance of staff is undertaken in accordance with principles of equity and non-discrimination using counselling practices • Counselling skills are used in formal and informal counselling sessions in accordance with organizational policies • Standard of professional and ethical behaviour for employees are set by the example of their superiors • Work contributions or suggestions from staff are continually sought and encouraged. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work and Interact with People	
	03.11	<i>Ability:</i> Monitor and evaluate performance of human resources	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Performance standards and expectations are established and explained to staff • Regular, constructive feedback on each staff member's performance is given through both formal and informal processes, based on mutually agreed performance expectations • Constructive feedback on group / team performance is given through both formal and informal processes • Performance problems are addressed in a fair, constructive and timely manner in accordance with relevant guidelines and procedures • Records of performance evaluation / performance appraisal are updated according to established procedures • Proposal to upgrade performance are discussed with candidates or team 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work and Interact with People	
	03.12	<i>Ability:</i> Provide coaching / on-the-job training	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Training needs of the staff in the area are identified, assessed and recorded • On-the-job training is provided to the requirement standard • The application of information concerning the job and it's relevance to task is explained and conveyed to relevant parties • Learning opportunities are provided to allow staff to develop relevant skills • Staff are encouraged to attend training courses and to take up other development opportunities • Work group goals are met by the provision of technical supervision or guidance • Training is used as a means of resolving problems in the work area 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.13	<i>Ability:</i> Develop and maintain team harmony and resolve conflicts	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Team goals are established according to company policies and procedures • Hierarchy and operating procedures are established and understood by team members • Co-operation in the workplace is actively fostered through appropriate work allocation • The appreciation of all achievement is demonstrated • Team members are encouraged to share information, ideas and opinions • Conflict is identified (e.g. assertive, aggressive or passive behaviour) and resolved with minimum disruption to work group function • Cultural differences are taken into account when dealing with conflicts in a cross cultural setting • Active participation of team members in team building and problem solving activities is fostered. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.14	<i>Ability:</i> Facilitate and coordinate teams and ideas	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Goals and politics are established and explained to team • Positions and areas of responsibility are established and logically justified • Credibility and leadership is established through competence and integrity • Work contributions or suggestions from staff are sought and encouraged • Suggestions are accepted, or rejected in a constructive manner • Work flow and practices are established, utilizing the skills of the team members • Staff are provided with support guidance and supervision necessary to perform work safely and successfully • Conflict between staff members is addressed in accordance to personnel practices. 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.15	<i>Ability:</i> Liase to achieve identified outcomes	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The purpose is established • Contact (peers, bosses, subordinates, clients period contractors, and/or suppliers) are identified for formal and informal liase in relation to the work • Informal communication channels within and outside the organization are developed and maintained • Spoken and written message are easily understood through use of plain, clear language suited to the receiver • Complex concepts or arguments are presented affectively through the organization of material and choice of language which is suited to the receiver • Issues are negotiated with key parties in a way which works towards an established outcome • Outcomes are recorded 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.16	<i>Ability:</i> Identify and assess client/customer needs	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Client needs and expectations are defined and checked with the client to ensure they are accurate • Client needs are assessed against product or service provider's capacity to meet them • Feedback from client is sought in regard to his level of satisfaction with services/products provided • Problems are resolved without disruption to work and/or brought to the client's attention where necessary • Clients are advised of actions to be taken to facilities the completion of work 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work and Interact with People
	03.17	<i>Ability:</i> Identify staff training needs and facilitate access to training	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Job profiles are established and discussed with staff • Competency development requirements are assessed in accordance with established staff development plans • Training needs of staff are identified and discussed with relevant staff members • Training strategies are developed and discussed with parties concerned • Training needs are referred to training providers (on-the-job and off-the-job training) • On-the-job training provided to the required standard • Staff are encouraged to attend training courses and to take advantage of other development opportunities • Training is recommended/coordinated in accordance with identified needs, organizational policy and work flow requirements • Application of new skills and knowledge in the workplace is encouraged and supported • The effectiveness of training measures is monitored and recorded 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.01	<i>Ability:</i> Organize own work activities	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The nature of work is assessed • The desired outcome and constraints are determined • The appropriate technology or method is identified • Priorities are set before the work commences in consultation with others • Effective time management techniques are used to meet priorities on time • Work deadlines are established and work is completed within a specified time • Priorities/deadlines are reviewed regularly and work altered according to review • Responsibility for judgments and decisions is exercised in accordance with the established level of accountability (*advanced levels only) • Professional and technical standards of excellence are adhered to 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.02	<i>Ability:</i> Set and revise own objectives and goals	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Reasonable/realistic work result or client needs are identified • Objectives/action plans are stated as measurable targets with clear time frames • The efficient usage of resources (e.g. money, space, technology, time) is established • The work performance and usage of resources is determined • Areas for improvement are identified • Personal training needs to achieve goals are discussed with supervisors • Action is taken to revise goals and objectives 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.03	<i>Ability:</i> Organize and maintain own workplace	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Work place and equipment are adjusted to suit the ergonomic requirement of the work environment. • Equipment is used safely in accordance with occupational health and safety standards and operating guidelines • Faulty/defective equipment and/or tools are identified and reported to issuing officer/supervisor • Good house-keeping standards are established • Maintenance is carried out in accordance with standard workplace operating procedures and/or in accordance with manufacturers specifications 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.04	<i>Ability:</i> Apply problem solving strategies	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Problems as such are identified (i.e. identifying a discrepancy between what is and what should be) • Possible reasons for the problem are identified • Inductive or deductive reasoning is applied to identify the cause of and possible solutions to problems • Alternatives and their consequences in relation to the problem are identified • Possible solutions to the problem are explored using a variety of resources • Advantages and disadvantages of each solution are determined • Appropriate action is determined and discussed • Appropriate action is implemented and its results are evaluated and shared with relevant parties 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.05	<i>Ability:</i> Demonstrate initiative and flexibility	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The task is identified • Problems or challenges requiring changes in procedures or processes are identified • Alternative work methods are identified and suggested • Willingness to take on new tasks is demonstrated • Work practices are modified to adapt to change • Possible options are taken into account when following instructions • Suggestions for improving work practices are communicated to others • Problems in carrying out instructions or completing work are identified and communicated to others 			
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	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.06	<i>Ability:</i> Allocate work	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Individual work assignments are identified • Work is allocated so that it can be completed within a specified time and budget • The requirements to achieve specified quality standards are determined (e.g. ISO 9000) • Instructions are communicated taking into account the individual differences and skills of staff • Feedback and advices is provided to staff about tasks, work methods and performance standards (time and quality) 			
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	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.07	<i>Ability:</i> Negotiate acceptance and support for objectives and strategies	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Objectives and strategies are drafted • Parties concerned are identified • Tasks, roles, and responsibility of the parties involved are drafted • Parties are informed and invited/involved in the planning and implementation processes • Plans are presented in a format appropriate to the audience and in a way which gains their support (create win-win situations) • Reasonable compromises are negotiated • The results / decisions are incorporated into the planning / implementation process 			
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	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.08	<i>Ability:</i> Develop and negotiate staffing plans	<i>Level:</i> 4
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The nature and complexity of the work is identified • Particular competency requirements for staff members are identified • Employees' skills knowledge and experience are all considered when matching staff members to tasks • Staff training and development are considered • The availability of staff is discussed with the parties involved (e.g. staff, supervisors, HR department, etc.) • Job profiles for additional staff are identified and discussed with respective parties • Occupational Health and Safety matters and hazards that may arise on the job are taken into account • Staffing plans are generated and forwarded to parties involved 			
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	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.09	<i>Ability:</i> Prepare project / work plans	<i>Level:</i> 4
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Plans are developed which are consistent with and linked to the company's objectives • A time line for work to progress is established which identified the methods to be employed and milestones against which progress can later be checked • Relevant personnel, including other supervisors and staff, are consulted as part of the planning process • Plans are developed in accordance with accepted organization practice and procedures (e.g. use technology, computers and software, database systems) • Materials, services and equipment are identified • Plans reflect an optimum use of available resources over a designated time frame • Plans and evaluations are communicated to others within the organization as necessary • Plans are prepared in accordance with relevant legislation, standards and guidelines • Occupational Health and Safety matters and any special hazards (e.g. environmental impact, etc.) are identified 			
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	CORE ABILITIES	<i>Group:</i> Plan and organize Work Activities	
	04.10	<i>Ability:</i> Utilize science and technology to achieve goals	<i>Level:</i> 4
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Scientific principles in problem-solving and decision-making are identified and applied • Appropriate application of mathematics to the collection, analysis and use of information is demonstrated • Technology and equipment used to analyse, simulate, and solve problems are utilized (e.g. computers, experts systems, database systems etc.) • Appropriate application of technology to provide services etc. is demonstrated 			
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	CORE ABILITIES		<i>Group:</i> Manage Resources
	05.01	<i>Ability:</i> Implement project / work plans	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Details of work plans are communicated to others within organization when required • Resources are acquired, allocated and used to meet agreed project objectives, according to plan • Work methods are designed and organized to meet job, client and staff requirements • Materials and equipment are provided promptly to employees • Risk factors are identified and contingency plans for allocation of resources are developed and maintained • Safety equipment etc. required for work is acquired and provided to employees • Work plans are monitored according to regulations • Work conforms to prior estimates and any variations have been coasted • Monitoring result and evaluations are communicated to others within the organization as required 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Manage Resources
	05.02	<i>Ability:</i> Inspect and monitor work done and / or in progress	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Work specifications are established • Work is inspected in accordance with established standards in compliance with quality, safety, and time/budget requirements. • Work-in-progress and/or completed is checked and recorded accurately for consistency with original job requirements and any subsequent variations • Work is certified in accordance with established standards • Problems and variations to work are identified and promptly communicated to employees and other s in the organization • Effective solutions are selected and developed to overcome problems, so that remedial action is taken when necessary • Verbal and/or written reports on the progress of the work are provided to clients and other when required 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Manage Resources
	05.03	<i>Ability:</i> Allocate and record usage of financial and physical resources	<i>Level:</i> 4
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Resources and budget are identified and verified • Resources are acquired and deployed promptly in accordance with relevant guidelines • Work plans reflect an optimum use of available resources over a designated time frame • Records of resources allocation and usage and current and are completed according to relevant guidelines and procedures • Systems which enable timely collection, management and processing of information are utilized and maintained • Potential for overspending is identified and remedial action taken when required • Expenditure is made within approved budget • Established prices are reflected on invoices/bills • Costs associated with work are reported in accordance with organization practices and procedures • Established prices paid for services/product are at or below the generally accepted market price • Established prices are in line with period contracts or individually negotiated prices 			
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	CORE ABILITIES	<i>Group:</i> Manage Resources	
	05.04	<i>Ability:</i> Delegate responsibilities and/or authority	<i>Level:</i> 4
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Hierarchy and authority is established • Areas of responsibility and authority for the respective parties are identified • Existence of individual and cultural differences are recognized and taken into account • Tasks to be delegated are defined and are within the competence of staff • Training requirements are identified and access to training is provided in a timely manner • Delegation of responsibilities is supported by appropriate authority • Parties concerned with the delegation of responsibilities/ authority are informed • A monitoring/report system is established 			
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	CORE ABILITIES	<i>Group:</i> Manage Resources	
	05.05	<i>Ability:</i> Coordinate contract and tender activities	<i>Level:</i> 4
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Contracts or tender are called for and approved in accordance with established guidelines and standards • Tender specifications and documents are prepared in accordance with established guidelines • Bids are received in accordance with contract and tender guidelines • Bids are processed within specified time and budget constraints • Applications are evaluated against agreed specifications • Accepted tender is monitored and assessed against document specifications and permitted variations are incorporated • Contract or tender is completed within accepted tender cost and time constraints to the organization's or client's satisfaction 			
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	CORE ABILITIES		<i>Group:</i> Work within and with Systems
	06.01	<i>Ability:</i> Understand systems	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Social, organizational and technological systems in the workplace are established • The relationships between system structures and goals is recognized • Demands from the systems/organization are recognized and responded to • The need to operate effectively within social, organizational and technological systems is accepted and demonstrated • The acceptance of formal and informal codes of social / organizational systems is demonstrated 			
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	CORE ABILITIES		<i>Group:</i> Work within and with Systems
	06.02	<i>Ability:</i> Comply with and follow chain of command	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • An understanding of hierarchy and authority is demonstrated • The roles and the contributions of others to the work process is identified • An understanding of the own role and responsibilities is demonstrated • Guidance is sought when it is required • The acceptance of authority is demonstrated • Information on where to find things / people to get job done is shared with the work team 			
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	CORE ABILITIES	<i>Group:</i> Work within and with Systems	
	06.03	<i>Ability:</i> Identify and highlight problems	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • An understanding of established procedures and quality standards is demonstrated • A monitoring system is established • Procedures and system performance are monitored • Discrepancies between reality and expectations are recognized • Attempts are made to identify the root of the problem and to correct problems within established guidelines • Appropriate personnel is informed about situations and problems 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work within and with Systems	
	06.04	<i>Ability:</i> Adapt competencies to new situations/ systems	<i>Level:</i> 1
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • Current skills and knowledge or set of competencies are assessed • Situations are recognized which require adaptation of skills or competencies • Competencies required for new situation or systems are identified and plans are made to acquire them • Goals are established for broadening the scope of competencies for personal and employment purpose • Assistance is sought to transfer competencies to new situations if necessary 			
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	CORE ABILITIES	<i>Group:</i> Work within and with Systems	
	06.05	<i>Ability:</i> Analyse technical systems	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The system is identified and investigated • The function of different parts of machines or systems is identified • Interdependencies and interactions with other machines, technologies or systems are investigated • A variety of techniques and sources are employed to collect and organize information (e.g. computers, observations, manuals, charts, SOP, experts, etc.) • Cause and effect of technical systems is analysed • Conclusions are discussed and recorded in an appropriate format (e.g. chart, drawings, reports) • Verbal and/or written reports are provided to clients and others as needed 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work within and with Systems	
	06.06	<i>Ability:</i> Monitor and correct performance of systems	<i>Level:</i> 2
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The technical system is identified and performance criteria are established • Performance criteria is interpreted and verified • Performance information is collected using appropriate methods and technology (e.g. observation, instrumentation, computers, etc) • Information is converted into an appropriate format for comparison (e.g. charts, graphs, tables, etc) • Numerical and/or logical concepts are applied to interpret data and information (mathematics, statistics, etc) • Trends in the performance of systems are established • Conclusions are discussed and recorded • Effective solutions are selected or developed to overcome problems, and remedial action is taken where necessary • Verbal and/or written reports are provided to clients and others as needed 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES	<i>Group:</i> Work within and with systems	
	06.07	<i>Ability:</i> Develop and maintain networks	<i>Level:</i> 3
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The need and purpose for networks (personal contacts) is identified • Mutual interests or needs are identified • Contacts (peers, bosses, subordinates, clients, period contractors, and/or suppliers) are identified for formal and informal liaison in relation to work • Informal communication channels within and outside the organization are developed and maintained • Opportunities to meet and exchange information and ideas are created or utilized (formal and informal settings, events, Internet, etc) 			
<i>Released for field testing: August 1999</i>		<i>Version: 1a/first edition 1999</i>	

	CORE ABILITIES		<i>Group:</i> Work within and with systems
	06.08	<i>Ability:</i> Identify and analyse effect of technology on the environment	<i>Level:</i> 4
<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> • The technology to be applied is identified and investigated • Environmental protection laws and regulations are identified • Restrictions for the use of specific technologies or processes are determined • The effects of technology on the natural and social environment are considered • A variety of techniques and sources are employed to collect and organize information on the effects (e.g. computers, observations, manuals, charts, SOP, experts, simulations, etc) • Cause and effect of technology on natural environment is analysed • Cause and effect of technology on social environment is analysed • Any negative impact of technology or system on the environment is identified • Alternative technologies are investigated to minimize the environmental impact • Conclusions are discussed and recorded in an appropriate format (e.g. chart, drawings, reports) • Verbal and/or written reports are provided to respective parties as needed or required by law. 			
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Appendix

Application of Academic and Related Skills Performance Indicators

CORE ABILITIES require a foundation of knowledge, skills and understanding.

Since CORE ABILITIES are connected to all SKM levels, some performance indicators for the application of academic and related skills are provided for field testing.

- Applied Mathematics
- Locating Information
- Reading for Information
- Applied Technology
- Listening/Speaking
- Writing
- Teamwork
- Problem Solving

Sources:

The “*Levels of Work Keys*” described in this document are based on *American College Testing (ATC) Work Keys Score Interpretation Guide*, modified and adapted to the Malaysian Skill Certification System SKM Levels 1 – 5.

The definition for “*Problem Solving*” are adapted from *Hay Group, Hay Guide chart for evaluating Problem Solving*.

Applied Mathematics

Applied Mathematics measures skill in applying mathematical reasoning to work-related problems. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex.

Work Key Level 3 *applicable to SKM Level 1*

- Perform basic mathematical operations (addition, subtraction, multiplication and division) and conversions from one form to another, using whole numbers, fractions, decimals or percentages.
- Translate simple verbal problems into mathematical equations.
- Directly apply logical information provided to solve problems, including those with measurements and Ringgit and Sen.

Work Key Level 4 *applicable to SKM Level 2*

- Perform one or two mathematical operations (such as addition, subtraction or multiplication) on several positive or negative numbers.
- Add commonly know fractions, decimals or percentages (e.g. $\frac{1}{2}$, 0.75, 25%) or add three fractions that share a common denominator.
- Calculate averages, simple ratios, proportion and rates, using whole numbers and decimals.
- Reorder verbal information before performing calculations.
- Read simple charts or graphs to obtain information needed to solve a problem.

Work Key Level 5 *applicable to SKM Level 3*

- Look up and calculate single-step conversions within English or non-English measurement systems (e.g. converting ounces to pounds or centimetres to metres) or between measurement systems (e.g. converting inches to centimetres).
- Make calculations using mixed units (e.g. hours and minutes).
- Determine what information, calculations and unit conversions are needed to find a solution.

Work Key Level 6 *applicable to SKM Level 4*

- Calculate using negative numbers, fractions, ratios, percentages, mixed numbers and formulas.
- Identify and correct errors in calculations.
- Translate complex verbal problem into mathematical expressions, using considerable set-up and multiple-step calculations or conversions.

Work Key Level 7 *applicable to SKM Level 5*

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

Locating Information

Locating Information measures skill in using information taken from workplace graphics such as diagrams, blueprints, floor plans, tables, forms, graphs, charts and instrument gauges.

There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex. The levels build on each other, each incorporating the skills of the preceding levels.

Work Key Level 3 *applicable to SKM Level 1*

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

Work Key Level 4 *applicable to SKM Level 2*

- Find several pieces of information in straightforward workplace graphics, such as basic order forms, line graphs, tables, instrument gauges, maps, flowcharts and diagrams.
- Summarize and/or compare information and trends in a single straightforward graphic.
- Summarize and/or compare information and trends among more than one straightforward workplace graphics, such as a bar chart and a data table showing related information.

Work Key Level 5 *applicable to SKM Level 3*

- Summarize and/or compare information and trends in single complicated workplace graphics, such as detailed forms, tables, graphs, maps, instrument gauges and diagrams.
- Summarize and/or compare information and trends among more than one complicated workplace graphics, such as a bar chart and a data table showing related information.

Work Key Level 6 *applicable to SKM Level 4 to 5*

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

Reading for Information

Reading for Information measures skill in reading and understanding work-related reading materials. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex.

Although Level 3 is the least complex, it still represents a level of reading skill well above “no skill at all”. The levels build on each other, each incorporating the skills of the preceding levels.

Work Key Level 3 *applicable to SKM Level 1*

- Identify uncomplicated key concepts and simple details.
- Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task.
- Identify the meaning of words that are defined within a passage.
- Identify the meaning of simple words that are not defined within a passage.
- Recognize the application of instructions from a passage to situations that are described in the passage.

Work Key Level 4 *applicable to SKM Level 2*

- Identify details that are more subtle than those in Level 3.
- Recognize the application of more complex instructions, some of which involve several steps, to describe situations.
- Recognize cause-effect relationships.

Work Key Level 5 *applicable to SKM Level 3*

- Identify the paraphrased definition of jargon or technical terms that are defined in a passage and recognize the application of jargon or technical terms to stated situations.
- Recognize the definition of acronyms that are defined in a passage. Identify the appropriate definition of words with multiple meanings. Recognize the application of instructions from a passage to new situations that are similar to the situations described in reading materials.
- Recognize the applications of more complex instructions to described situations including conditional and procedures with multiple steps.

Work Key Level 6 *applicable to SKM Level 3 to 4*

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

Work Key Level 7 *applicable to SKM Level 4 to 5*

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

Applied Technology

Applied Technology measure skills in solving problems of a technological nature, involving the basic principles of mechanics, electricity, fluid dynamics and thermodynamics as they apply to machines and equipment found in the workplace. There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex.

Although Level 3 is the least complex, it still represents a level of applied technology skill well above “no skill at all”. The levels build on each other, each incorporating the skills of the preceding levels.

Work Key Level 3 *applicable to SKM Level 1*

- Apply the elementary physical principles underlying the operation of uncomplicated systems or tools.
- Recognize and identify relevant aspects of simple problems that involve one uncomplicated system or tool.
- Select appropriate methods or materials needed to solve problems.

Work Key Level 4 *applicable to SKM Level 2*

- Recognize, identify and order relevant aspects of one moderately complex system or more than one uncomplicated system.
- Evaluate alternative solutions to determine the most appropriate one for the situation presented.

Work Key Level 5 *applicable to SKM Level 3*

- Solve problems based on one complex system, or one or more uncomplicated tools or systems.
- Understand and apply moderately difficult principles of mechanics, electricity, thermodynamics and fluid dynamics, in addition to understanding complex machines and systems.
- Recognize, identify and order relevant aspects of a problem before reaching an appropriate solution.

Work Key Level 6 *applicable to SKM Level 4 to 5*

- Solve problems that do not contain all the information needed to solve them, and/or in which the information provided may be out of logical order.
- Solve problems that contain extraneous information.

- Solve problems involving one or more tools or systems having a wide range of complexity.
- Apply difficult physical principles.
- Understand and correctly interpret the interaction of several complex systems.

Listening/Speaking/Oral Communications

Listening measures skills in listening to and understanding work-related messages; receiving information from customers, co-workers, or suppliers; and then writing down the information to communicate it to someone else. Learners demonstrate their ability to distinguish and communicate critical information and non-critical information. **Critical information** consists of those details that the recipient of the message must have in order to understand the message or act upon it (e.g. names, phone numbers, addresses, times). **Non-critical information** can improve a message by providing details that further explain the message or its tone, but the absence of this non-critical information does not interfere with the recipient's ability to understand and accurately act upon the message. Each *Listening* level describes the **content and quality** of messages learners write to describe an audio message.

Listening skills apply to Speaking skills as well (Oral Communications)

Level 0

- No meaningful information or totally inaccurate information.

Level 1

- Minimal pertinent information; enough context to provide clues as to gist of situation or source of further information.

Work Key Level 0 – 1 is considered not sufficient for a work environment

Work Key Level 2 *applicable to SKM Level 1*

- Some pertinent information; may have incorrect critical information, but sketch of the situation is correct.

Work Key Level 3 *applicable to SKM Level 2*

- All the critical information that is present is correct; may be missing a few pieces of critical information.

Work Key Level 4 *applicable to SKM Level 3*

- All critical information is given and is correct; may be missing subtle details or tone; may have incorrect non-critical information that does not interfere with central meaning.

Work Key Level 5 *applicable to SKM Level 4*

- All critical information is present and correct; response conveys insight into situation through tone and/or subtle details.

Writing

Writing measures skill at writing work-related messages; receiving information from customers, co-workers, or suppliers; and then writing down the information to communicate it to someone else. Each *Writing* level rates the **writing mechanics** (such as sentence structure and grammar) **and writing style** of messages learners write to describe an audio message.

Level 0

- An attempt is made at the message, but the message is completely garbled with no recognizable sentence structure.

Level 1

- Message conveyed inadequately; overall lack of proper sentence structure.

Work Key Level 0 – 1 is considered not sufficient for a work environment

Work Key Level 2 *applicable to SKM Level 1*

- Message conveyed inadequately; weak sentence structure; large number of mechanical errors.

Work Key Level 3 *applicable to SKM Level 2*

- Message conveyed clearly; most sentences structure; some mechanical errors.

Work Key Level 4 *applicable to SKM Level 3*

- Message conveyed clearly; all sentences are complete; may have a few minor mechanical errors; may have a choppy style.

Work Key Level 5 *applicable to SKM Level 4*

- Message conveyed clearly; good sentence structure; no mechanical errors; highly appropriate for business setting and situation; smooth, logical style.

Teamwork

Teamwork measures skill in choosing behaviour and/or actions that simultaneously support team inter-relationships and lead towards the accomplishment of work tasks. There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex.

Although Level 3 is the least complex, it still represents a level of teamwork skill well above “no skill at all”. The levels build on each other, each incorporating the skills of the preceding levels.

Work Key Level 3 *applicable to SKM Level 1 to 2*

- Identify team goals and ways to work with other team members to accomplish those goals.
- Choose actions that support the ideas of other team members to accomplish team goals.
- Recognize that a team is having problem finishing a task and identify the cause of those problems.

Work Key Level 4 *applicable to SKM Level 3*

- Identify the organization of tasks and the time schedule that would help accomplish team goals efficiently and effectively.
- Select approaches that accept direction from other team members in order to accomplish tasks and to build and keep up good team relations.
- Identify behaviours that show appreciation for the personal and professional qualities of other team members and respect for their diversity.

Work Key Level 5 *applicable to SKM Level 4*

- Identify courses of action that give direction to other team members effectively.
- Choose approaches that encourage and support the efforts of other team members to further team relationships and/or task accomplishment.
- Consider the possible effects of alternative behaviours on both team relationships and team accomplishments and select the one that would best help the team meet its goals.

Work Key Level 6 *applicable to SKM Levels 4 and 5*

- Identify the focus of team activity and select a new focus if that would help the team meet its goals more effectively.
- Select approaches that show the willingness to give and take direction as needed to further team goals (e.g. recognize the organization of team members’ tasks that would best serve the larger goals of the team).
- Choose approaches that encourage a team to act as a unit and reach agreement when discussing specific issues.

- Identify actions that would help manage differences of opinion among team members, moving the team towards its goals while valuing and support individual diversity.

Problem Solving

Problem Solving is the 'self starting' thinking required by the job, which is used for analysing, evaluating, creating, reasoning, arriving at and drawing conclusions. To the extent that thinking is circumscribed by the standards or covered by procedures, or referred to others.

Problem Solving has two dimensions:

- A. The environment in which thinking takes place
- B. The challenge presented by the thinking to be done

A. The environment in which thinking takes place

- (a) **Strict routine:** (SKM L 1)
Thinking with detailed rules, instructions and/or rigid supervision
- (b) **Routine:** (SKM L 1)
Thinking within standard instructions and/or close supervision
- (c) **Semi-routine:** (SKM L 1)
Thinking within well defined procedures and precedents, somewhat diversified and/or supervised.
- (d) **Standardized:** (SKM L 2)
Thinking within substantially diversified, established (company) procedures and standards, and general supervision.
- (e) **Clearly defined:** (SKM L 2)
Thinking within clearly defined (company) policies, principles and specific objectives, under readily available direction.
- (f) **Broadly defined:** (SKM L 3)
Thinking within broad policies and objectives, under general direction.
- (g) **Generally defined:** (SKM L 1)
Thinking with general policies, principles and goals under guidance.
- (h) **Abstractly defined:** (SKM L 1)
Thinking within business philosophy and/or principles controlling human affairs.

B. The challenge presented by the thinking to be done

- 1) **Repetitive:** (SKM L 1)
Identical situations requiring solutions by simple choice of things learned.
- 2) **Patterned:** (SKM L 2)
Similar situations requiring solutions by discriminating choice of things learned.

- 3) **Variable:** (SKM L 3)
Differing situations requiring the identification and selection of solutions through acquired knowledge.
- 4) **Adaptive:** (SKM L 4)
Situations requiring analytical interpretative, and/or constructive thinking and a significant degree of evaluative judgment.
- 5) **Uncharted:** (SKM L 5)
Pathfinding situations requiring creative thinking and the development of new concepts and approaches contributing significantly to the advancement of knowledge and thought.