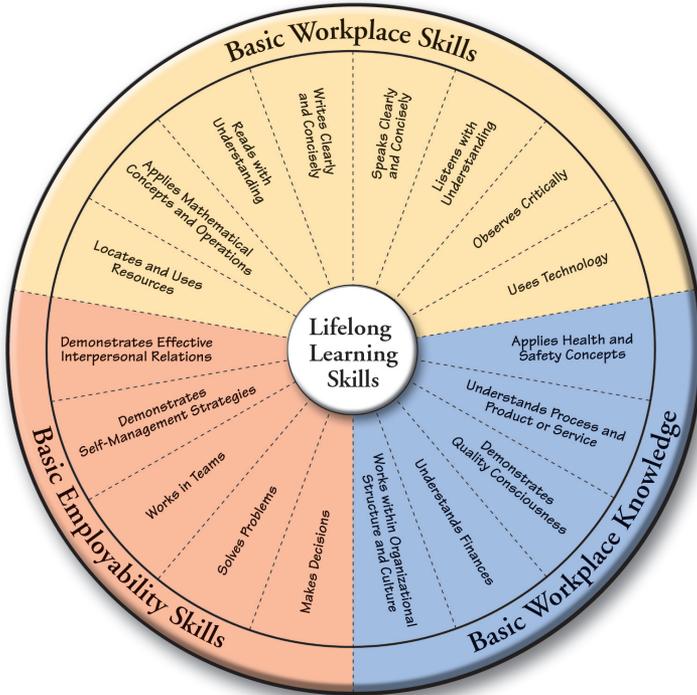


Foundation Skills Framework

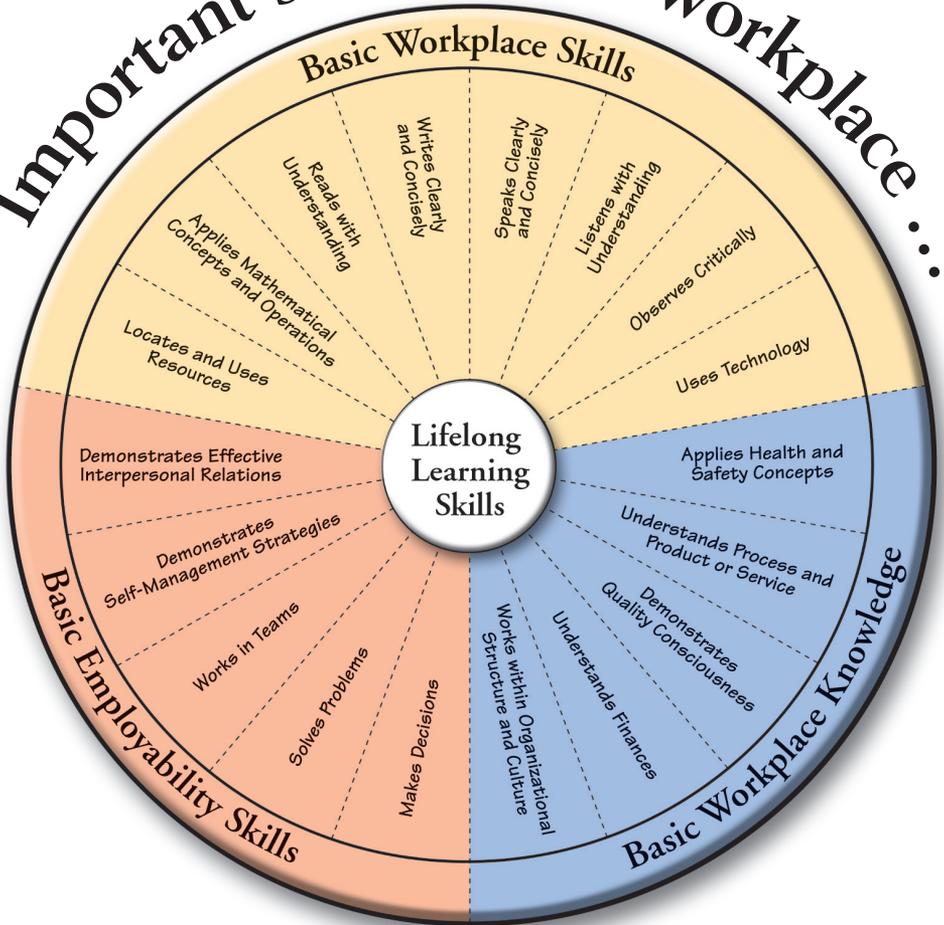
Resources



- **Foundation Skills Wheel**
- **Learner Self-Appraisal**
- **Competency Lists**

*Produced by the Workforce Education Research Center
Institute for the Study of Adult Literacy
The Pennsylvania State University*

Important skills in the workplace ...



Which ones do *you* have?

Foundation Skills Self-Appraisal

Instructions

Step 1:

Read each statement on the next page and check the box that best describes your typical behavior.

Step 2:

Review the appraisal according to the following sections to determine your workplace foundation skill areas of strength or weakness:

Basic Workplace Skills	Statements 1–9
Basic Employability Skills	Statements 10–15
Basic Workplace Knowledge	Statements 16–23
Lifelong Learning Skills	Statements 24–30

Step 3:

Discuss your results with a partner and your instructor. Talk about your areas of strength and how they can help you on the job. Talk about the areas you can improve and why that might be important. Then, work with your instructor to develop a plan to strengthen those areas you need for success on the job. One part of your plan will be to learn more about how to apply specific strategies to improve your foundation skills and knowledge.

Foundation Skills Self-Appraisal

<i>Read the statements below and check the boxes to describe how often each statement sounds like you.</i>	Almost never like me	Sometimes like me	Quite a bit like me	Almost always like me
1. I understand what I read.				
2. When my supervisor tells me how to do something, I understand and go do it.				
3. I can write clearly and others can understand it.				
4. When I talk with my supervisor, I am understood.				
5. I can do math including fractions, decimals and percentages.				
6. While I work, I pay attention to what is going on around me.				
7. I can use the computer with ease.				
8. I can use e-mail and the Internet.				
9. When I need something to do a job, I go find it.				
10. I have few conflicts with other people at work.				
11. I am on time for work.				
12. I release stress in healthy ways.				
13. I work well in a team.				
14. I solve problems at work.				
15. I make decisions at work.				
16. Safety is important to me at work and at home.				
17. I understand how this company operates.				
18. I know who to go to if I have a problem at work.				
19. The quality of my work is important to me.				
20. I understand how this company makes a profit.				
21. I understand the parts of my paycheck.				
22. I know what product or service this company provides.				
23. I know how I help provide that product or service.				
24. I enjoy learning something new every day.				
25. I learn as much as I can when I begin a new project.				
26. I have set educational goals for professional development.				
27. I have used skills at work that I learned in life.				
28. I have used my work skills outside my work place.				
29. I am flexible when changes happen at work.				
30. I am willing to learn new skills when my work changes.				

Learn More and Improve Your Skills

To learn more about how to improve the following skills:

Refer to the following Competency lists:

1. I understand what I read.	Reads with Understanding
2. When my supervisor tells me how to do something, I understand and go do it.	Listens with Understanding
3. I can write clearly and others can understand it.	Writes Clearly and Concisely
4. When I talk with my supervisor, I am understood.	Speaks Clearly and Concisely
5. I can do math including fractions, decimals and percentages.	Applies Mathematical Concepts and Operations
6. While I work, I pay attention to what is going on around me.	Observes Critically
7. I can use the computer with ease.	Uses Technology
8. I can use e-mail and the Internet.	Uses Technology
9. When I need something to do a job, I go find it.	Locates and Uses Resources
10. I have few conflicts with other people at work.	Demonstrates Effective Interpersonal Relations
11. I am on time for work.	Demonstrates Self-Management Strategies
12. I release stress in healthy ways.	Demonstrates Self-Management Strategies
13. I work well in a team.	Works in Teams
14. I solve problems at work.	Solves Problems
15. I make decisions at work.	Makes Decisions
16. Safety is important to me at work and at home.	Applies Health and Safety Concepts
17. I understand how this company operates.	Works within Organizational Structure and Culture
18. I know who to go to if I have a problem at work.	Works within Organizational Structure and Culture
19. The quality of my work is important to me.	Demonstrates Quality Consciousness
20. I understand how this company makes a profit.	Understands Finances
21. I understand the parts of my paycheck.	Understands Finances
22. I know what product or service this company provides.	Understands Process and Product or Service
23. I know how I help provide that product or service.	Understands Process and Product or Service
24. I enjoy learning something new every day.	Lifelong Learning Skills
25. I learn as much as I can when I begin a new project.	Lifelong Learning Skills
26. I have set educational goals for professional development.	Lifelong Learning Skills
27. I have used skills at work that I learned in life.	Lifelong Learning Skills
28. I have used my work skills outside my work place.	Lifelong Learning Skills
29. I am flexible when changes happen at work.	Lifelong Learning Skills
30. I am willing to learn new skills when my work changes.	Lifelong Learning Skills

Foundation Skills Framework
Competency Lists

Basic Workplace Skills

Reads with Understanding.....	7
Writes Clearly and Concisely.....	8
Listens with Understanding.....	9
Speaks Clearly and Concisely.....	10
Applies Mathematical Concepts and Operations	11
Observes Critically	12
Uses Technology.....	13
Locates and Uses Resources.....	14

Basic Employability Skills

Demonstrates Effective Interpersonal Relations	15
Demonstrates Self-Management Strategies.....	16
Works in Teams.....	17
Solves Problems.....	18
Makes Decisions	19

Basic Workplace Knowledge

Applies Health and Safety Concepts.....	20
Understands Process and Product or Service	21
Demonstrates Quality Consciousness.....	22
Understands Finances.....	23
Works within Organizational Structure and Culture.....	24

Lifelong Learning Skills

Lifelong Learning Skills	25
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Reads with Understanding

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

W.1.1 Demonstrates word recognition and alphabetization skills
<input type="checkbox"/> Applies basic principles of sound/symbol correspondences
<input type="checkbox"/> Recognizes and pronounces an increasing number of words by sight
<input type="checkbox"/> Uses context clues to comprehend unfamiliar words
<input type="checkbox"/> Uses word structure (prefixes, roots, suffixes) to comprehend unfamiliar words
<input type="checkbox"/> Uses synonyms, antonyms, and words with multiple meanings to comprehend text
<input type="checkbox"/> Uses reference materials
<input type="checkbox"/> Identifies work-related vocabulary in various contexts
<input type="checkbox"/> Alphabetizes selected words and locates alphabetized information
W.1.2 Uses active reading strategies
<input type="checkbox"/> Identifies purpose for reading
<input type="checkbox"/> Previews text using text aids (e.g., headings, summaries)
<input type="checkbox"/> Predicts what text will be about and what information will be learned or located
<input type="checkbox"/> Selects appropriate rate and reading strategies for purpose
<input type="checkbox"/> Monitors comprehension (e.g., rereads and summarizes in own words)
W.1.3 Reads and interprets signs, symbols, abbreviations, and acronyms
<input type="checkbox"/> Identifies and explains the meanings of signs, symbols, abbreviations, acronyms
<input type="checkbox"/> Uses signs, symbols, abbreviations, and acronyms to understand text
W.1.4 Demonstrates literal and inferential comprehension of text
<input type="checkbox"/> Identifies directly stated main ideas and details (examples, facts, descriptions)
<input type="checkbox"/> Differentiates fact from opinion and relevant from irrelevant information
<input type="checkbox"/> Identifies implied main ideas and details (i.e., makes inferences)
<input type="checkbox"/> Interprets figurative language (e.g., similes, metaphors)
<input type="checkbox"/> Analyzes author's bias, purpose, tone
<input type="checkbox"/> Analyzes and evaluates text and draws appropriate conclusions
W.1.5 Demonstrates knowledge of paragraph and text structure
<input type="checkbox"/> Identifies organizational patterns (sequence, time, cause-effect, compare-contrast)
<input type="checkbox"/> Uses paragraph or text structure to aid understanding
W.1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms)
<input type="checkbox"/> Locates and uses information in documents to perform tasks
<input type="checkbox"/> Understands instructions or directions that include conditionals and multiple steps
<input type="checkbox"/> Summarizes and compares information presented in documents
<input type="checkbox"/> Analyzes information from documents to draw conclusions or make decisions

Writes Clearly and Concisely

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

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

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

W.2.2 Demonstrates knowledge of basic writing concepts

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

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

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

W.2.4 Uses proofreading skills to correct written work

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

Listens with Understanding

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

W.3.1 Demonstrates active listening skills
<input type="checkbox"/> Identifies purpose for listening
<input type="checkbox"/> Does not inappropriately interrupt speaker
<input type="checkbox"/> Relates what is presented orally to one's prior knowledge
<input type="checkbox"/> Demonstrates attentiveness through nonverbal or verbal behaviors (e.g., eye contact, facial expressions, gestures, pauses, and distance)
<input type="checkbox"/> Uses intonation, rhythm, and stress to determine speaker's intent
<input type="checkbox"/> Asks questions for clarification
<input type="checkbox"/> Asks pertinent questions
W.3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present (i.e., telephone)
<input type="checkbox"/> Accurately paraphrases and summarizes orally presented information, including relevant details
<input type="checkbox"/> Follows oral instructions
<input type="checkbox"/> Modifies a task based on changes provided in oral instructions
W.3.3 Analyzes information communicated orally
<input type="checkbox"/> Identifies the main idea
<input type="checkbox"/> Distinguishes fact from opinion
<input type="checkbox"/> Distinguishes relevant from irrelevant information
<input type="checkbox"/> Analyzes information (relevance to issue, author's purpose and point of view)
<input type="checkbox"/> Asks probing questions
<input type="checkbox"/> Identifies types of arguments (causation, authority, analogy)
<input type="checkbox"/> Identifies logical fallacies (inferring causation from correlation, overgeneralization)
<input type="checkbox"/> Analyzes and evaluates orally presented information and draws appropriate conclusions
<input type="checkbox"/> Formulates a judgment when appropriate

Speaks Clearly and Concisely

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

W.4.1 Demonstrates knowledge of basic concepts about effective speech

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

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

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

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

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

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

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

Applies Mathematical Concepts and Operations

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

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

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

W.5.2 Measures accurately

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

W.5.3 Estimates

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

W.5.4 Uses math documents

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

W.5.5 Applies math concepts to understand and solve problems

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

Observes Critically

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

W.6.1 Sets purpose and strategies for observing

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

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

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

W.6.3 Interprets information obtained through observation

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

W.6.4 Verifies and documents observation

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

Uses Technology

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

W.7.1 Uses common workplace technologies

- Demonstrates correct use of telephone and voice mail features and protocols
- Demonstrates correct use of telecommunications technologies
- Demonstrates correct use of calculator, photocopier machine, cash register

W.7.2 Demonstrates basic computer operating skills

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

W.7.3 Uses basic software applications and programs

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

W.7.4 Uses e-mail software

- Creates, sends, and opens new messages
- Saves messages
- Replies to and forwards messages
- Attaches documents
- Creates folders or mailboxes to save messages
- Explains and uses e-mail etiquette
- Joins and participates in electronic discussions

W.7.5 Uses Internet browser

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

Locates and Uses Resources

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

W.8.1 Identifies resources

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

W.8.2 Gathers and organizes resources

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

W.8.3 Evaluates resources

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

W.8.4 Uses resources

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

Demonstrates Effective Interpersonal Relations

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

E.1.1 Cooperates with others

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

E.1.2 Accepts supervision

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

E.1.3 Works in a diverse environment

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

E.1.4 Resolves conflict

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

E.1.5 Provides supervision

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

Demonstrates Self-Management Strategies

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

E.2.1 Displays responsible personal behaviors

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

E.2.2 Displays responsible work behaviors

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

E.2.3 Manages time effectively

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

E.2.4 Manages stress

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

Works in Teams

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

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

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

E.3.2 Participates as team member

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

E.3.3 Develops and maintains productive group relations

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

E.3.4 Provides team leadership

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

Solves Problems

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

E.4.1 Recognizes that a problem exists

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

E.4.2 Determines possible causes of problem

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

E.4.3 Identifies possible solutions

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

E.4.4 Evaluates possible solutions

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

E.4.5 Implements solution and evaluates consequences

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

E.4.6 Works to prevent problems

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

Makes Decisions

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

E.5.1 Recognizes situation when a decision must be made

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

E.5.2 Identifies decision-making options

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

E.5.3 Analyzes and evaluates options

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

E.5.4 Implements decision and evaluates consequences

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

Applies Health and Safety Concepts

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

K.1.1 Follows health and safety rules/procedures

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

K.1.2 Prevents health or safety violations

- Uses/handles materials properly and safely
- Stores materials properly
- Practices proper waste disposal
- Recognizes common physical, chemical, or biological hazards
- Complies with established safety practices
- Obtains proper material handling information
- Maintains protective attire
- Encourages others to manage and reduce health/risk factors

K.1.3 Manages unsafe or hazardous incidents

- Recognizes unsafe/unhealthy situation
- Reports unsafe practices to appropriate personnel
- Implements corrective actions when environment is unsafe/unhealthy
- Performs first aid skills when needed
- Maintains materials safety data sheets (MSDS)

Understands Process and Product or Service

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

K.2.1 Understands the organization's product or service

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

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

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

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

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

Demonstrates Quality Consciousness

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

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

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

K.3.2 Interacts appropriately with the customer

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

K.3.3 Practices continuous improvement

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

Understands Finances

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

K.4.1 Understands personal work-related finances

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

K.4.2 Understands basic budget concepts

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

K.4.3 Understands basic financial concepts of organizations

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

Works within Organizational Structure and Culture

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

K.5.1 Understands one's role within organization

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

K.5.2 Uses communication structures in organization

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

K.5.3 Understands organizational power structures

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

K.5.4 Understands organization's role within larger economy

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

Lifelong Learning Skills

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

L.1.1 Knows how to learn

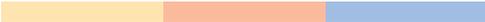
- Sets clear and realistic learning goals
- Seeks opportunities to update skills
- Demonstrates persistence when learning is difficult
- Identifies learning strengths and weaknesses
- Identifies learning styles and preferences
- Identifies and uses study strategies
- Identifies and works to remove personal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

L.1.2 Applies skills in new contexts

- Shows willingness to apply new skills and knowledge
- Explains the process of applying new skills in different contexts
- Works with co-workers to apply new skills and knowledge on the job
- Reflects on one's abilities to transfer new skills and knowledge

L.1.3 Manages change

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



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ABOUT THE BUREAU OF ABLE

The Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education, administers a full range of instructional services that address the basic educational needs of adults and families. Programs are funded by grants under Title II of the Federal Workforce Investment Act, or WIA, known as the Adult Education and Family Literacy Act of 1998, and State Act 143 of 1986. The objective of the programs offered is the improvement of the literacy skills of educationally disadvantaged adults to levels of proficiency necessary for them to meet their needs and goals in their roles as citizens, workers, and family members.

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