

## 2. Self-Management

*Takes responsibility for one's own emotions, thoughts, and values and recognizes their impact on one's own and others' behavior in different situations.*

#	Competency	Indicators
2.1	Anticipates change and adapts to new situations.	<input type="checkbox"/> Remains calm while processing information and problems. <input type="checkbox"/> Identifies and uses support systems to alleviate stress. <input type="checkbox"/> Adapts and shows flexibility when tasks, procedures, processes, or people change within the workplace.
2.2	Demonstrates responsibility and self-discipline.	<input type="checkbox"/> Demonstrates promptness and avoids excessive absenteeism. <input type="checkbox"/> Does not attend to personal business when on the job. <input type="checkbox"/> Accepts responsibility for mistakes and develops plan to reduce future problems. <input type="checkbox"/> Takes stock of emotions, thoughts, and values and recognizes the impact on one's behavior. <input type="checkbox"/> Follows health and safety rules and procedures.
2.3	Completes work independently and takes initiative.	<input type="checkbox"/> Sets goals, prioritizes tasks, and completes tasks in a timely manner. <input type="checkbox"/> Takes responsibility for professional growth.
2.4	Demonstrates integrity.	<input type="checkbox"/> Maintains healthy lifestyle (e.g., no substance abuse). <input type="checkbox"/> Follows rules, regulations, and instructions. <input type="checkbox"/> Shows concern for quality in one's work.
2.5	Demonstrates professionalism.	<input type="checkbox"/> Maintains appropriate grooming and hygiene. <input type="checkbox"/> Dresses appropriately and adheres to established dress codes. <input type="checkbox"/> Uses social media responsibly and represents oneself accordingly.
2.6	Demonstrates a growth mindset.	<input type="checkbox"/> Demonstrates positive self-efficacy and works to build self-confidence to accomplish new and challenging tasks. <input type="checkbox"/> Demonstrates a willingness to learn new things and accept new responsibilities. <input type="checkbox"/> Accepts constructive criticism and overall supervision and strives to improve.
2.7	Perseveres to accomplish goals.	<input type="checkbox"/> Perseveres when work is difficult and maintains positive attitude. <input type="checkbox"/> Identifies and addresses personal barriers to success at work. <input type="checkbox"/> Seeks help and support as needed to accomplish goals.

## References

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