

SCANS Skills and Competencies

T-Folio | Unit 3 | Lesson 2

www.cctstfolio.com



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](https://www.ccts.seattleu.edu/) with funding from [WA DSHS/DVR](https://www.wa.gov/department/dshs/), is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/), 2018.

Discussion questions:

- What kinds of skills do you think that employers want their employees to have?
- If you were an employer what would you be looking for in an employee?



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](https://www.ccts.seattleu.edu/) with funding from [WA DSHS/DVR](https://www.wa.gov/department/dshs/), is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/), 2018.

- Today's workplace requires a new type of employee, one who has excellent communication skills, actively engages in teamwork, has problem-solving abilities, and continues to learn new ideas and technology.
- In order to be successful, job seekers need to acquire the new skill sets that today's employers are seeking.



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](#) with funding from [WA DSHS/DVR](#), is licensed under [CC BY 4.0](#), 2018.

SCANS Report Background

From the SCANS Report (1991):

- **Background:** “In 1991, the Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment.”
- **Findings:** “a high performance workplace requires workers who have a solid foundation in basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.”

(U.S. Department of Labor, 1991)



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](#) with funding from [WA DSHS/DVR](#), is licensed under [CC BY 4.0](#), 2018.

SCANS Foundation Skills

Competent workers in a high-performance workplace need:

- **Basic Skills** – The ability to demonstrate reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills** – The ability to learn, reason, think creatively, make decisions, and solve problems.
- **Personal Qualities** – The ability to demonstrate individual responsibility, self-esteem and self-management, sociability, and integrity.



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](#) with funding from [WA DSHS/DVR](#), is licensed under [CC BY 4.0](#), 2018.

Workplace Competencies

Effective workers can productively use:

- **Resources** – know how to allocate time, money, materials, space, and staff.
- **Interpersonal Skills** – can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information** – know how to acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems** – understand social, organizational and technological systems; they can monitor and correct performance; and they can design or improve systems.
- **Technology** – can select equipment and tools; apply technology to specific tasks; and maintain and troubleshoot equipment.



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](#) with funding from [WA DSHS/DVR](#), is licensed under [CC BY 4.0](#), 2018.

Take the [SCANS Skills Assessment](#)

Directions:

- The *SCANS Skills Self-Assessment* lists the individual skills and talents that employers value.
- Read the list and assess your own strengths. Mark each box that best describes your level of skill.
- Skills for Basic Job Performance (1=needs development; 2=competent; 3=proficient; 4=advanced).

BASIC SKILLS				
<i>You can read, write, speak, and listen well. You know your arithmetic.</i>				
	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Speaking	<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speak clearly and use language appropriate to the environment.	<input type="checkbox"/> Express complex ideas in an organized and concise manner.	<input type="checkbox"/> Present effectively to a group using well-organized format, concise language and clear enunciation.
Listening	<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listen attentively; make eye contact; repeat instruction to confirm understanding.	<input type="checkbox"/> Listen attentively and demonstrate understanding through relevant responses and questions.	<input type="checkbox"/> Retain complex information over time and apply it to later work.
Reading	<input type="checkbox"/> Read written directions and workplace documents with assistance.	<input type="checkbox"/> Read written directions and workplace documents independently.	<input type="checkbox"/> Read and understand written materials, including technical documents, independently; ask questions where appropriate.	<input type="checkbox"/> Read complex written materials and execute related tasks independently.



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](#) with funding from [WA DSHS/DVR](#), is licensed under [CC BY 4.0](#), 2018.

Discussion Questions

- What about your responses was a surprise to you?
- What stands out as a need you have?
- Where did you build the skills and competencies that you believe you have?
- Were you aware that you were building this skill or competency as it was happening?
- Which skills and competencies does school help you develop?
- If you are currently employed, which skills and competencies seem most important to your performance on the job?
- Which skills and competencies seem most important for success in school? (New Ways to Work, 2003).



Except where otherwise noted, this presentation, created by [CCTS at Seattle University](#) with funding from [WA DSHS/DVR](#), is licensed under [CC BY 4.0](#), 2018.

References

"SCANS Skills Assessment: Classroom Activity," (2003) in *Quality work-based learning toolkit* [PDF]. Kansas City, Kansas: New Ways to Work. Retrieved from: http://www.newwaystowork.org/qwbl/tools/kcktoolkit/print_toolkit.pdf

U.S. Department of Labor. 1991. *What work requires of schools: A SCANS report for America 2000*. The Secretary's Commission on Achieving Necessary Skills. Retrieved from: <https://wdr.doleta.gov/scans/whatwork/>

License & Copyright



External links

This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring. Please confirm the license status of any third-party resources and understand their terms of use before reusing them.

Licensing

Except where otherwise noted, this work, created by [Center for Change in Transition Services at Seattle University](#) with funding from [Washington State Division of Social and Health Services/Division of Vocational Rehabilitation](#), is licensed under a [Creative Commons Attribution License](#). All logos and trademarks are property of their respective owners.

For more details on T-Folio's licensing policy, please visit: www.cctstfolio.com