

SCANS Skills are grouped in two areas: (1) foundation skills and (2) workplace competencies.

1. Foundation Skills are defined in three areas: (a) basic skills, (b) thinking skills, and (c) personal qualities.
  - (a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - (F1) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules;
    - (F2) Writing: communicate thoughts, ideas, information, and messages in writing; and create documents such as letters, directions, manuals, reports, graphs, and flow charts;
    - (F3) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques;
    - (F4) Listening: receive, attend to, interpret, and respond to verbal messages and other cues; and
    - (F5) Speaking: organize ideas and communicate orally.
  - (b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - (F6) Creative Thinking: generate new ideas;
    - (F7) Decision Making: specify goals and constraints and generate alternatives, consider risks, and evaluate and choose the best alternative;
    - (F8) Problem Solving: recognize problems and devise and implement plan of action;
    - (F9) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information;
    - (F10) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills; and
    - (F11) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - (c) Personal Qualities: A worker must display responsibility, self esteem, sociability, self management, integrity, and honesty. These qualities include:
    - (F12) Responsibility: exert a high level of effort and persevere toward goal attainment;
    - (F13) Self Esteem: believe in one's own self worth and maintain a positive view of oneself;
    - (F14) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings;
    - (F15) Self Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control; and
    - (F16) Integrity and Honesty: choose ethical courses of action.

2. Workplace Competencies are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

(a) Resources: A worker must identify, organize, plan, and allocate resources effectively.

(C1) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.

(C2) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

(C3) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.

(C4) Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

Examples: use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

(b) Interpersonal Skills: A worker must work with others effectively.

(C5) Participate as Member of a Team: contribute to group effort.

(C6) Teach Others New Skills.

(C7) Serve Clients/Customers: work to satisfy customers' expectations.

(C8) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

(C9) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

(C10) Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem, work through a group conflict situation, train a colleague, deal with a dissatisfied customer in person, select and use appropriate leadership styles, use effective delegation techniques, conduct an individual or team negotiation, demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

(c) Information: A worker must be able to acquire and use information.

(C11) Acquire and Evaluate Information.

(C12) Organize and Maintain Information.

(C13) Interpret and Communicate Information.

(C14) Use Computers to Process Information.

Examples: research and collect data from various sources, develop a form to collect data, develop an inventory record-keeping system, produce a report using graphics, make an oral presentation using various media, use on-line computer databases to research a report, use a computer spreadsheet to develop a budget.

(d) Systems: A worker must understand complex interrelationships.

(C15) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.

- (C16) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- (C17) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- (e) Technology: A worker must be able to work with a variety of technologies.
  - (C18) Select Technology: choose procedures, tools or equipment including computers and related technologies.
  - (C19) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  - (C20) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs, set up and assemble appropriate equipment from instructions, read and follow directions for troubleshooting and repairing equipment.

These descriptions of the SCANS skills are taken from the 2010 Guidelines for Instructional Programs in Workforce Education published by the Texas Higher Education Coordinating Board. This document may be found at <http://www.theccb.state.tx.us/aar/undergraduateed/workforceed/gipwe.htm>