

What are they looking for??

In 1992, the U.S. Department of Education and Department of Labor wanted to determine the skills workers needed to be successful in the 21st century. The Secretary's Commission on Achieving Necessary Skills (SCANS) polled educators and employers about necessary skills. The SCANS skills are now recognized nationally. An abbreviated SCANS list is below. When identifying the skills you have, you may want to use SCANS verbiage. Skills are broken down by category.

Category: Resources	Category: Interpersonal
Manages time- Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares. And follows schedules.	Participates as a member of a team- Works cooperatively with others and contributes to group efforts.
Manages money- Uses or prepares budgets, including making cost and revenue forecasts; tracks budget.	Teaches others- Helps others learn needed knowledge and skills.
Manages material and facility resources- Makes best use of space and materials	Serves clients/customers- Works with clients/customers to satisfy expectations.
Manages Human Resources- Assesses knowledge and skills, distributes work accordingly, evaluates performance, and provides feedback.	Exercises leadership- Communicates to justify a position, encourage, persuade, convince, or motivate individuals or groups.
	Negotiates to arrive at a decision- Works towards an agreement that may involve exchanging resources or resolving conflicts.
	Works with cultural diversity- Works well with men and women from a variety of ethnic, social, or educational backgrounds.

Category: Information	Category: Systems
Acquires and evaluates information- Identifies a need, obtains, creates, and evaluates data.	Understands systems- Knows how social, organizational, and technological systems work and operates effectively within them.
Organizes and maintains information- Selects and analyzes information and communicates results to others using oral, written, graphic, pictorial, or multimedia methods.	Monitors and corrects performance- Predicts impacts of actions on system operations; diagnoses deviations in a system/organization, and takes action to correct performance.
Uses computers to process information- Employs computer to acquire, organize, analyze, and communicate information.	Improves and designs systems- Makes suggestions to modify existing systems in order to improve the quality of products or services and develops new or alternative systems.

Category: Technology	Category: Basic Skills
Selects Technology- Judges which sets of procedures, tools, or machines, including computers and their programs, will produce the desired results.	Reading- Locates, understands, and interprets written information to perform tasks; learns from text; identifies relevant details and facts; infers the meaning of unknown or technical vocabulary; and judges accuracy, appropriateness, style, and plausibility.
Applies Technology to Task- Understands the intents and the proper procedures for setting up and operating machines, including computers and their programming systems.	Writing- Communicates thoughts and information in writing; records information accurately; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience; and edits for information, emphasis, form, and grammar.
Maintains and troubleshoots technology- Prevents, identifies, or solves problems in the machines, computers, and other technologies.	Mathematics- Approaches practical problems by choosing appropriately from mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence of events.
	Listening- Receives, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate.
	Speaking- Organizes ideas and communicates oral messages appropriately.

Category: Critical Thinking	Category: Personal Qualities
Creative thinking- Generates new ideas by making nonlinear or unusual connections and imagining new possibilities; and uses imagination freely, combining ideas or information in new ways.	Responsibility- Exerts a high level of effort and perseverance towards goal attainment; works hard to meet high standards by attending to details, working well even when assigned an unpleasant task, and displaying a high level of concentration; and displays high standards of punctuality, enthusiasm, vitality, and optimism in approaching tasks.
Decision making- Specifies goals and constraints, generates alternatives, considers risks, and chooses best alternatives.	Self-Esteem- Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities.
Problem solving- Recognizes a problem; identifies possible causes, and implements and evaluates an action plan to resolve it.	Sociability- Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.
Mental visualization- Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, or other information.	Self-Management- Accurately assess own knowledge, skills, and abilities; sets realistic goals; monitors progress; and exhibits self-control and responds to feedback well.
Knowing how to learn- Uses and adapts leaning techniques to apply skills situations; knows and applies personal learning styles and leaning strategies.	Integrity / Honesty- Recognizes when being faced with an ethical dilemma and chooses an ethical course of action.
Reasoning- Discovers a principle underlying a relationship and applies it in solving a problem.	

The Conventional Classroom Compared With the SCANS Classroom

From the Conventional Classroom	To the SCANS Classroom
Teacher knows the answer.	More than one solution may be viable and teacher may not have it in advance.
Student routinely works alone.	Students routinely work with teachers, peers, and community members.
Teacher plans all activities.	Students and teachers plan and negotiate activities.
Teacher makes all assessments. Information is organized, evaluated, interpreted and communicated to students by teacher.	Students routinely assess themselves. Information is acquired, evaluated, organized, interpreted, and communicated by students to appropriate audiences.
Organizing system of the classroom is simple: one teacher teaches 30 students.	Organizing systems are complex: teacher and students both reach out beyond school for additional information.
Reading, writing, and math are treated as separate disciplines; listening and speaking often are missing from curriculum.	Disciplines needed for problem solving are integrated; listening and speaking are fundamental parts of learning.
Thinking is usually theoretical and "academic."	Thinking involves problem solving, reasoning, and decision making.
Students are expected to conform to teacher's behavioral expectations; integrity and honesty are monitored by teacher, student's self-esteem is often poor.	Students are expected to be responsible, sociable, self-managing, and resourceful; integrity and honesty are monitored within the social context of the classroom; students' self-esteem is high because they are in charge of own learning.

Source: Learning A Living: A Blueprint for High Performance, A SCANS Report For America 2000, published by The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, April 1992.

ATTITUDES

Qualities That Count With Employers

Figures from a Census Bureau survey of 3,000 employers nationwide, conducted in August and September of last year.

When you consider hiring a new non-supervisory or production worker, how important are the following in your decision to hire?

(Ranked on a scale of 1 through 5, with 1 being not important or not considered, and 5 being very important.)

FACTOR	RANK
Attitude	4.6
Communication Skills	4.2
Previous Work Experience	4.0
Recommendations from Current Employees	3.4
Recommendations from Previous Employers	3.4
Industry-based credentials certifying skills	3.2
Years of schooling completed	2.9
Score on tests administered as part of interview	2.5
Academic performance (grades)	2.5
Experience or reputation of applicant's school	2.4
Teacher recommendations	2.1
<i>Source: Census Bureau</i>	

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Learning Site Analysis Form	analyze
Workplace Contact	
Title	
Organization	
Address	
Phone	
School Contact	
Date	

Tips for completing the Learning Site Analysis Form

The purpose of the Learning site Analysis Form (LSAF) is to identify opportunities for students to learn at a workplace and to connect that experience with learning in school.

The LSAF is designed to facilitate a conversation between you (a teacher or other school staff member) and the employer or employee who will be working directly with students. Through the conversation you will gain a broad understanding of how and under what conditions that person does his or her job. And together you will begin to explore different ways students can become active learners both inside and outside the classroom.

Following are tips for making the LSAF process to smoothly:

1. Let the employer or employee see a copy of the LSAF before your scheduled conversation. It will save time if he or she knows what kinds of questions to expect.
2. Specify how much time you will need for the meeting before you begin.
3. Explain the purpose of the LSAF, briefly describing the benefits of students learning at the workplace.
4. Before asking questions, read to the employer the directions at the beginning of each section.
5. Use the examples and cue words in the margins as prompts to help the conversation run smoothly.
6. Remember, this is a conversation. It is a chance to meet new people in your community and exchange ideas about new ways for students to learn.

Part 1 - Your Job

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Directions:	The purpose of these questions is to paint a detailed picture of the skills and activities associated with the job.
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1) Describe your work Environment.

FOR EXAMPLE:

- ✓ physical layout
- ✓ work atmosphere
- ✓ dress code
- ✓ number of staff
- ✓ stress level

2) What is a typical day at work like?

PROBE QUESTIONS:

- ✓ What hours do you work?
- ✓ What kinds of tasks do you do on a daily basis?
- ✓ What kinds of decisions do you make regularly?
- ✓ Whom do you interact with on most days?
- ✓ Do you generally deal more with people or equipment?
- ✓ do you work independently or as part of a team?
- ✓ Can you usually work uninterrupted by meeting, phone calls, or emergencies?
- ✓ What is the "rhythm" of your day? When are things busy and when do they slow down?

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Your Job cont.

3) What are the five most important responsibilities of your job?

FOR EXAMPLE:

- ✓ using tools (e.g., drill, microscope, camera)
- ✓ using information (e.g., data analysis, teaching)
- ✓ using technology (e.g., software design, word processing)

4) What technical skills do you need to do your job?

FOR EXAMPLE:

- ✓ listening to customers
- ✓ being a team player
- ✓ resolving conflict
- ✓ communicating clearly
- ✓ working with diverse people
- ✓ teaching others

5) What interpersonal skills do you need to do your job?

FOR EXAMPLE:

- ✓ helping others
- ✓ adapting to change
- ✓ allocating resources
- ✓ thinking creatively
- ✓ taking a leadership role
- ✓ improving systems
- ✓ time management
- ✓ supervising other people

6) What additional skills and/or personal qualities does your job require?

Your Job cont.

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7) How did you acquire the skills you just identified?

FOR EXAMPLE:

- ✓ college courses
- ✓ on-the-job training
- ✓ self taught
- ✓ apprenticeship
- ✓ professional development
- ✓ trade journals
- ✓ observation
- ✓ vendor workshops

8) How could you help a student learn and practice the skills you identified as important to your job in questions #4 through #6?

PROBE QUESTIONS:

- ✓ A student cannot do your job, but what tasks (e.g., data entry, research, drafting a memo) could he or she do to help you in your work?
- ✓ What hands-on activities could a student do to get a flavor for your job?

9) Describe a recent problem on the job and how you solved it?

PROBE QUESTIONS:

- ✓ How did you discover the problem?
- ✓ How did you handle it?
- ✓ Who else was involved in solving the problem?
- ✓ What was the outcome?
- ✓ How will you ensure the problem does not recur?

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Your Job cont.

PROBE QUESTIONS:

- ✓ Is your job harder if other people don't do their jobs well?
- ✓ Do other people rely on your doing your work well?

FOR EXAMPLE:

- ✓ customer opinions
- ✓ stock market trends
- ✓ world news
- ✓ new technologies
- ✓ sales figures

FOR EXAMPLE:

- ✓ resolving an issue in your field or business
- ✓ using different equipment
- ✓ rethinking a process
- ✓ getting more training

FOR EXAMPLE:

- ✓ new technology introduced
- ✓ more education required
- ✓ new skills necessary
- ✓ greater competition in worldwide marketplace
- ✓ more opportunities with an expanded demand for products and services

10) How is your work interdependent with that of others in your organization?

11) What kinds of information do you need to use, analyze, and/or stay up-to-date on to do your job effectively?

12) What would improve the efficiency of your job?

13) How do you think your job will change over the next 10 years? Why?

Part 2 - The Workplace

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Directions:	The purpose of these questions is to find out about the workplace environment.
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14) What are the health and safety issues at the workplace?

FOR EXAMPLE:

- ✓ smoking policy
- ✓ drug testing
- ✓ labor law age restrictions
- ✓ special clothes (smock, uniform, safety shoes)
- ✓ special gear (gloves, goggles, hard hat)

15) What technology and special tools are used by you and others at the workplace?

FOR EXAMPLE:

- ✓ computers
- ✓ hand tools
- ✓ lasers
- ✓ scales
- ✓ fax machines
- ✓ marker boards/flip charts
- ✓ cellular phones
- ✓ photocopiers
- ✓ medical instruments
- ✓ calculators

16) What written materials are used at the workplace?

FOR EXAMPLE:

- ✓ purchase orders
- ✓ contracts
- ✓ bilingual dictionaries
- ✓ maps
- ✓ training manuals
- ✓ equipment specifications
- ✓ federal, state, or local rules and regulations
- ✓ directories

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The Workplace

cont.

PROBE QUESTION:

- ✓ Who makes decisions about goals and does strategic planning?
- ✓ How are resources (e.g., time, money, materials) allocated?
- ✓ How are front-line workers involved in decision making?
- ✓ How are workers' performances assessed?

17) How is the workplace managed, to ensure that it is productive and financially sound?

PROBE QUESTIONS:

- ✓ How does the workplace affect the local economy?
- ✓ What zoning laws apply?
- ✓ What environmental factors determine how the workplace operates?
- ✓ What civic activities is the workplace involved in?

18) What impact does the workplace have on the local and global communities?

Part 3 - Learning on Site

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Directions:	The purpose of these questions is to brainstorm ideas about the ways students can acquire and/or enhance job-related and academic skills at the workplace.
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19) What academic skills do you need to do your job?

FOR EXAMPLE:

- ✓ English to write memos
- ✓ math to manage budgets
- ✓ chemistry to do lab tests
- ✓ geography to create maps

20) What are at least three ways a student could learn or apply mathematics to the workplace?

PROBE QUESTIONS:

- ✓ In what ways are basic computation (addition, subtraction, multiplication) and numerical concepts (fractions, decimals, percentages) a part of your job or the jobs of others at the workplace?
- ✓ Could a student use math skills to do tasks such as estimate, prepare graphs, help with inventory?

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Learning on Site cont.

FOR EXAMPLE:

- ✓ composing memos or letters
- ✓ editing documents
- ✓ public speaking
- ✓ synthesizing data
- ✓ greeting customers
- ✓ taking messages

21) What are at least three ways a student could learn or apply communication skills at the workplace?

FOR EXAMPLE:

- ✓ A student at a veterinarian's office might investigate the effects of pet ownership on a person's health and sense of well-being.
- ✓ At a computer software design firm a student could research the impact of electronic communication on the printing industry.
- ✓ At a dairy farm a student might research the impact health trends have had on milk consumption.
- ✓ At a carpentry shop a student could investigate how world markets are changing lumber specifications.

22) What are at least three ways a student could explore social issues at the workplace to understand important aspects of your job or industry?

Learning on Site cont.

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23) What are at least three ways a student could learn or apply scientific principles or concepts underlying your work?

FOR EXAMPLE:

- ✓ A student at an office could study the health risks of prolonged use of computer keyboards.
- ✓ At an auto repair shop a student could examine car construction to establish which features are needed to protect passengers in side-impact accidents.
- ✓ A student at a fast-food restaurant could explore the chemical processes of the body that break down and store fat.

24) What opportunities are there for students to contribute to a creative or artistic process or product at the workplace?

FOR EXAMPLE:

- ✓ In a retail store a student could examine how presentation and lighting affect people's interest in shopping.
- ✓ At a day care center, a student could help produce a newsletter to parents.
- ✓ A student at a parts manufacturer could help create overheads for a presentation to potential clients.

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Learning on Site cont.

FOR EXAMPLE:

- ✓ In a doctor's office, where there is frequent turnover in receptionists, a student could develop a training manual to orient new staff to the computer and record keeping system.
- ✓ At a bakery, a student could organize and oversee the donations of day-old bread and pastries to local homeless shelters.
- ✓ At a bookstore, a student could design and produce a flyer announcing a new lecture series.

25) If a student were at your workplace to help you, what kinds of projects could you involve him or her in?

PERSONAL EFFECTS OR EXPERIENCE: (To be completed at the conclusion of your internship) What you have learned or areas in which you have furthered your development as a result of your internship. Evaluate your experiences and check the appropriate response for each question.

Question:	Yes	No	Don't Know
1. Realistic attitudes toward other people such as elderly, handicapped, government officials, professionals, etc.			
2. Self-motivation to learn, participate, achieve			
3. Self-concept (sense of confidence, sense of competence, self awareness)			
4. Openness to new experiences			
5. Sense of usefulness in relation to community			
6. Assertiveness and independence			
7. Ability to accept consequences of your actions			
8. Knowledge of community organizations			
9. Responsibility for your life			
10. Awareness of community problems			
11. Awareness of community resources			
12. Realistic ideas about the world of work			
13. Knowledge about variety of careers			
14. More efficient use of leisure time			
15. Ability to narrow career choices			

Other Comments: