

School-to-Work (now School-to-Careers) is SCANS

by Joe Esposito
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Following are three short papers and updates on STW/STC or SCANS:

- 1) *Oklahoma's Great Deception?*
 - 2) *School-to-Work and SCANS: When USA Workforce and Education will be ONE!
Or TQM and the New National Religion for ALL!* (October 24, 1997)
 - 3) *School-to-Work renamed School-to-Careers* (January 28, 1998)
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1998

Oklahoma's Great Deception? Total Federalization of U.S. Workforce and Education

By Joe Esposito

Last year I had the privilege of serving on Governor Frank Keating's Oklahoma School-to-Work (STW) Executive Council. We were assigned to oversee the implementation of STW in Oklahoma. This alerted me to the extent of deceptive activities related to STW and allowed me to obtain enough of the puzzle pieces to see what is happening with education restructuring and workforce development here in America. Therefore, I have spent the last twelve months researching documents on STW.

The result of my research, *Tangled Web*, is a cumulative report incorporating research of original documents concerning STW (or Community Careers). Now we have the truth in their own words about what STW really is.

In my opinion, STW appears to be a total restructuring of education as well as of the workforce in America by Vocational Technical Educators. Their purpose is to bring the United States into line with the European system of government control. This transformation is being accomplished through the Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor. SCANS incorporates Total Quality Management (TQM), a concept defined, and process designed, by W. Edwards Deming, J.M. Juran, and Philip Crosby. TQM is a program which intentionally changes personal values to conform to those of the customers – management or government. (Parents and students

are no longer considered to be the customers.) TQM is a concept from *America's Choice: High Skills or Low Wages*, by the National Center on Education and the Economy (NCEE) (Marc Tucker, Hillary Rodham Clinton, Ira Magaziner, et al.).

It is one thing for management to coerce employees to participate in TQM, but it is another thing for the federal government or any government to participate in Total Quality Management. A person can always leave his job, but one should not have to leave the country.

If you wish to learn more about STW and TQM, I highly recommend the book, *The Witch Doctors: Making Sense of the Management Gurus* by John Micklewait and Adrian Wooldridge, published by Times Books, a division of Random House. It is hot off the press and is a must-read book. The book tells the results of a two-year research project conducted by John Micklewait (Business editor of *The Economist*) and Adrian Wooldridge (*The Economist's* management correspondent). "It is the first book to deflate the hype and self-promotion surrounding management theory to get a clear look at the truth about management." Quoted from book cover:

Quoting from their introduction:

Shelley once claimed that poets are 'the unacknowledged legislators of mankind.' Today that honor belongs to management theorists. Names such as Drucker and Peters may not have the same ring as Wordsworth or Keats; yet, wherever one looks, management theorists are laying down the law, reshaping institutions, refashioning the language and, above all, reorganizing people's lives (pg. 3)

Across the Atlantic, the Clinton administration, with its obsession with think tanks, Renaissance weekends, and the like, is even more steeped in management theory. In early 1995, it emerged that Bill Clinton had consulted both Princess Diana's mentor, Anthony Robins, and Stephen Covey, another motivation expert. Hillary Clinton's incomprehensible but apparently omniscient health plan was **largely written by a management fanatic, Ira Magaziner**. Vice President Al Gore spends most of his time reinventing government in line with the latest management thinking. And a belief in the power of management is one of the few ideas that crosses party lines – as the Drucker-reading Speaker Gingrich bears witness. [Emphasis added] (p. 9)

What about Hillary's invasive education and workforce plan – School-to-Work? It appears many people have not yet connected the ongoing change in education and the workforce as the same deceptive plan as the health care plan.

School-to-Work and SCANS: When USA Workforce and Education will be ONE!

Or TQM and the New National Religion for All!

By Joe Esposito • October 24, 1997

SCANS is an acronym for the *Secretary's Commission on Achieving Necessary Skills* developed by and for the U.S. Department of Labor (April 1992). SCANS culminates with a proposal for five competencies and three foundation skills. Without the public's knowledge and without being codified in law, SCANS is being used to radically transform education and the workforce into ONE system in the United States.

In 1998, the National Center on Education and Economy (NCEE) included Marc Tucker, Ira Magaziner, and Hillary Rodham Clinton as board members. NCEE helped create a document called *America's Choice: High Skills or Low Wages* (1990) which called for the restructuring and education reform. SCANS was then created in (1992) to be "THE TOOL" to accomplish those goals.

I served on Governor Frank Keating's Oklahoma council for implementation of School-to-Work (STW). This five year plan from the U.S. Department of Labor and U.S. Department of Education provides seed monies for state startup. However, after the five years, state taxpayers will pick up the bill and no estimated cost has ever been stated. Moreover, control remains with the federal government.

While serving on the council, I did extensive research on STW and it became evident that this plan, vocational education, general education, higher education, and the workforce will all become ONE system. I combined this research into a book, *Tangled Web*, which traces the SCANS and documents its progress. In the back is a chart which demonstrates the interactions of allegedly separate and independent organizations.

The proponents of these radical changes use carefully chosen rhetoric. Phrases such as "concentrating educational efforts on what students **need to know and be able to do**" sound inspiring and positive—but the definitions of the terms have changed. SCANS is actually the implementation of **Total Quality Management**. As TQM is implemented, personal values are taken from the individual and replaced with a unified set of beliefs from the corporation (or the government). American citizens will be trained through Pavlovian techniques what to **know and do**, and more specifically, how to behave and what to believe.

As you read the evidence, note the similarity of terminology! Also keep

in mind: **need to know** = what is necessary for the work the government determines is beneficial to the country; **be able to do** = meet minimum competencies to fill positions the government determines necessary. The phrases “**know**” and “**do**” are evidence of SCANS and have spread nationally, been accepted locally, and even internationally. It can now be shown that the different organizations promoting this plan are converging on the same standards, “**SCANS**” with its standards deceptively predetermined before being disseminated.

One can trace the use of the key words “**know**” and “**do**” back to the SCANS report – *Learning A Living: A Blueprint For High Performance, A SCANS Report for America 2000*, The Secretary’s Commission on Achieving Necessary Skills, U.S. Department of Labor (April 1992). “Employers tell educators ‘what work requires of schools.’ [This phrase is the title of another SCANS report] Educators, in their turn, inform employers of the [SCANS] competencies that students have attained. Teachers certify what students **know** and **can do**.”

The following are but a few of the connections:

1. Education reform in Oklahoma during 1989-1992 began to draw attention to this concept. Sandy Garrett said, “OBE is about what students **know**, what they **can do**, and what they are like. The Oklahoma Learner Outcomes list the ‘**know**’ and ‘**do**’ parts of the equation. **SCANS isolated the very same characteristics often cited as desirable exit outcomes for an OBE education model.**”
2. Vocational education is now the main carrier of the SCANS disease. Brent Lovejoy, Executive Director of American Vocational Association, used the same phrases in May 1996. He said, “The redesign of education must focus on what students **need to know** and – this is the key – **be able to do.**”
3. In “Full Subject Matter, Competencies for Licensure and Certification” (January 1997) the Oklahoma State Department of Education enumerates, “What the Superintendent Candidate **Will Know**, What the Superintendent Candidate **Will be Able to Do.**”
4. On October 16, 1997, the web page for the National Council of Teachers of Mathematics (NCTM) suggested there is a need for curricular reform.” In addition, they stated, “This vision addresses what mathematics is, what it means to **know** and **do** mathematics.”
5. The Executive Summary of *A Splintered Vision: An Investigation of U.S. Science and Mathematics Education* by the Third International Mathematics and Science Study (TIMSS), which promotes an international test, states, “Reforms have already been proposed

by political, business, educational and other leaders. Extensive efforts are underway to implement these standards.”

6. President Clinton wants the National Assessment Governing Board (NAGB) to oversee the new and controversial national testing program. This is the same board that oversees the National Assessment of Education Progress (NAEP). As of August 2, 1996, NAGB is in the process of redesigning the NAEP. They list as Objective 2: “To develop, through a national consensus, sound assessment to measure what students **know and can do** as well as what students **should know and be able to do**.” (It is interesting to note how many (NAGB) board members are associated with New Standard States, NCEE, and Achieve Board).
7. “The Voluntary National Tests Transcripts of Public Meetings” (February 19, 1997) says, “The President has been thinking for quite a while the idea of **standards, what kids should know and be able to do**, is an idea that’s caught on.” [sic]
8. If there is any doubt that the whole country is having SCANS **done to us**, look at the capstone report, “Assessment in Transition: Monitoring the Nation’s Educational Progress” (1997). The summary proclaims, “Third: NAEP is the nation’s report card...this would include attention to **workplace related skills** such as those that motivated the **SCANS commission**.”
9. Reviewing a current (Ohio) School-to-Work grant for nearly \$3,000,000 involving Campus Partners for Community Urban Redevelopment, we read, “The system will focus on building **career-related** SCANS competencies (necessary skills for all students identified by a U.S. Department of Labor Commission) at every level of education and across all disciplines ... A seamless and comprehensive STW system will be created by the consistent use of the SCANS (Secretary’s Commission on Achieving Necessary Skills, 1991) competencies as an **organizing framework** across all academic disciplines at every level of education. Further, it applies to **all students** and to **all industries**...As parents and community members learn, themselves, [sic] to easily recognize what the SCANS competencies are and when they see them demonstrated in their multiple environments, including the home.”

The *Tangled Web* is sixty-three pages of documents showing the implementation of **SCANS**: nine different states’ STW grants, federal hearings, Oklahoma Chambers of Commerce, first Certificate of Mastery (CIM), vocational education funding grants, the involvement of other countries, and much more.

There are actually twelve SCANS documents. Yet, how are people going

to fight something if they don't know it exists? Leaders on the national level extol national standards, competencies, careers, and skill standards; but what is being discussed is SCANS.

The most amazing thing is that SCANS is not in any state or federal **LAW**. It has been cunningly introduced, without public understanding. In fact, the entire SCANS implementation has been a deception.

What to expect with this new system

The following is a task skill from the SCANS document, U.S. Department of Labor. Task ID#: 8091631—"Job: Farmer—Participates as a Member of a Team. **Handle Manure** (e.g., cleaning the barn and spreading manure on fields). To perform this task, one farmer sets the spreader in place (farmhand A). The other farmer, using a tractor with loader, fills the spreader (farmhand B). Then the first farmer spreads the manure on the field. Once the manure is spread, both farmers use hand scrapers and shovels to clean area missed by the tractor."

Is this what Americans have fought and died for? Is this what America is about? Is this what Americans want?

Now that you **know, do!** Call your governor and representatives at the state and national levels and tell them you do not want the federal School-to-Work system. Tell your neighbors so they can **know** and **do**.

The following is a partial list of deceivers in the implementation of SCANS?:

- ***School-to-Work** or **School-to-Careers** is all or none – (cannot be piecemeal)
- * Goals 2000
- * School-to-Work or NO School-to-Careers
- * National Tests
- * National Assessment of Education Progress (NAEP)
- * Third International Mathematics and Science Study (TIMSS)
- * U.S. Department of Education

To-Do List to Stop the Money Flow:

Write letters:

To Governor Frank Keating and your State Senator and Representative. Tell them we do not want the Federal School-to-Work program, nor do we want Oklahoma Vocational Technical Educators to restructure education and/or the workforce.

Spread the word to create a groundswell.

School-to-Work now School-to-Careers

Report

By Joe Esposito • January 28, 1998

Third Joint National Conference Transition From School To Careers

November 20-22, 1997
Orlando, Florida

Organized by the
Safe Schools Coalition, Inc.

Participating Organizations

National Education Association
National Association of Secondary
School Principals
American Vocational Association
Boys and Girls Clubs of America
U.S. Dept. of Labor, Office of Job Corps
National Alliance of business
Southern Regional Education Board
Communities in Schools
ASPIRA
Council of the Great City Schools
Center for Law and Education
National Urban League
National League of Cities
National Middle School Association
National Consortium of State Career
Guidance Supervisors
National Center on Education and
the Economy
National Society for Experimental Education
AED/National Institute for Work and
Learning
American Federation of Teachers
American Youth Policy Center
Jobs for the Future
Junior Achievement
National Career Academy Coalition

The acronym **SCANS** (Secretary's Commission On Achieving Necessary Skills, U.S. Department of Labor, April 1992), sums up the essence of the conference. From the very first opening session *School to Career: Industry Approaches* on Thursday till the last session *School to careers: Implications for Colleges of Education on Saturday*, **SCANS was discussed**. The first panel participant William Howden of the Pratt and Whitney Corporation, started the discussion on **SCANS** and the reference to **SCANS** progressed through Saturday when a professor, from the State University of New York at Buffalo, inquired of the audience if any one had seen the two **SCANS** documents (author's note: There are actually **12 SCANS** documents).

These two references are examples of what I found in the exhibit hall referring to **SCANS**:

Beyond the Rhetoric—A Guide To Connect Learning To Performance—A Teacher Written Resource by Analyze and Apply Inc. This resource integrates **SCANS** 5 competencies and 3 foundation skills to every subject area from 1st grade to 12th grade.

*Getting to Work: A Guide for
Better Schools*, National Center

for research in Vocational Education — Graduate School of Education, University of California at Berkeley— Supported by the Office of Vocational and Adult Education, U.S. Department of Education.

This document costs \$395.00 and is about four to five inches thick. One can find **SCANS** within it.

From my serving on Governor Frank Keating's School-to-Work Executive Council in 1995 through the research and writing of my book *Tangled Web* (exposing the **SCANS** national and international agenda) and after attending the Third National School-to-Work or School-to-Careers Conference, I have found **SCANS** to be the golden thread which connects the whole education reform movement.

In my opinion their documents show the whole education reform movement is nothing more than the **application of SCANS**. When anyone talks about STW, STC, skills, competencies, standards and education reform its all the same **SCANS** national and international.

I see three deceptions:

- 1) The general public doesn't see the real agenda of the education reform because very few of the American people know about the **SCANS** documents and they are

unavailable for them to obtain. They are unable to comprehend the new education system due to the deceptive information.

- 2) **SCANS is TQM**, Total Quality Management (refer to my book *Tangled Web*). TQM is a management technique to change one's personal feelings, beliefs, and values for the group values. President Clinton discussed in his State of the Union address "one nation" (he did not add "under God") this is socialistic control and a plan for **all to be ONE their way**.

- 3) **SCANS** is not codified and has not been passed as law. They are just doing it.

Yes! School-to-Work/School-to-Careers, and Goals 2000 needs to be stopped and funding removed. But do we understand that the **NEW VOCATIONAL EDUCATION SYSTEM** is nationwide and that each state has integrated **SCANS** into their very structure.

Yes, we can cut off funds nationally for these programs, however, the general public has no idea that their local Voc-tech is now the heart and soul of the NEW national plan for one educational/workforce system.

I sadly conclude. God help us!

The book *Tangled Web* (Rev. March 1997) is available by calling 918-274-8111.

SELECTED EXAMPLES OF SCANS COMPETENCIES/FOUNDATION SKILLS AND SCANS CERTIFICATION RUBRICS

Source: *Workplace Essential Skills: Resources Related to the SCANS Competencies and Foundation Skills*, August 2000. Presented to: U.S. Department of Labor, Employment and Training Administration, [and] U.S. Department of Education, National Center for Education Statistics, by ACT, Inc., 2201 N. Dodge St., P.O. Box 168, Iowa City, Iowa 52243.

Participates as a Member of a Team

SCANS Definition: Works cooperatively with others and contributes to group with ideas, suggestions, and effort. (p. 64)

SCANS SCALES:

Level 5 Establishes and maintains teams. Links team with management and with the overall **goals of the organization**.

Level 4 Acts as a facilitator and works to maintain the team. Builds on individual team members' strengths. Eases tension and builds cooperation. **Resolves differences for the benefit of the team**.

Level 3 **Acts as a team-builder and consensus-builder**. Helps identify the mission and goals of the team. Encourages team members by listening and responding appropriately to their contributions.

Level 2 Operates as an active member of the team. Contributes to the team with ideas, suggestions, and effort. Participates in team decision-making. **Follows rules and procedures set by team. Supports actions taken by team**.

Level 1 Works cooperatively with others on a team. Takes responsibility for doing own share of work necessary to complete a project. **[Emphasis added]** (p. 68)

Teaches Others

SCANS Definition: Helps others learn.

SCANS SCALES:

Level 5 Acts as a mentor and works to further others' careers by promoting their professional and personal development.

Level 4 Coaches co-workers and/or subordinates on all parts of their jobs. Helps others to apply related concepts and theories to tasks. Determines learning needs of others and recommends **appropriate** training programs.

Level 3 Teaches others in multiple-step tasks. Assesses overall job performance and offers constructive feedback.

Level 2 Conveys job information to allow others to see its applicability and relevance to tasks. Assesses performance on a series of tasks and offers feedback.

Level 1 Teaches a familiar task to inexperienced co-workers through methods such as demonstration and explanation. Assesses performance on a specific task and offers immediate feedback. **[Emphasis added]** (p. 72)

Exercises Leadership

SCANS Definition: Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies, or authority.

Demonstrating competence in exercising leadership includes **making positive use of the rules/values followed by others**; justifying a position logically and appropriately; establishing credibility through competence and integrity; and taking minority viewpoints into consideration. (p. 84)

SCANS SCALES:

Level 5 Inspires and guides the development of organizational vision, mission, and goals.

Level 4 Connects group with other groups and with the larger mission of an organization. Creates a cooperative atmosphere. **Overcomes obstacles and responsibly challenges existing procedures, policies, or authority**.

Level 3 Takes responsibility for a group of people to accomplish goals. Inspires and guides others and delegates as necessary. Inspires confidence and trust.

Level 2 **Persuades, convinces, or motivates an individual to adopt a point of view, make changes, or take action**. Logically communicates thoughts, feelings, and ideas to justify a position.

Level 1 Serves as a role model by accepting responsibility for own actions. **[Emphasis added]** (p. 87)

Negotiates to Arrive at a Decision

SCANS Definition: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. (p. 90)

SCANS SCALES:

- Level 5 Facilitates negotiation to reach long-term goal-achieving decisions that require **consensus**.
- Level 4 Performs a series of negotiations with a short-term goal in mind. "Sees through others' eyes" in order to understand their perspectives.
- Level 3 Negotiates within a group setting. Sets realistic and attainable goals. Generates potential options for compromise.
- Level 2 Negotiates with another employee or supervisor through discussion and compromise to reach a decision.
- Level 1 **Demonstrates a willingness to accept or accommodate another's position or point of view. [Emphasis added] (p. 92)**

Works with Cultural Diversity

SCANS Definition: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while **helping them make cultural adjustments where necessary**; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

SCANS SCALES:

- Level 5 Promotes universal acceptance of all groups.
- Level 4 Appreciates across-group similarities. Promotes acceptance of other groups within own group.
- Level 3 Understands and respects the concerns of members of other groups. **Makes a conscientious effort to adapt own behavior to accommodate people from other groups.**
- Level 2 Accepts differences between self and other groups with which one interacts. Demonstrates courtesy in interactions with people from other cultures.
- Level 1 Works with others from different backgrounds and points of view to achieve workplace goals. **[Emphasis added] (p. 99)**

Monitors and Corrects Performance

SCANS Definition: Distinguishes trends and predicts the impact of actions on system operations, diagnoses deviations in the function of the system/organization, and takes the necessary action to correct performance. (p. 108)

SCANS SCALES:

- Level 5 Identifies trends in performance and determines actions to prevent potential systems problems. Predicts effects of performance in other systems.
- Level 4 Implements corrective action.
- Level 3 Determines whether system problems are caused by internal or external factors. Recommends solutions once causes are identified.
- Level 2 Performs simple diagnostics to identify the primary or most likely cause of a problem in the system. Documents or reports findings.
- Level 1 Monitors work activities or work station. Identifies an obvious system problem and reports it to the appropriate person. (p. 109)

Improves and Designs Systems

SCANS Definition: Makes suggestions to modify existing systems to improve products and services and develops new or alternative systems.

Demonstrating competence includes making suggestions and recommending alternative system designs based on relevant feedback, and responsibly **challenging the status quo to benefit the larger system. (p. 113)**

SCANS SCALES:

- Level 5 Designs and implements new systems. Tests systems and recommends alternative designs based on feedback.
- Level 4 Makes recommendations for improving the overall system or the relationship between its components. Designs new components.
- Level 3 Implements improvements and evaluates their effectiveness.
- Level 2 Evaluates options and makes a recommendation for modifying and improving a major component or part in an existing system.
- Level 1 Identifies a need for improvement in a major component or part of a system. **[Emphasis added] (p. 114)**

Listening and Speaking

SCANS Definition: **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose (e.g., comprehend, learn, critically evaluate, appreciate, or support a speaker).

Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions as necessary. (p. 167)

SCANS SCALES:

Level 5 Chooses and organizes related ideas and presents them in an articulate and compelling fashion. Responds to vague or deceptive questions with diplomacy and differentiates between fictitious or emotional factors and the real facts. Detects and uses very subtle nonverbal cues. Uses vocabulary suitable to audience or communicant.

Level 4 **Convinces by means of verbal and non-verbal strategies.** Presents a specific subject to an audience and responds to questions. Expresses oneself using subtleties, humor, and nonverbal signs to communicate more effectively. Responds to negative or incomplete questions appropriately.

Level 3 Formulates questions and comments that may complement or add to the verbal information received in both interpersonal and group discussions. Interprets and responds to verbal communication, considering subtleties such as humor, tone of voice, and non-verbal signs. Enunciates correctly and uses inflection effectively.

Level 2 Verbalizes one's understanding of a series of instructions, expressing pertinent details and the general tone of a verbal message clearly. Makes routine oral reports according to pre-established instructions.

Level 1 Follows simple sequential instructions. Asks pertinent questions for clarification. Listens and reacts tactfully to communication. Interprets simple nonverbal cues such as tone of voice and facial expressions. [Emphasis added] (p. 174)

Knowing How to Learn

SCANS Definition: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations, and is aware of learning tools such as personal learning styles (e.g., visual, aural) and formal and informal learning strategies. (p. 210)

SCANS SCALES:

Level 5 Applies knowledge from past experiences to understand new tasks. Applies multiple learning styles to a learning situation.

Level 4 Identifies general rules or patterns that govern a task or procedure and applies them to understand different, yet similar tasks or procedures. Determines among learning styles a style to suit a learning situation.

Level 3 Uses tools or aids, such as note taking, to learn a series of tasks or multiple-step procedure. Identifies an alternate learning style and organizes information to suit style.

Level 2 Uses active listening (listening and asking questions) to understand information or a task. Uses memorization and repetition to learn a series of tasks or multiple-step procedure. Identifies preferred learning style and organizes information to suit style.

Level 1 Uses memorization and repetition to learn a task.

Applies knowledge from outcomes to revise or change behavior. [Emphasis added] (p. 213)

Self-Esteem

SCANS Definition: Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of impact on others, and **knows own emotional capacity and needs and how to address them.** (p. 231)

SCANS SCALES:

Level 4 Presents ideas even if they contradict the ideas of peers. Can separate constructive criticism of work from personal criticism. Seeks to improve oneself based on awareness of shortcomings.

Level 3 Presents own ideas to peers with confidence. Demonstrates full awareness of impact on others. Shows positive attitude at work. Has realistic knowledge of own shortcomings.

Level 2 Demonstrates minimum awareness of one's impact on others. Has realistic knowledge of own skills and abilities. Takes pride in level of effort and quality of accomplishments.

Level 1 Demonstrates a minimum awareness of own skills and abilities. [Emphasis added] (p. 232)

Social

SCANS Definition: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do. (p. 235)

SCANS SCALES:

- Level 4 Fosters social interaction between others. Demonstrates understanding, friendliness, **adaptability, empathy**, humor, and poise in unfamiliar situations. **Embraces diverse settings** and individuals. Operates either within or outside formal organizational role.
- Level 3 Demonstrates understanding, friendliness, adaptability, empathy, humor, and politeness in familiar situations, responding **appropriately** to diverse individuals from inside and outside the organization. Initiates conversation with unfamiliar people. Takes an interest in what others say and do.
- Level 2 Interacts with others in the work environment who are equal to, below, and above them in status. Responds in an acceptable manner to invitations for interaction. **Tolerates** the humor of others and differences of opinion and ideas. Resolves disagreement through rational discussions.
- Level 1 Participates in a group setting without disrupting. Interacts with, listens to, and **tolerates** differences in others. Responds in an **acceptable** manner to social greetings and to the humor of others. [Emphasis added] (p. 239)

Self-Management

SCANS Definition: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; and is a self-starter. (p. 241)

SCANS SCALES:

- Level 4 Sets priorities and works with multiple responsibilities. Shows initiative and is a self-starter. Develops realistic and measurable work and career goals. Motivates self through continuous goal-setting and monitors progress toward goals. Exhibits self-control and responds to positive and negative feedback unemotionally.

- Level 3 Plans and schedules own work activities in order to complete assignments on time. Demonstrates self-control and self-discipline in the face of workplace conflicts. Monitors own knowledge, skills, and abilities accurately to continue career growth.

- Level 2 Conducts work activities with an understanding of workplace **goals and culture**. ...

- Level 1 Responds **appropriately** to supervision. Self-monitors and knows when to seek help. Demonstrates self-control in familiar, nonconflicting workplace situations. [Emphasis added] (p. 245)

Integrity/Honesty

SCANS Definition: Can be trusted, recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values, understands the impact of violating these beliefs and codes on an organization, self, and others, and chooses the ethical course of action. (p. 247)

SCANS SCALES:

- Level 4 Exhibits behaviors of honesty and integrity out of **commitment to social ideals**. Mentors others in issues of ethics and ethical behaviors. Operates in the spirit of the **greater social good** when fulfilling work and organizational responsibilities.
- Level 3 Acts in accordance with the principles of civil law. Promotes ethical behaviors in others. Accepts and completes work responsibilities **out of duty to the organization and its goals**. Understands the consequences of social and personal issues (i.e., confidentiality) and **chooses a course of action to the benefit and welfare of others**.
- Level 2 Abides by the rules of the workplace without being asked or directly supervised. Exhibits behaviors of honesty and integrity from **personal sense** of right and wrong. Completes personal work responsibilities out of **personal sense** of duty and pride in one's work.
- Level 1 **Conforms** work behaviors to **supervisory and peer culture expectations**. **Simulates** behaviors of honesty and integrity in employment practices from observing the attitudes and behaviors of people with whom they have direct contact. Completes work responsibilities out of **personal sense** of duty to immediate co-workers or supervisor. [Emphasis added] (p. 249)