

S k i l l

S t a n d a r d s

Cosmetologist

Skill Standards

C O S M E T O L O G I S T

For More Information

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C/O Cosmetology Skill Standards
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Seattle, Washington 98122
URL: <http://www.sccd.ctc.edu/skills/>

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Introduction

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RoseAnn Stevenson, Ph.D.

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Dan McConnon

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Board for Community and Technical
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Sue Mackey and Laura Tonkin

The Mackey Group for their
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Voluntary skill standards that are industry-based and can be transformed into educational curriculum will better educate the cosmetology professionals for the workplace of today and tomorrow. In order to compete in the rapidly changing cosmetology industry, cosmetologists must have the requisite knowledge and skills necessary to compete effectively and efficiently in the work environment. As more complex performance demands increase, cosmetologists will be expected to be accomplished and proficient in their work skills. This level of expertise and expected competence is the basis for the development of comprehensive skill standards for the cosmetology industry.

Based on a 1992 Cosmetology workforce projection, the industry revealed an inevitable shortfall between its growing business and a qualified workforce. In June 1992 at the Cosmetology Advancement Foundation Summit, industry leaders resolved to work together to address the industry concerns, particularly the shortfall of qualified cosmetologists. In the wake of an industry struggling to promote a positive image, retain experienced workers, promote mobility within the US, and narrow the gap between industry needs and education, the cosmetology industry sought to develop National Industry Skill Standards. National Industry Standards will provide a solid foundation for solving the many challenges facing the 21st Century Cosmetologists.

This is the first of many steps to bring about the desired changes within the cosmetology industry. Other specialty areas are gathering resources to build on this infrastructure and a more standardized industry will evolve with every additional phase. This project has been solely funded by the cosmetology industry and its leaders.

The goal of this project was to identify skill standards that reflect the standards expected in the cosmetology industry. The benefits and advantages of implementing these skill standards in education and the salon system are:

- ◆ Improved education of the cosmetology students
- ◆ Provide seamless integration from school to work
- ◆ Establish educational mobility through development of competency learning standards based upon a national assessment instrument-skill standard
- ◆ Industry based standards will facilitate education reform to match curriculum to workplace requirements for knowledge, skills and abilities
- ◆ Serve as a vehicle to communicate expectations clearly and concisely
- ◆ Provide the industry with more accurate performance measurement and assessments for the cosmetology professionals
- ◆ Cosmetologists will have a tool with which to measure performance, additional educational needs or requirements for career advancement
- ◆ Provide comprehensive testing and evaluations tool for occupational and continued competence for the cosmetologist

A consortium of leaders from the cosmetology industry jointed in a cooperative effort in the research and development of these competency based skill standards. Representatives included cosmetologists, salon coordinators, business owners, cosmetology vocational program instructors, private school owners, apprenticeship coordinators and representatives from the community colleges. Leadership and grant administration was provided by RoseAnn Stevenson, Ph.D.

Key financial support for the grant was provided by School-to-Work funds.

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Introduction



Voluntary cosmetology skill standards that are industry based can inform educational curriculums to better prepare cosmetologists for the work place today. In order to compete in today's marketplace, Cosmetology must close the qualification gap between the knowledge and skills needed in today's workplace and the current level of preparation of the workforce.

As the first step towards accomplishing this goal, the State Board for Technical and Community Colleges along with various cosmetology organizations identified skill standards for cosmetology careers. These standards are summarized in this document.

A consortium of cosmetology professionals joined in a cooperative effort in the research and development of these competency-based skill standards. Salon coordinators, cosmetologists, stylists, and cosmetology education professionals participated in this effort.

The goal of this Cosmetology skill standards project is to identify skill standards that reflect the cosmetology industry's expectations for future trends, and which can be immediately used to:

- ◆ Improve work readiness of all cosmetologists
- ◆ Increase the cooperation between cosmetologists and cosmetology education
- ◆ Improve academic mobility by developing articulated curriculum that continues from high school through the community and technical colleges and on to four-year and cosmetology educational institutions
- ◆ Facilitate educational reform to match to work related requirements
- ◆ Establish criteria and standards for model cosmetology degrees
- ◆ Establish criteria and standards for continued competence among the professionals in cosmetology
- ◆ Establish criteria for employer effectiveness rating of employees

National Context

The continued economic competitiveness of the U.S. depends on closing the qualification gap between the knowledge and skills needed in today's workplace and the current level of preparation of the workforce.

Organizations are moving from vertical to horizontal divisions of labor with a strong emphasis on teamwork. Their focus has shifted to functions and skills from narrowly defined job descriptions. Knowledge and skills in the workforce have become the key ingredients to success. In this changing workplace, workers must think critically, solve problems, communicate effectively, be flexible, and demonstrate a commitment to life long learning.

In view of the shift to an economy based on knowledge and information and the need for higher levels of skill within the workforce, education is challenged to restructure itself to prepare that new workforce. The majority of jobs created between now and the future will require some post-secondary education, yet more than half of young people leave school without the foundation skills to find and hold a good job (Workforce 2000).

Why Skill Standards?

Industrialized nations that have maintained their competitiveness are characterized by a well established skill standards system. The declining economic competitiveness of the U.S. Has caused government policy makers and educators to reevaluate existing approaches and to develop new strategies for workforce development. One of the responses was the enactment of the *Goals 2000: Educate America Act* in 1994. This act established the National Skill Standards Board to provide leadership in the development of voluntary skill standards for the U.S. The *School-to-Work Opportunities Act* (1994) encourages states to develop skill standards and link them to national efforts.

As Robert B. Reich, former Secretary of Labor, and Richard W. Riley, Secretary of Education, have stated:

We are confident that over time, the National Skill Standards Board through this voluntary, industry-led system will contribute to the nation's prosperity by helping to ensure the development of a high skill, high quality, high performance workforce from frontline workers to CEOs; enable industries to effectively communicate with training providers and prospective employees skill requirements for employment; provide employers with tools for evaluating the skill levels of job applicants and for training current employees; and provide labor organizations with tools to enhance employment security through the use of portable credentials and skills. For all levels of government, skill standards can be used to promote quality education and training programs to facilitate linkages with other national efforts aimed at enhancing workforce skills and to improve employment information. These include school-to-work transition projects, vocational technical education, job training programs and development of a comprehensive, common nomenclature for discussing skills and occupations.

*Voluntary Skill Standards and Certification
U.S. Department of Labor*

Voluntary skill standards provide the framework within which U. S. and businesses can build a competitive advantage in the global economy.

- ◆ Industry-identified skill standards will serve as a vehicle for companies and businesses to communicate their performance expectations for workers. Skill standards will provide a common framework for communication of workplace expectations between business, education, workers, students, and government.
- ◆ Voluntary cosmetology skill standards will facilitate the reform of education to match the curriculum to workplace requirements. Competency-based standards will assure the employability of students who have completed programs based on those standards. National recognition of skill standards in career fields will provide a common basis for certifying achievement against those standards, thereby allowing for the portability of skills across companies, state borders, and in individual careers.
- ◆ Cosmetology skill standards will close the qualification gap by linking the cosmetology industry's expectations for knowledge, skills, and abilities to the education provided to students. Skill standards will provide workplace expectations, so students know what they need to be able to do to meet those expectations, workers understand what is expected to perform and advance in their field, and educators can discern the competencies on which curriculum is developed and to be able to document the competencies of their students.

What Are Skill Standards?

For cosmetology skill standards to be effective, they must reflect the consensus of cosmetology professionals. Voluntary skill standards establish the agreed-upon, industry-identified knowledge, skills, and abilities required to succeed in the workplace.

Voluntary, industry-based skill standards should be:

- ◆ Responsive to changing work organizations, technologies, and market structure.
- ◆ Based on broadly defined occupational categories within cosmetology.
- ◆ Benchmarked to world-class levels of industry performance and free from gender, racial, or other forms of bias.
- ◆ Tied to measurable, competency-based outcomes that can be readily assessed.
- ◆ Inclusive of basic reading, writing, and critical thinking skills.
- ◆ Useful for qualifying new hires and continuously upgrading employees' skills.
- ◆ Comparable across dentistry, similar occupations, and states.
- ◆ Applicable to a wide variety of education and training providers, both work and school based.
- ◆ Based on relatively simple structure to make the system user-friendly.
- ◆ Applicable to a wide variety of education and training providers, both work and school based.
- ◆ A cooperative effort among all stakeholders.
- ◆ Developed independently of any single education/training provider or type of education/training provider.

National Alliance of Business

Skill standards provide benchmarks of skill and performance attainment that are behavioral and measurable. Skill standards answer two critical questions:

- ◆ What do cosmetology workers need to know and be able to do to succeed in today's workplace?
- ◆ How do we know when cosmetology workers are performing well?

Without this fundamental information, employers do not know whom to hire or how to evaluate employees, employees and new entrants to the dental workforce do not know what is expected of them, and educators do not know how to prepare students for the challenges of the workplace.

Who Benefits?

Cosmetology skill standards provide benefits to employers, educators, students and workers, and the government.

Cosmetology skill standards will enable employers to:

- ◆ Establish personnel qualification requirements.
- ◆ Design appropriate educational/training programs and measure their effectiveness.
- ◆ Assess employee skill levels based on cosmetology industry standards.
- ◆ Match employee skills to the work needed.
- ◆ Improve consumer confidence and satisfaction.
- ◆ Establish certification standards.
- ◆ Improve employee satisfaction and morale by clarifying expectations.
- ◆ More easily document employee skills, training needs, and performance quality.
- ◆ Improve quality, productivity, and competitiveness.

Cosmetology skill standards will enable educators to:

- ◆ Provide effective, targeted instruction.
- ◆ Develop benchmarks for competent students.
- ◆ Communicate what companies expect of employees.
- ◆ Develop new and evaluate existing curriculum and programs based on industry needs.
- ◆ Collaborate with industry using a common language.
- ◆ Improve relationships with local businesses.
- ◆ Provide students with relevant career education.
- ◆ Communicate effectively about education reform to parents, family members, and legislators.

Cosmetology skill standards will enable students and workers to:

- ◆ Obtain certification of their skills.
- ◆ Enter and reenter the workforce into higher skilled, higher paid jobs.
- ◆ Determine business' expectations of the skills needed for career entry.
- ◆ Improve mobility and portability of their credentials.
- ◆ Earn higher wages, enjoy employment security, and expand job opportunities.
- ◆ Certify the level of competency gained through experience, school, or self-study.
- ◆ Enhance their current performance.
- ◆ Contribute to the success of their organizations.
- ◆ Accurately evaluate their skills against those required for career movement and advancement.

Cosmetology skill standards will enable government to:

- ◆ Assist in the development of a highly skilled, high-quality, and competitive workforce.
- ◆ Evaluate the effectiveness of publicly funded education and training.
- ◆ Increase opportunities for under-represented populations.
- ◆ Create high performance organizations in the U.S.
- ◆ Provide links with other national efforts, such as school-to-work, vocational and technical education, and job training.
- ◆ Facilitate the collaboration between education and business.
- ◆ Communicate the need and the basis for change to business, education, and the public.

The Cosmetology Skill Standards Project

Cosmetology professionals have been involved in the identification of skill standards in two career clusters. The two clusters are:

- ◆ Cosmetologist
- ◆ Salon Coordinator



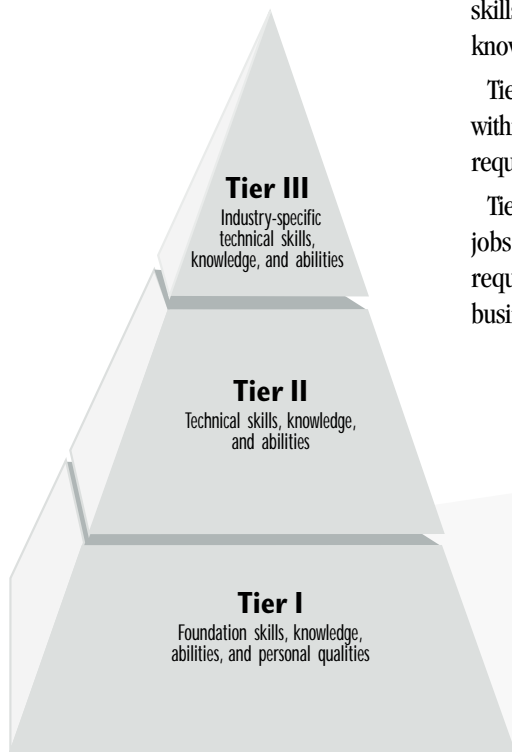
Project Goals

- ◆ Identify cosmetology skill standards in two career clusters. These standards will serve as benchmarks for entry into cosmetology careers and professional levels.
- ◆ Disseminate the results and support their use by educators, cosmetology, related businesses, individuals, students, workers, and government agencies.

Guiding Principles

- ◆ Experienced workers are the experts in their career fields and are best able to identify the work performed and the skills, knowledge, and abilities required to be successful.
- ◆ Cosmetology and education must work as partners to ensure the link between the work expectations and the curriculum.
- ◆ Standards must be flexible and portable, and should be updated continuously.
- ◆ Cosmetology skill standards must be voluntary and adaptable to regional and local needs.
- ◆ Cosmetology skill standards describe the major functions and tasks, as well as the performance criteria, technical knowledge, tools, foundation skills, and attributes needed to perform those functions and tasks well.
- ◆ Integrated cosmetology skill standards define work duties and the skills required to perform these skills in the context of a wide variety of work settings.

Pyramid of Competencies



The pyramid of competencies is a depiction of skill standards in three broad skill categories.

At the broadest level, Tier I, is the set of foundation skills, knowledge, abilities, and personal qualities required of all workers to be successful in today's workplace? These are the universal skills – problem solving, team skills, and flexibility – that are needed to apply technical knowledge and tools effectively.

Tier II – technical skills, knowledge, and abilities – are the skills common to all jobs within a cluster across all industries. For a Cosmetologist, for example, knowledge of safety requirements and procedures applies across all industries.

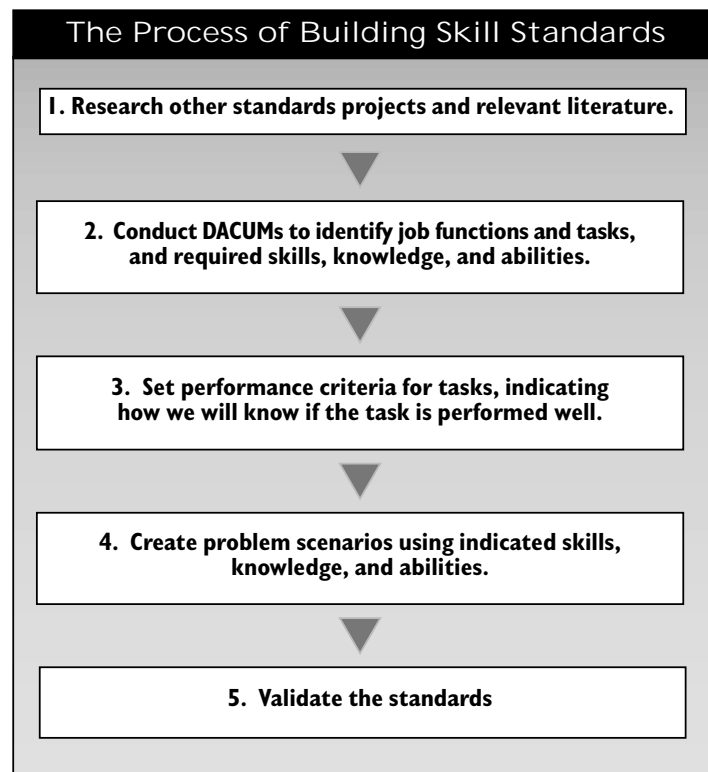
Tier III – industry-specific technical skills, knowledge, and abilities – are unique to individual jobs or clusters and are the most prone to rapid change. For example, a Cosmetologist's required knowledge of operational procedures and salon protocol may differ across businesses.

Pyramid of Competencies

Adapted from
*Skill Standards, Qualifications Systems,
and the American Workforce*

The Process of Integrating Skill Standards

Adapted from the
Skill Standards Guidebook I and II



The Skill Standards Development Process

Cosmetology professionals have been involved in the identification of skill standards in two career clusters. The two clusters are:

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- ◆ Integrated cosmetology skill standards define work duties and the skills required to perform these skills in the context of a wide variety of work settings.

Identifying the Skill Standards

The DACUM (Developing a Curriculum) process used to identify the primary functions and tasks within each cluster consisted of day-long sessions with eight to fifteen IT professionals from each cluster.

Each DACUM participant was also asked to complete a survey instrument based on broad foundation skills, the ADVANCE™ Workplace Standards Skill Inventory from Advance Educational Spectrums, Inc.

The foundation skills on which this survey is based came from SCANS (*Secretary's Commission on Achieving Necessary Skills*). Based on a report issued in 1991, SCANS identified workplace competencies and foundation skills required for all work. For each of the 37 SCANS skills, IT professionals were asked to identify which of the five levels of difficulty represented the appropriate skill level for their position.

Next, groups of IT professionals and educators developed performance criteria for each task. They answered the question: "How do you know when this task is performed well?" In addition, they described the tools, knowledge, and foundation skills required to do the task well. These questions were answered for each task in each of the eight clusters.

Work does not happen in a vacuum. Because the functions, tasks, knowledge, and abilities are applied within the problem solving and decision making that occurs during real work applications, these skills must be measured in the context of that work. Scenarios representing typical work situations were identified for each cluster. These scenarios described skill standards in work settings that clarified the decision-making and problem-solving context for the standard.

Using Skill Standards to Assess Curriculum

The quickest and least expensive implementation strategies for Skill Standards is to use the standard to assess curriculum to identify if employer needs and expectations are being met, and that they are embedded in the lessons. To assess curriculum, each task, drawn from select pages of the Skill Standard, is evaluated for the emphasis in the curriculum; where in the curriculum one might find the standard covered; a judgment on whether the lesson is competency-based; and an identification of the assessment methodology used to measure performance.

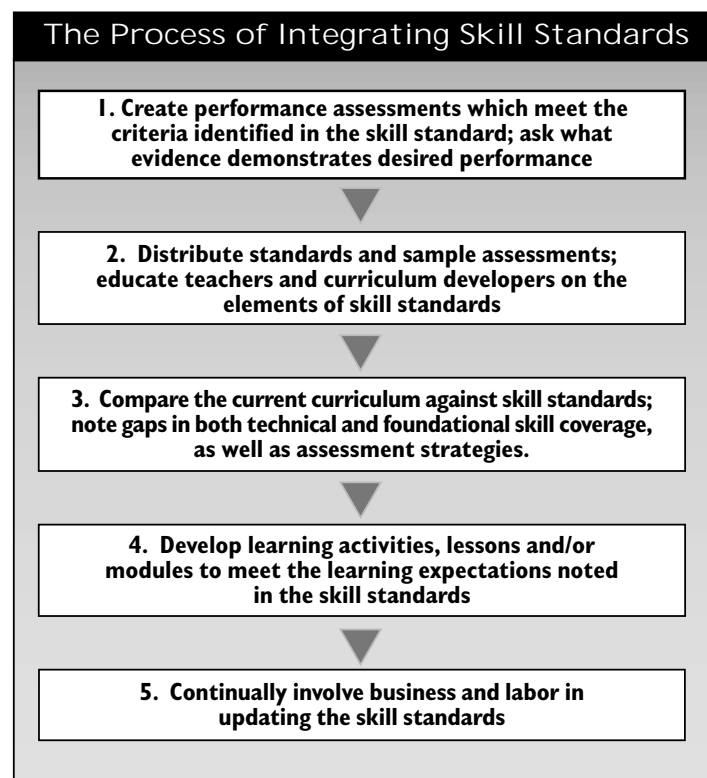
After the assessments are completed, curriculum reviewers can identify what priorities have a low degree of emphasis in the curriculum and make suggestions for improvement.

The changes may include changes in how the lesson is taught, how the lesson is assessed, or how much time is spent on the lesson. Seldom, if ever, does the Skill Standard call for major re-design of the curriculum. Often more business related activities, more *real world* projects, more team assignments, and more authentic performance-based student assessments improve the relevancy of the curriculum design.

The Process of Integrating Skill Standards

Adapted from the

Skill Standards Guidebook I and II



Description of the Position



As a cosmetologist you are responsible for serving the technical needs and expectations of your clients. It is your responsibility to educate and inform clients about the salon and all services and products offered. You will also have a working knowledge of attracting and retaining clients and be expected to maintain a strong client base.

In addition to performing technical duties, you will be responsible to stay current in your profession. You will be expected to attend technical and service oriented classes to maintain proficiency and professionalism.

You will be responsible for on-time time management; appropriate scheduling of clients is a critical element of your job.

You may also be required to handle cash transactions. You will be expected to maintain good accounting records and safekeeping for cash receipts.

Summary of Functions



A1 - SERVE CLIENTS

- A1.1 Consult with clients to determine needs/preferences
- A1.2 Conduct services in a safe environment and prevent the spread of infectious and contagious disease
- A1.3 Implement time management strategies
- A1.4 Develop and implement strategies to retain clients
- A1.5 Assess customer satisfaction

B1 - PERFORM BUSINESS OPERATIONS

- B1.1 Sell professional salon products to customers
- B1.2 Maintain and assess income and expense records
- B1.3 Update and maintain client records
- B1.4 Perform inventory control
- B1.5 Handle money transactions

C1 - PROVIDE SERVICES

- C1.1 Safely use salon products while providing client services
- C1.2 Provide basic skin care services
- C1.3 Provide basic manicure or pedicure
- C1.4 Apply appropriate cosmetics to enhance a client's appearance
- C1.5 Perform a shampoo in preparation for hair treatments or styling
- C1.6 Provide a haircut in accordance with client's needs/expectations
- C1.7 Provide styling and finishing techniques
- C1.8 Conduct a color service
- C1.9 Perform hair relaxation and/or wave formation (perm) service
- C1.10 Provide non-surgical hair additions
- C1.11 Perform hair removal services

D1 - MAINTAIN PERSONAL/PROFESSIONAL GROWTH

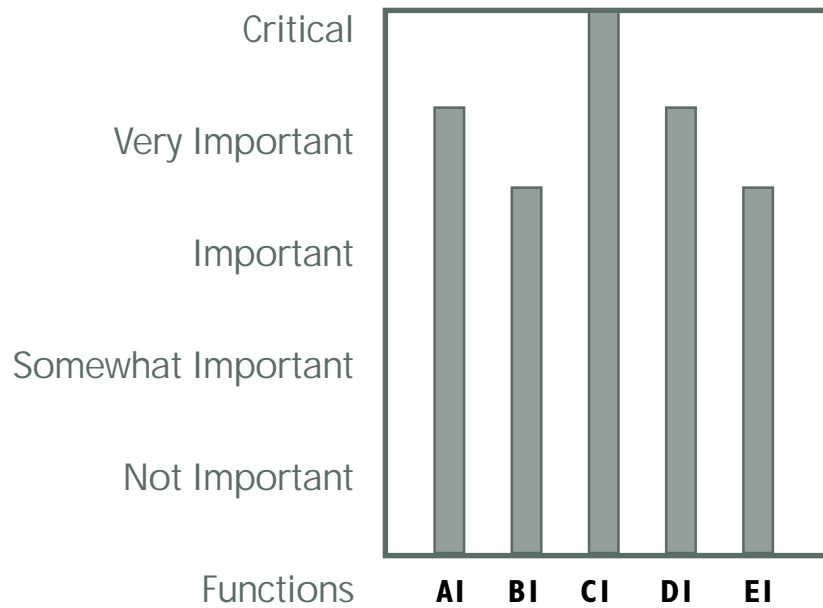
- D1.1 Take class/read publications to continue industry education
- D1.2 Insure personal health and well being

E1 - PROBLEM SOLVE/TROUBLESHOOT

- E1.1 Define problem
- E1.2 Assess and determine impact to internal/external systems/processes
- E1.3 Notify need to know personnel and/or clients
- E1.4 Seek options and determine solutions
- E1.5 Discuss solutions with all stakeholders and implement
- E1.6 Assess outcome
- E1.7 Develop and implement corrective preventive action plan, if needed

LEVEL OF IMPORTANCE OF THE FUNCTIONS

(From the Validation Survey results)

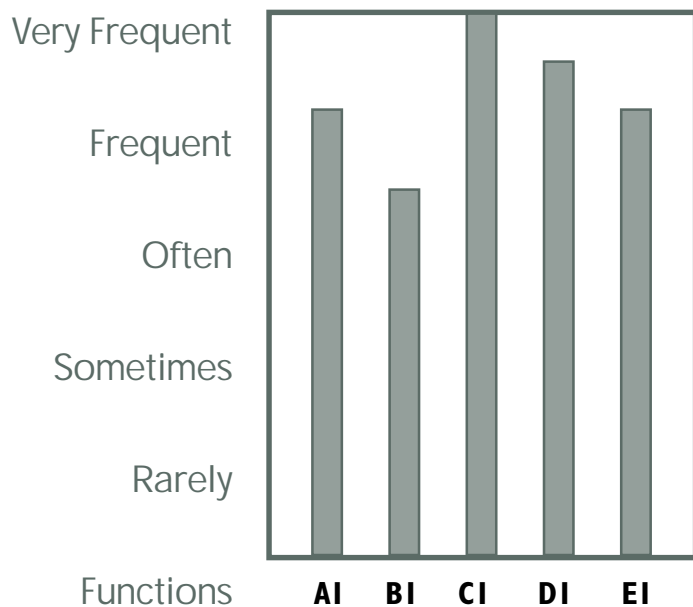


List of Functions

- A1 SERVE CLIENTS
- B1 PERFORM BUSINESS OPERATIONS
- C1 PROVIDE SERVICES
- D1 MAINTAIN PERSONAL/PROFESSIONAL GROWTH
- E1 PROBLEM SOLVE/TROUBLESHOOT

LEVEL OF FREQUENCY OF THE FUNCTIONS

(From the Validation Survey results)



List of Functions

- A1 SERVE CLIENTS
- B1 PERFORM BUSINESS OPERATIONS
- C1 PROVIDE SERVICES
- D1 MAINTAIN PERSONAL/PROFESSIONAL GROWTH
- E1 PROBLEM SOLVE/TROUBLESHOOT

Identifying the Skill Standards

Cosmetologists were asked to complete a survey instrument based on broad foundation skills, the ADVANCE Workplace Standards Skill Inventory from Advance Educational Spectrums, Inc.

The foundation skills on which this survey is based came from SCANS (Secretary's Commission on Achieving Necessary Skills). Based on a report issued in 1991, SCANS identified workplace competencies and foundation skills required for all work. For each of the 37 SCANS skills, salon professionals were asked to identify which of the five levels of difficulty represented the appropriate skill level for their position.

*Sample survey questions
Adapted from the
Advance Educational Spectrums
Job Profiler*

Applies <i>Applies creative thinking</i>	Level I <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Makes connections between old and new ◦ Recognizes patterns/relationships 	Level II <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Paraphrases/summarizes/generalizes existing ideas ◦ Demonstrates creative thinking process while problem solving ◦ Utilizes brainstorming techniques 	Level III <input checked="" type="checkbox"/> <ul style="list-style-type: none"> ◦ Develops creative solutions ◦ Applies creative solutions to new situations 	Level IV <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Generates unique solutions ◦ Formulates new ideas/plans/approaches ◦ Organizes new processes/procedures 	Level V <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Judges/validates creativity ◦ Actively pursues creative expression
Applies <i>Applies decision making strategies</i>	Level I <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Understands decision making process ◦ Recalls basic rules/principles ◦ Identifies goals and constraints 	Level II <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Applies rules/principles to situation ◦ Gathers information 	Level III <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Analyzes situation/information ◦ Considers risks/implications ◦ Compiles multiple viewpoints 	Level IV <input checked="" type="checkbox"/> <ul style="list-style-type: none"> ◦ Generates alternative solutions ◦ Evaluates alternative solutions ◦ Formulates plan of action 	Level V <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Judges consistency/precedence ◦ Justifies purpose/result ◦ Sets decision making parameters
Recognizes <i>Recognizes and solves problems</i>	Level I <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Identifies the problem 	Level II <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Understands the complaint/discrepancy ◦ Appropriately refers complaint/discrepancy 	Level III <input checked="" type="checkbox"/> <ul style="list-style-type: none"> ◦ Examines information/data ◦ Analyzes possible causes/reasons ◦ Recommends action plan 	Level IV <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Generates/evaluates solutions ◦ Devises/implements plan of action 	Level V <input type="checkbox"/> <ul style="list-style-type: none"> ◦ Evaluates/adjusts plan of action ◦ Judges effectiveness/efficiency of solution

SCANS Skills Profile

COSMETOLOGIST (Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Basic Skills							
Demonstrates Effective Reading Strategies							Probes, qualifies, analyzes, interprets, and summarizes information
Demonstrates Effective Writing Strategies							Summarizes, paraphrases, composes and edits correspondence to create original document
Applies Arithmetic Processes							Converts numerical data and predicts arithmetic results
Applies Mathematics Processes							Manipulates techniques, formulas, processes and interprets mathematical data
Demonstrates Effective Listening Skills							Compares multiple viewpoints, analyzes communication and relates intent to desired results
Demonstrates Effective Speaking Skills							Presents complex ideas and information, analyzes group and individual response and poses critical questions

COSMETOLOGIST (Rounded to the highest average across career clusters)							
Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Thinking							
Applies Creative Thinking/Generates Ideas							Formulates new ideas/plans/approaches and organizes new processes/procedures
Applies Decision Making Strategies							Analyzes situation/information, considers risks/implications and compiles multiple viewpoints
Recognizes and Solves Problems							Examines information/data, analyzes possible causes/reasons and recommends action plan
Demonstrates Visualization							Visually analyzes relationship between parts/whole, process/procedure, interprets charts/graphs/symbols
Knows/Learns							Analyzes and manipulates learning tools and investigates new learning techniques
Applies Reasoning Skills							Analyzes logic, rule and principle, examines information and data for relevance/accuracy

SCANS Skills Profile

COSMETOLOGIST

(Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Personal Qualities							
Demonstrates Responsibility							Exhibits commitment to organization, exerts effort and perseverance and ensures work quality
Demonstrates Belief in Self Worth							Demonstrates self confidence, self reliance, self discipline and seeks self improvement opportunities
Demonstrates Sociability in Groups							Works to identify and remove social barriers and encourages cooperation and negotiation
Demonstrates Self-Management							Appropriately modifies and aggressively pursues goal attainment
Demonstrates Integrity/Honesty							Responsibly challenges unethical practices and decisions and formulates ethical course of action
Resources							
Manages Time							Prepares and organizes multiple schedules, manages timelines and recommends timeline adjustment
Manages Money							Reconciles daily receipts and payments and performs routine record keeping
Manages Materials/Facilities							Identifies and assesses material need/ quality/efficiency/ safety and coordinates acquisition, storage, distribution
Manages Human Resources							Assesses individual knowledge/skills, determines workload (quality/quantity) and monitors performance

COSMETOLOGIST
(Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Information							
Acquires/Evaluates Information							Analyzes and integrates multiple items of data and contrasts conflicting data
Organizes/Maintains Information							Analyzes organization of information and transfers information between formats
Interprets/Communicates Information							Interprets information, prepares basic summaries and reports and selects methods of communication
Uses Computers to Process Information							Utilizes integrated and multiple software, locates information and retrieves stored data
Interpersonal							
Participates as Team Member							Assumes responsibility for team goals, understands strengths and limitations and resolves conflicts
Teaches Others							Provides constructive feedback and reinforcement
Serves Customers							Makes exceptional effort on behalf of customer and resolves conflict to customer's satisfaction
Exhibits Leadership							Displays enthusiasm/positive attitude and motivates others to extend their capabilities
Negotiates Agreements							Analyzes group dynamics, distinguishes between facts and inferences and detects underlying issues
Works with Diversity							Recognizes the value of diversity and encourages/supports individuality


SCANS Skills Profile

COSMETOLOGIST

(Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Systems							
Understands System							Analyzes system configuration/stability and recognizes strengths and limitations
Monitors/Corrects system Performance							Analyzes system operation, distinguishes trends in performance and diagnoses performance deviations
Improves/Designs Systems							Analyzes goals/constraints and examines proposed modifications/improvements
Technology							
Selects Appropriate Technology							Analyzes task/technology relationship and proposes simple technological solutions
Applies Technology to Task							Analyzes technology output and examines task/technology relationship
Maintains/Troubleshoots Technology							Evaluates performance of technology and analyzes failures

Occupation Cluster: **COSMETOLOGY**
 Function or Job Duty: **A1 - SERVE CLIENTS**

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
<p>A1.1 Consult with clients to determine needs/preferences</p> 	<ul style="list-style-type: none"> ◆ Client is addressed by name and given an accurate overview of services and products available. ◆ Client is carefully observed and appropriately questioned to determine the client's needs and expectations. ◆ Benefits and/or features of products and services are accurately and professionally discussed. ◆ Visual media is appropriately used to enhance communication. ◆ The client is asked permission to proceed before services are performed. 	<ul style="list-style-type: none"> ◆ Knowledge of sales and marketing techniques ◆ Knowledge of hair care, nail care and skin care ◆ Ability to perform for or work directly with the public ◆ Ability to enhance communication with visual media ◆ Knowledge of anatomy and physiology 	<ul style="list-style-type: none"> ◆ Ability to research to gain information ◆ Ability to relate intent to desired results and analyze communication ◆ Ability to develop and apply creative solutions to new situations ◆ Ability to pose critical questions ◆ Ability to present complex ideas
<p>A1.2 Conduct services in a safe environment and prevent the spread of infectious and contagious disease</p>	<ul style="list-style-type: none"> ◆ Work area must be clean and organized before each service. ◆ Safety and sanitary precautions must be taken to protect clients and self. ◆ Personal protective measures, such as gloves, smock, etc. must be appropriately used. ◆ Special steps to ensure client safety must be taken when necessary. ◆ Client must be draped and properly prepared for service. ◆ Equipment and instruments must be sterilized and maintained prior to each use. ◆ Signs of infectious or contagious disease must be identified and appropriate actions and precautions must be taken. 	<ul style="list-style-type: none"> ◆ Knowledge of public safety and security ◆ Knowledge of all applicable laws and codes ◆ Knowledge of all infectious and contagious diseases ◆ Ability to perform for or work directly with the public ◆ Ability to make decisions and solve problems 	<ul style="list-style-type: none"> ◆ Ability to gain knowledge ◆ Ability to monitor performance standards ◆ Ability to obtain resources to meet customer needs ◆ Ability to understand requirements of task and technological results ◆ Ability to distribute supplies and equipment

Skill Standards

Occupation Cluster: COSMETOLOGY
 Function or Job Duty: A1 - SERVE CLIENTS

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
<p>A1.3 Implement time management strategies</p>	<ul style="list-style-type: none"> ◆ Accurate time allotments are developed and used when scheduling client services. ◆ A reminder system for daily schedules and tasks is appropriately used and maintained. ◆ Client's time is respected by minimizing waiting time and performing services in appropriate time. ◆ A waiting list to fill changes in schedule is actively utilized. ◆ Available time, when client's fail to show or cancel appointments is efficiently used to benefit salon operations or professional development. 	<ul style="list-style-type: none"> ◆ Knowledge of administration and management skills/techniques ◆ Knowledge of customer and personal service and time allotted ◆ Ability to monitor processes, material and surroundings ◆ Ability to make decisions and solve problems ◆ Ability to communicate with supervisors, peers, subordinates and clients 	<ul style="list-style-type: none"> ◆ Ability to prioritize daily tasks, prepare schedule and adjust task sequence ◆ Ability to integrate multiple items of data ◆ Ability to understand own impact on others ◆ Ability to transfer information between formats ◆ Ability to summarize/paraphrase information
<p>A1.4 Develop and implement strategies to retain clients</p>	<ul style="list-style-type: none"> ◆ A plan or strategy to retain clients and encourage the return of customers is developed in a timely manner. ◆ Plan or strategy is implemented in a timely manner and in accordance with salon policy. 	<ul style="list-style-type: none"> ◆ Knowledge of sales and marketing techniques ◆ Knowledge of customer and personal service ◆ Ability to develop objectives and strategies ◆ Knowledge of salon policy 	<ul style="list-style-type: none"> ◆ Ability to develop creative solutions ◆ Ability to prioritize daily tasks ◆ Ability to analyze logic/rule/principle
<p>A1.5 Assess customer satisfaction</p>	<ul style="list-style-type: none"> ◆ Past clients are systematically contacted to determine customer satisfaction. ◆ Client feedback is actively sought and accurately used as self-evaluation of performance. 	<ul style="list-style-type: none"> ◆ Knowledge of sales and marketing techniques ◆ Knowledge of customer and personal service ◆ Ability to judge the qualities of objects, services or persons ◆ Ability to establish and maintain interpersonal relationships 	<ul style="list-style-type: none"> ◆ Ability to research to gain knowledge/information ◆ Ability to prioritize daily tasks ◆ Ability to integrate multiple items of data ◆ Ability to interpret communication

Occupation Cluster: **COSMETOLOGY**
 Function or Job Duty: **B1 – PERFORM BUSINESS OPERATIONS**

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
B1.1 Sell professional salon products to customers	<ul style="list-style-type: none"> ◆ Needs of clients are accurately defined. ◆ Products fitting the needs of the client are recommended. ◆ Benefits of products are discussed in accordance with salon protocol. ◆ “Best buy” suggestions based on cost per unit are offered to client. ◆ Products and merchandise are appropriately arranged to promote retail sales. ◆ Products are appropriately promoted through personal use. 	<ul style="list-style-type: none"> ◆ Knowledge of sales and marketing techniques ◆ Ability to judge the qualities of objects, services or persons ◆ Ability to evaluate information for compliance to standards ◆ Knowledge of current information on products and manufacturers ◆ Ability to communicate with persons outside the organization 	<ul style="list-style-type: none"> ◆ Ability to research to gain information and propose options/solutions ◆ Ability to generate and evaluate alternative solutions ◆ Ability to acquire supplies and equipment ◆ Ability to make effort on behalf of customer
B1.2 Maintain and assess income and expense records	<ul style="list-style-type: none"> ◆ Organized system for maintaining records of income, tips and expenses is utilized. ◆ Records are effectively used to determine business growth. 	<ul style="list-style-type: none"> ◆ Ability to gather needed information ◆ Ability to evaluate information for compliance to standards ◆ Knowledge of tax forms and reporting requirements ◆ Knowledge of economics and accounting 	<ul style="list-style-type: none"> ◆ Ability to analyze organization of information ◆ Ability to transfer information between formats ◆ Ability to locate information and retrieve stored information/data
B1.3 Update and maintain client records	<ul style="list-style-type: none"> ◆ Procedures, including colors and products used are accurately and clearly recorded. ◆ Date of procedure is accurately recorded. ◆ Any personal client changes i.e., address, telephone, etc. is accurately and systematically updated. ◆ A client record system is developed and current information on clients is accurately maintained. 	<ul style="list-style-type: none"> ◆ Ability to gather and process information ◆ Ability to write legibly ◆ Knowledge of procedures and related products 	<ul style="list-style-type: none"> ◆ Ability to prioritize daily tasks ◆ Ability to integrate multiple items of data ◆ Ability to transfer information between formats

Skill Standards

Occupation Cluster: COSMETOLOGY
 Function or Job Duty: B1 – PERFORM BUSINESS OPERATIONS

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
B1.4 Perform inventory control	<ul style="list-style-type: none"> ◆ Adequate product supply for client services is accurately maintained in accordance with salon protocol. ◆ Product waste is completely avoided by using appropriate amount of product. ◆ Products are purchased in bulk quantities for salon use, when appropriate. ◆ Retail product supply is routinely inventoried according to salon protocol and orders are placed accordingly. 	<ul style="list-style-type: none"> ◆ Knowledge of sales and marketing techniques, professional salon products and services ◆ Ability to judge qualities of objects, services and persons ◆ Ability to evaluate information for compliance to standards ◆ Ability to update and use job-relevant knowledge ◆ Ability to communicate with persons outside the organization 	<ul style="list-style-type: none"> ◆ Ability to acquire and distribute supplies and equipment ◆ Ability to summarize/paraphrase information ◆ Ability to obtain resources to meet customer needs
B1.5 Handle money transactions	<ul style="list-style-type: none"> ◆ Service and/or retail sales slip is accurately filled out. ◆ Change is accurately made for money transactions in a timely manner. ◆ Credit card is accurately processed. ◆ Checks are endorsed with bank stamp in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Ability to operate cash register, calculator, computer and credit card terminal ◆ Knowledge of prices for all services and products ◆ Knowledge of salon protocol 	<ul style="list-style-type: none"> ◆ Ability to manipulate formulas ◆ Ability to reconcile daily receipts and payments ◆ Ability to manage timelines ◆ Ability to create original documents

Occupation Cluster: **COSMETOLOGY**
 Function or Job Duty: **C1 – PROVIDE SERVICES**

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
C1.1 Safely use salon products while providing client services	<ul style="list-style-type: none"> ◆ All appropriate protective measures must be appropriately used to protect self and client against product hazards. ◆ Benefits and features of products must be accurately discussed with clients. ◆ Products must be appropriately selected according to the client's hair, scalp and skin condition. ◆ Clean-up procedures must be accurately conducted and include proper storage and disposal of products according to environmental and health safety guidelines. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate professional services, products and safety applications ◆ Ability to demonstrate safe/health regulations and environmental/health safety guidelines ◆ Ability to inspect equipment, structures and materials ◆ Ability to judge the qualities of objects, services and persons ◆ Ability to evaluate information for compliance to standards 	<ul style="list-style-type: none"> ◆ Ability to present complex ideas/information ◆ Ability to interpret communication ◆ Ability to develop creative solutions ◆ Ability to distribute supplies and equipment
C1.2 Provide basic skin care services	<ul style="list-style-type: none"> ◆ Skin is completely cleansed using proper technique and products appropriate to skin type. ◆ Toners and moisturizers appropriate to skin type and condition are correctly applied. ◆ Technique in facial massage therapy must be properly used. ◆ Proper skin care is appropriately discussed with client. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Knowledge of skin structure, disorders and diseases ◆ Ability to determine various skin types/conditions and recommend/apply appropriate treatment and products ◆ Knowledge of chemistry, anatomy and physiology ◆ Ability to demonstrate sterilization and sanitation ◆ Knowledge of service preparation 	<ul style="list-style-type: none"> ◆ Ability to distribute supplies and equipment ◆ Ability to manipulate learning tools ◆ Ability to present complex information ◆ Ability to interpret information



Skill Standards

Occupation Cluster: COSMETOLOGY
Function or Job Duty: C1 – PROVIDE SERVICES

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
C1.3 Provide basic manicure or pedicure	<ul style="list-style-type: none"> ◆ Finger or toenails are shaped, conditioned and polished to the satisfaction of the client. ◆ Hands, wrist and arms or feet, ankles and calves are appropriately massaged and moisturized. ◆ Proper nail care is appropriately discussed with the client. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Knowledge of anatomy and physiology of the nails, hand and foot ◆ Ability to demonstrate manicure and pedicure procedures ◆ Ability to demonstrate sterilization, sanitation and service preparation ◆ Knowledge of bacteriology ◆ Ability to establish and maintain interpersonal relationships 	<ul style="list-style-type: none"> ◆ Ability to present complex information ◆ Ability to make exceptional effort on behalf of customer ◆ Ability to manipulate learning tools ◆ Ability to interpret information
C1.4 Apply appropriate cosmetics to enhance a client's appearance	<ul style="list-style-type: none"> ◆ Skin is properly prepared before make-up application. ◆ Foundation and color is applied according to client's individual skin condition, color palate and style. ◆ Proper makeup techniques are appropriately discussed with the client. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Knowledge of skin care, products, makeup, design and fine arts ◆ Knowledge of customer and personal service ◆ Ability to communicate with persons outside the organization ◆ Ability to demonstrate sterilization, sanitation and service preparation ◆ Knowledge of bacteriology 	<ul style="list-style-type: none"> ◆ Ability to prioritize daily tasks ◆ Ability to interpret information ◆ Ability to manipulate learning techniques ◆ Ability to pose critical questions
C1.5 Perform a shampoo in preparation for hair treatments or styling	<ul style="list-style-type: none"> ◆ Correct shampoo and conditioner is properly chosen according to hair analysis. ◆ Products are properly used according to manufacturer's instructions. ◆ Water temperature is in accordance with client's preference. ◆ Scalp massage technique is properly applied. ◆ Shampoo is completed in a timely manner. ◆ Hair is thoroughly rinsed free of applied products. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate sterilization and sanitation ◆ Knowledge of bacteriology ◆ Ability to determine various scalp conditions ◆ Ability to recommend appropriate hair care products ◆ Ability to identify infectious and contagious diseases 	<ul style="list-style-type: none"> ◆ Ability to analyze possible reasons and recommend action plan ◆ Ability to acquire and distribute supplies ◆ Ability to obtain resources to meet customer needs ◆ Ability to monitor task sequence ◆ Ability to manipulate learning tools





Occupation Cluster: **COSMETOLOGY**
 Function or Job Duty: **C1 – PROVIDE SERVICES**

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
<p>C1.6 Provide a haircut in accordance with client's needs/expectations</p> 	<ul style="list-style-type: none"> ◆ Vision of finished style and appropriate steps to accomplish it are accurately conceived. ◆ A variety of cutting techniques to achieve the client's desired haircut are accurately and effectively applied. ◆ Haircut is provided in accordance with the client's needs/expectations. ◆ Service is completed in a timely manner in accordance with salon protocol. ◆ Attention to detail throughout haircutting process is consistently maintained. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate hair care and hair cutting techniques ◆ Knowledge of anatomy and physiology ◆ Ability to demonstrate hairstyling techniques ◆ Ability to demonstrate sterilization, sanitation and service preparation ◆ Ability to demonstrate use of machines, implements and processes 	<ul style="list-style-type: none"> ◆ Ability to visually analyze relationship between process/procedure ◆ Ability to monitor task sequence ◆ Ability to integrate multiple items of data ◆ Ability to select methods of communication
<p>C1.7 Provide styling and finishing techniques</p> 	<ul style="list-style-type: none"> ◆ Vision and appropriate techniques to achieve desired look are effectively conceived. ◆ A variety of finishing techniques are accurately used to achieve the client's desired hairstyle. ◆ Client is accurately instructed on procedures and/or products to insure their satisfaction and ability to recreate the style. ◆ Styling and finishing techniques must be effectively applied to complete a hairstyle to the satisfaction of the client. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Knowledge of chemistry, design and fine arts ◆ Knowledge of professional products ◆ Ability to demonstrate hairstyling techniques ◆ Ability to demonstrate visualization, manual dexterity and depth perception ◆ Ability to demonstrate hair design through wet and dry construction 	<ul style="list-style-type: none"> ◆ Ability to monitor task sequence ◆ Ability to acquire supplies and equipment ◆ Ability to make an exceptional effort on behalf of customer ◆ Ability to present complex information

Skill Standards

Occupation Cluster: COSMETOLOGY
 Function or Job Duty: C1 – PROVIDE SERVICES


Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
<p>C1.8 Conduct a color service</p> 	<ul style="list-style-type: none"> ◆ Correct formula of solution is accurately chosen according to hair texture, porosity and elasticity. ◆ Manufacturer procedures, directions and precautions are carefully reviewed. ◆ Client is carefully observed to determine adverse reactions to solutions, procedures or products. ◆ Color service is accurately conducted in accordance with client's needs or expectations. ◆ Client is accurately instructed on procedures and/or products to insure their continued satisfaction. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate client safety, protection and consultation ◆ Ability to demonstrate sterilization, sanitation and service preparation ◆ Knowledge of chemistry, hair structure and hair color products ◆ Ability to demonstrate applications for color treatments and special color effects ◆ Knowledge of anatomy and physiology 	<ul style="list-style-type: none"> ◆ Ability to visually analyze relationship between process/ procedure ◆ Ability to predict outcome based on experience ◆ Ability to research to gain information ◆ Ability to integrate system technology and evaluate data received ◆ Ability to present complex information
<p>C1.9 Perform hair relaxation and/or wave formation (perm) service</p> 	<ul style="list-style-type: none"> ◆ Correct technique or formula of solution is accurately chosen according to hair texture, porosity and elasticity. ◆ Manufacturer procedures, directions and precautions are accurately reviewed before performing service. ◆ A test of formula is correctly made with client's hair. ◆ Client is observed to determine adverse reactions to solutions, procedures or products. ◆ Client is accurately instructed on procedures and/or products to ensure their continued satisfaction. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate client safety, protection and consultation ◆ Ability to demonstrate hair care, chemical hair reconstruction and hair design ◆ Knowledge of anatomy, physiology, scalp disorders and diseases ◆ Ability to demonstrate originality, visualization and manual dexterity ◆ Knowledge of bacteriology 	<ul style="list-style-type: none"> ◆ Ability to monitor and adjust task sequence ◆ Ability to research to gain information ◆ Ability to integrate system technology and evaluate data received ◆ Ability to make exceptional effort on behalf of customer

Occupation Cluster: COSMETOLOGY
 Function or Job Duty: C1 – PROVIDE SERVICES

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
C1.10 Provide non-surgical hair additions	<ul style="list-style-type: none"> ◆ Appropriate hairpiece is accurately selected according to client’s individual needs and style. ◆ Hairpiece is properly fit, styled and adapted to maintain a natural appearance. ◆ Client is accurately instructed on proper maintenance, application and removal of hairpiece. ◆ Addition techniques are effectively used to enhance hair volume. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Knowledge of types of hairpieces, their construction, types of hair, attachment, proper fitting, styling and care ◆ Ability to demonstrate sterilization, sanitation and service preparation ◆ Knowledge of bacteriology ◆ Ability to communicate with persons outside the organization ◆ Ability to perform for or work directly with the public 	<ul style="list-style-type: none"> ◆ Ability to compare multiple viewpoints ◆ Ability to acquire and distribute supplies ◆ Ability to manipulate learning techniques ◆ Ability to present complex information
C1.11 Perform hair removal services	<ul style="list-style-type: none"> ◆ Skin analysis is accurately performed and skin is properly prepared. ◆ Hair removal service is performed to the satisfaction of the client. ◆ After care, such as moisturizer, anti-bacterial lotion, etc., is effectively performed to promote the comfort and satisfaction of the client. ◆ Service is completed in a timely manner in accordance with salon protocol. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate skin care and hair removal ◆ Knowledge of anatomy, physiology, skin diseases and disorders ◆ Ability to demonstrate sterilization and sanitation ◆ Ability to demonstrate electrology and service preparation ◆ Ability to demonstrate originality, visualization and manual dexterity 	<ul style="list-style-type: none"> ◆ Ability to relate intent to desired results ◆ Ability to interpret information ◆ Ability to understand requirements of task and results ◆ Ability to make exceptional effort on behalf of client ◆ Ability to monitor task sequence

Skill Standards

Occupation Cluster: COSMETOLOGY
 Function or Job Duty: D1 – MAINTAIN PERSONAL/PROFESSIONAL GROWTH

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
D1.1 Take class/read publications to continue industry education	<ul style="list-style-type: none"> ◆ Cosmetologists routinely participates in life-long learning to stay current of trends, technology and techniques pertaining to the cosmetology industry. ◆ Cosmetologists routinely participates in refresher courses for cosmetologists. ◆ Cosmetologists actively subscribes to cosmetology journals and professional organizations. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate fluency of ideas, originality and visualization ◆ Knowledge of cosmetology organizations, courses and journals ◆ Ability to plan, implement and progress along determined career path 	<ul style="list-style-type: none"> ◆ Ability to relate intent to desired results ◆ Ability to investigate new learning techniques ◆ Ability to aggressively pursue goal attainment
D1.2 Insure personal health and well-being 	<ul style="list-style-type: none"> ◆ Appropriate methods are actively used to insure personal health and well being. ◆ Appropriate measures, i.e., use of proper work attire, is actively taken to protect personal health. ◆ Equipment, i.e., chair and working area are appropriately adjusted to meet individual requirements. ◆ Equipment is properly used following appropriate ergonomics. 	<ul style="list-style-type: none"> ◆ Knowledge of public safety and security ◆ Knowledge of industry equipment and products ◆ Ability to demonstrate manual dexterity ◆ Knowledge of the importance of physical and mental health 	<ul style="list-style-type: none"> ◆ Ability to apply creative solutions to new situations ◆ Ability to accept responsibility for own behavior ◆ Ability to manipulate learning tools ◆ Ability to integrate systems technology

Occupation Cluster: **COSMETOLOGY**
 Function or Job Duty: **E1 – PROBLEM SOLVE/TROUBLESHOOT**

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
<p>E1.1 Define problem</p>	<ul style="list-style-type: none"> ◆ Origin of problem is accurately located in a timely manner. ◆ Investigation of origin is performed in a timely manner. 	<ul style="list-style-type: none"> ◆ Knowledge of sterilization and sanitation ◆ Ability to provide professional services and products ◆ Ability to demonstrate customer and personal service ◆ Knowledge of infectious diseases and disorders ◆ Knowledge of all applicable laws, codes and regulations pertaining to salons 	<ul style="list-style-type: none"> ◆ Ability to research to gain knowledge/information ◆ Ability to analyze possible causes/reasons ◆ Ability to analyze and integrate multiple items of data ◆ Ability to contrast conflicting data
<p>E1.2 Assess and determine impact to internal/external systems/processes</p>	<ul style="list-style-type: none"> ◆ Evaluation of internal/external processes are accurately made in a timely manner. ◆ Impacts are clearly described and analyzed with appropriate stakeholders. 	<ul style="list-style-type: none"> ◆ Knowledge of bacteriology ◆ Ability to demonstrate customer and personal service ◆ Knowledge of infectious diseases and disorders ◆ Knowledge of all applicable laws, codes and regulations pertaining to salons 	<ul style="list-style-type: none"> ◆ Ability to synthesize information ◆ Ability to examine information ◆ Ability to visually analyze relationship between process/procedure ◆ Ability to analyze logic/rule/principle
<p>E1.3 Notify need to know personnel and/or clients</p>	<ul style="list-style-type: none"> ◆ Nature/Cause of problem is communicated to all individuals involved in a timely manner. ◆ Appropriate documentation of the problem is accurately completed. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate sterilization and sanitation ◆ Knowledge of professional services, products and salon protocol ◆ Ability to demonstrate customer and personal service ◆ Knowledge of infectious diseases and disorders ◆ Knowledge of all applicable laws, codes and regulations pertaining to salons 	<ul style="list-style-type: none"> ◆ Ability to create original documents ◆ Ability to prepare basic reports and select methods of communication ◆ Ability to present complex ideas/information ◆ Ability to transfer information between formats

Skill Standards

Occupation Cluster: COSMETOLOGY
 Function or Job Duty: E1 – PROBLEM SOLVE/TROUBLESHOOT

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
E1.4 Seek options and determine solutions	<ul style="list-style-type: none"> ◆ All possible solutions are pursued in a timely manner. ◆ Most effective/efficient solution is identified based on all accumulated data. 	<ul style="list-style-type: none"> ◆ Knowledge of customer and personal service ◆ Knowledge of infectious diseases and disorders ◆ Knowledge of all applicable laws, codes and regulations pertaining to salons 	<ul style="list-style-type: none"> ◆ Examines information/data ◆ Ability to evaluate alternative solutions
E1.5 Discuss solutions with all stakeholders and implement	<ul style="list-style-type: none"> ◆ Consensus is reached and corrective action plan established. ◆ Tasks are assigned for individual accountability/responsibility. ◆ Solution is applied to identified problem in a timely manner. 	<ul style="list-style-type: none"> ◆ Knowledge of bacteriology ◆ Ability to demonstrate all professional services and products ◆ Ability to demonstrate all customer and personal service ◆ Knowledge of infectious diseases and disorders ◆ Knowledge of all applicable laws, codes and regulations pertaining to salons 	<ul style="list-style-type: none"> ◆ Ability to prioritize daily tasks ◆ Ability to interpret communication and prepare basic summaries ◆ Ability to pose critical questions ◆ Ability to apply creative solutions to new situations
E1.6 Assess outcome	<ul style="list-style-type: none"> ◆ Effectiveness and efficiency of outcome is accurately assessed.. ◆ Outcome is assessed according to protocol. 	<ul style="list-style-type: none"> ◆ Ability to demonstrate sterilization and sanitation ◆ Knowledge of customer and personal service ◆ Knowledge of infectious diseases and disorders ◆ Knowledge of all applicable laws, codes and regulations pertaining to salons 	<ul style="list-style-type: none"> ◆ Ability to analyze and integrate multiple items of data ◆ Ability to contrast conflicting data ◆ Ability to interpret information ◆ Ability to examine information for relevancy and accuracy ◆ Ability to monitor performance standards

Occupation Cluster: COSMETOLOGY
 Function or Job Duty: E1 – PROBLEM SOLVE/TROUBLESHOOT

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
E1.7 Develop and implement corrective preventive action plan, if needed	<ul style="list-style-type: none"> ◆ Preventive action plan is developed to minimize reoccurrence of same or similar problem. ◆ Preventive action plan is implemented into system where appropriate in a timely manner. 	<ul style="list-style-type: none"> ◆ Knowledge of bacteriology ◆ Ability to demonstrate customer and personal service ◆ Knowledge of infectious diseases and disorders ◆ Knowledge of all applicable laws, codes and regulations pertaining to salons 	<ul style="list-style-type: none"> ◆ Ability to prioritize daily tasks ◆ Ability to develop and apply creative solutions to new situations ◆ Ability to visually analyze relationship between parts/whole ◆ Ability to follow-up on assigned tasks

Scenario 1



Your customer of three years walks in for an appointment. She tells the salon coordinator she doesn't have a scheduled appointment and asks if you're available. You inform her you just had a cancellation and can take her right now. You adjust your chair and begin discussing her needs. During the consultation, she informs you she wants a new style hair cut. She shows you a picture of what she has in mind. After you are clear on her needs and preferences and she has agreed, you proceed. After the haircut you style it using a new gel. She likes the volume it gives her hair and asks to purchase a tube.

Primary functions and tasks involved in this scenario:

A1 – SERVE CLIENTS

- A1.1 Consult with client to determine needs/preferences
- A1.2 Conduct services in a safe environment and prevent the spread of infectious and contagious disease
- A1.3 Implement time management strategies
- A1.4 Develop and implement strategies to retain clients

B1 – PERFORM BUSINESS OPERATIONS

- B1.1 Sell professional salon products to customers

C1 – PROVIDE SERVICES

- C1.1 Safely use salon products while providing client services
- C1.2 Provide a haircut in accordance with client's needs/expectations

D1 – MAINTAIN PERSONAL/PROFESSIONAL GROWTH

- D1.2 Insure personal health and well being

Scenario 2



After consulting with the parent of a seven-year-old child, you begin cutting the child's hair and realize she has lice. You politely and calmly suggest to the parent the child may have lice and inform them you must terminate the haircut. You explain the salon policy and the contamination problem lice poses to the salon and its clients. You direct them to a pharmacy to purchase the proper treatment. You then assure them after the child is free of lice, she may return for her haircut. You immediately begin to sterilize and sanitize all contaminated equipment and surfaces according to state regulations.

Primary functions and tasks involved in this scenario:

A1 – SERVE CLIENTS

- A1.1 Consult with clients to determine needs/preferences
- A1.2 Conduct services in a safe environment and prevent the spread of infectious and contagious disease

E1 – PROBLEM SOLVE/TROUBLE SHOOT

- E1.1 Define problem
- E1.2 Assess and determine impact to internal systems and processes
- E1.3 Notify need to know personnel and/or client
- E1.5 Discuss solutions with all stakeholders

Scenario 3



You are a new stylist with six months post school experience. Everyone else is busy in the salon but you. You are eating in the back room while reading the latest car magazines. The busiest stylist in the salon approaches you and asks why you aren't busy. You blame it on the fact that you're new. She begins to tell you about when she first started out and how she built her client base and how to retain clients. You have noticed her new car and you remember hearing about the great trip she was taking and what about the money she has tucked away in her 401K. She offers to assist you in developing some strategies to attract and retain clients, but it's up to you to implement them. You agree. You notice a hair magazine on the rack in the lobby and read it. Inside, there is an announcement of an upcoming hair show in San Francisco to introduce and instruct stylists on the new hairstyles for the season. After researching it, you and a few of your co-workers decide to go.

Primary functions and tasks involved in this scenario:

A1 – SERVE CLIENTS

- A1.3 Implement time management strategies
- A1.4 Develop and implement strategies to retain clients

D1 – MAINTAIN PERSONAL/PROFESSIONAL GROWTH

- D1.1 Take class/read publications to continue industry education

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SCANS skills survey respondents consisting of fifty-seven Washington State cosmetologists and salon coordinators

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