

S k i l l



S t a n d a r d s

*Seaton*

*C o o r d i n a t o r* **S k i l l S t a n d a r d s**

SALON COORDINATOR

## For More Information

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C/O Cosmetology Skill Standards  
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# Introduction

## Special Thanks to:

**RoseAnn Stevenson, Ph.D.**

Manager, Skill Standards, State Board for Community and Technical Colleges/The Boeing Company

**Dan McConnon**

Director, Workforce Education, State Board for Community and Technical Colleges

**Sue Mackey and Laura Tonkin**

The Mackey Group for their commitment and belief in the project.

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 21<sup>st</sup> 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



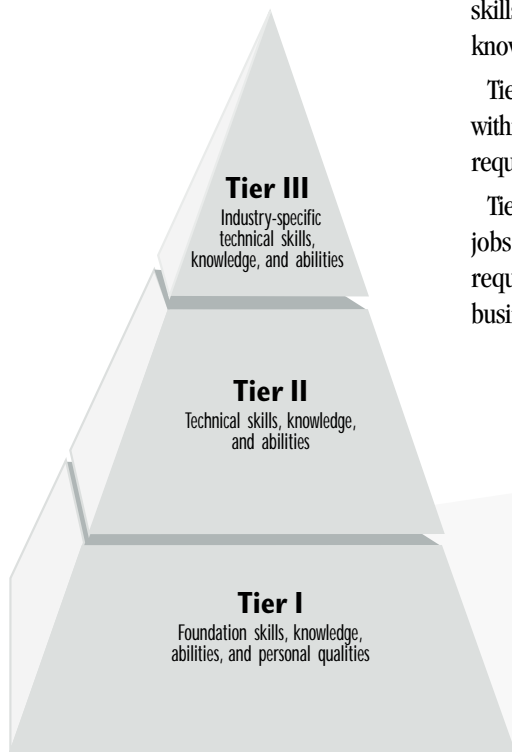
### Project Goals

- ◆ 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 Process of Building Skill Standards

**1. Research other standards projects and relevant literature.**



**2. Conduct DACUMs to identify job functions and tasks, and required skills, knowledge, and abilities.**



**3. Set performance criteria for tasks, indicating how we will know if the task is performed well.**



**4. Create problem scenarios using indicated skills, knowledge, and abilities.**



**5. Validate the standards**

# The Skill Standards Development Process

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.
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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.

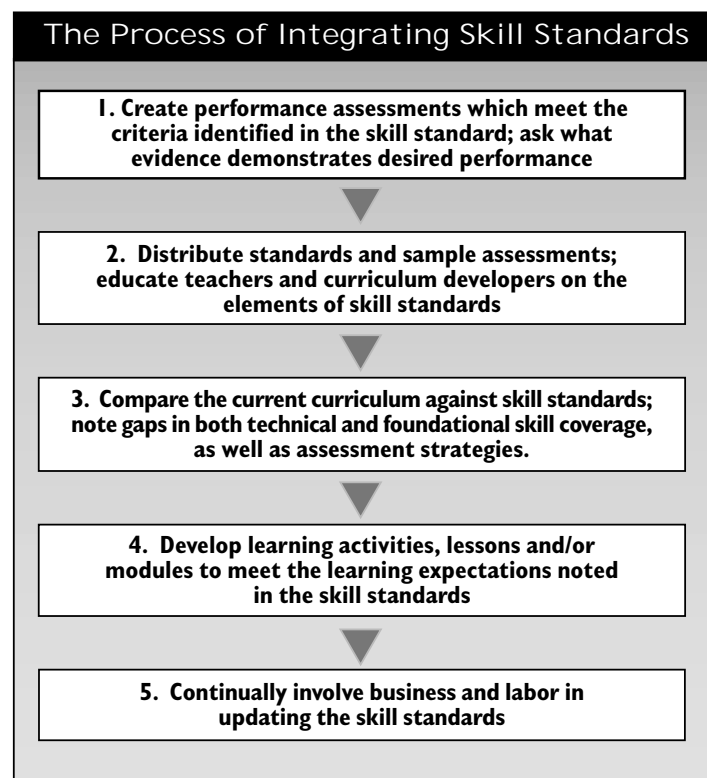
After the assessments are completed, curriculum reviewers can identify what priorities have a low degree of emphasis in the curriculum and make suggestions for improvement.

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 salon coordinator, you are responsible for maintaining a professional, clean and customer friendly environment. It is your job to greet customers, manage all appointments, conduct cash transactions and sell professional salon products to customers.

Your knowledge and competencies will include working with cosmetologists in scheduling their appointments and educating customers on salon services and products. You will demonstrate appropriate telephone etiquette and be helpful and courteous when interacting with clients and salon personnel.

You may also be required to perform daily bookkeeping and data entry. If so, you will be responsible for accurate record keeping. In addition, you will be responsible for the safe keeping of daily cash receipts and client information.

## Sample Titles

- Receptionist
- Coordinating Assistant
- Scheduler
- Customer Service Representative
- Customer Service Coordinator





# Summary of Functions



## **A1 - COORDINATE SALON FUNCTIONS**

- A1.1 Greet client
- A1.2 Orient new salon client
- A1.3 Perform customer service relations
- A1.4 Schedule customer appointments
- A1.5 Sell professional salon products to customers
- A1.6 Handle money transactions
- A1.7 Perform daily bookkeeping
- A1.8 Update and maintain client mailing list
- A1.9 Distribute mail
- A1.10 Perform inventory control
- A1.11 Handle and process telephone communication

## **B1 - PROBLEMSOLVE/TROUBLESHOOT**

- B1.1 Define problem
- B1.2 Assess and determine impact to internal/external systems/processes
- B1.3 Notify need to know personnel and/or clients
- B1.4 Seek options and determine solutions
- B1.5 Discuss solutions with all stakeholders and implement
- B1.6 Assess outcome
- B1.7 Develop and implement corrective preventive action plan, if needed



# Identifying the Skill Standards

Salon Coordinators 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*

<b>Applies</b> <i>Applies creative thinking</i>	<b>Level I</b> <input type="checkbox"/> ◆ Makes connections between old and new ◆ Recognizes patterns/relationships	<b>Level II</b> <input type="checkbox"/> ◆ Paraphrases/summarizes/generalizes existing ideas ◆ Demonstrates creative thinking process while problem solving ◆ Utilizes brainstorming techniques	<b>Level III</b> <input checked="" type="checkbox"/> ◆ Develops creative solutions ◆ Applies creative solutions to new situations	<b>Level IV</b> <input type="checkbox"/> ◆ Generates unique solutions ◆ Formulates new ideas/plans/approaches ◆ Organizes new processes/procedures	<b>Level V</b> <input type="checkbox"/> ◆ Judges/validates creativity ◆ Actively pursues creative expression
<b>Applies</b> <i>Applies decision making strategies</i>	<b>Level I</b> <input type="checkbox"/> ◆ Understands decision making process ◆ Recalls basic rules/principles ◆ Identifies goals and constraints	<b>Level II</b> <input type="checkbox"/> ◆ Applies rules/principles to situation ◆ Gathers information	<b>Level III</b> <input type="checkbox"/> ◆ Analyzes situation/information ◆ Considers risks/implications ◆ Compiles multiple viewpoints	<b>Level IV</b> <input checked="" type="checkbox"/> ◆ Generates alternative solutions ◆ Evaluates alternative solutions ◆ Formulates plan of action	<b>Level V</b> <input type="checkbox"/> ◆ Judges consistency/precedence ◆ Justifies purpose/result ◆ Sets decision making parameters
<b>Recognizes</b> <i>Recognizes and solves problems</i>	<b>Level I</b> <input type="checkbox"/> ◆ Identifies the problem	<b>Level II</b> <input type="checkbox"/> ◆ Understands the complaint/discrepancy ◆ Appropriately refers complaint/discrepancy	<b>Level III</b> <input checked="" type="checkbox"/> ◆ Examines information/data ◆ Analyzes possible causes/reasons ◆ Recommends action plan	<b>Level IV</b> <input type="checkbox"/> ◆ Generates/evaluates solutions ◆ Devises/implements plan of action	<b>Level V</b> <input type="checkbox"/> ◆ Evaluates/adjusts plan of action ◆ Judges effectiveness/efficiency of solution

# SCANS Skills Profile

**SALON COORDINATOR**  
 (Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Basic Skills</b>							
<b>Demonstrates Effective Reading Strategies</b>							Researches to gain information, proposes options/ solutions based on research, synthesizes information
<b>Demonstrates Effective Writing Strategies</b>							Summarizes/paraphrases information, composes/edits correspondence and creates original documents
<b>Applies Arithmetic Processes</b>							Converts numerical data and predicts arithmetic results
<b>Applies Mathematics Processes</b>							Manipulates techniques/formulas/ processes and interprets mathematical data
<b>Demonstrates Effective Listening Skills</b>							Interprets, clarifies and influences communication
<b>Demonstrates Effective Speaking Skills</b>							Presents complex ideas/information, analyzes group/individual response and poses critical questions

**SALON COORDINATOR**  
(Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Thinking</b>							
<b>Applies Creative Thinking/Generates Ideas</b>							Generates unique solutions, formulates new ideas/plans and organizes new processes/procedures
<b>Applies Decision Making Strategies</b>							Generates /evaluates alternative solutions, formulates plan of action, predicts outcome based on experience
<b>Recognizes and Solves Problems</b>							Generates/evaluates solutions, devises/ implements plan of action
<b>Demonstrates Visualization</b>							Visually analyzes relationship between parts/whole, process/procedure, interprets charts/graphs/symbols
<b>Knows/Learns</b>							Analyzes application of learning tools, investigates new learning techniques, manipulates learning tools
<b>Applies Reasoning Skills</b>							Analyzes logic/rule/principle and examines information/data for relevance and accuracy

## SCANS Skills Profile

### SALON COORDINATOR

(Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Personal Qualities</b>							
<b>Demonstrates Responsibility</b>							Works with minimal supervision, pays attention to details and demonstrates enthusiasm/optimism/initiative
<b>Demonstrates Belief in Self Worth</b>							Accepts responsibility for own behavior and understands own impact on others
<b>Demonstrates Sociability in Groups</b>							Works to identify/remove social barriers and encourages cooperation/negotiation
<b>Demonstrates Self-Management</b>							Appropriately modifies goals and aggressively pursues goal attainment
<b>Demonstrates Integrity/Honesty</b>							Responsibly challenges unethical practices/decisions and formulates ethical course of action
<b>Resources</b>							
<b>Manages Time</b>							Prepares and organizes multiple schedules, manages timelines and recommends timeline adjustments
<b>Manages Money</b>							Maintains balanced accounts and reconciles accounts
<b>Manages Materials/Facilities</b>							Orders and maintains inventory and monitors safe and efficient utilization of materials
<b>Manages Human Resources</b>							Assesses individual knowledge/skills, determines workload and monitors performance

**SALON COORDINATOR**  
(Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Information</b>							
<b>Acquires/Evaluates Information</b>							Analyzes data, integrates multiple items of data and contrasts conflicting data
<b>Organizes/Maintains Information</b>							Analyzes organization of information and transfers information between formats
<b>Interprets/Communicates Information</b>							Summarizes/integrates/analyzes information and designs charts/graphs
<b>Uses Computers to Process Information</b>							Manipulates/modifies/edits information, interprets data, integrates multiple platforms and utilizes networks
<b>Interpersonal</b>							
<b>Participates as Team Member</b>							Assumes responsibility for accomplishing team goals, understands strengths/limitations and resolves conflicts
<b>Teaches Others</b>							Provides constructive feedback/reinforcement
<b>Serves Customers</b>							Makes exceptional effort on behalf of customer, resolves conflict to customers satisfaction
<b>Exhibits Leadership</b>							Motivates others to extend their capabilities, displays enthusiasm/positive attitudes, develops minority/majority views
<b>Negotiates Agreements</b>							Analyzes group dynamics, distinguishes between facts and inferences, detects underlying issues
<b>Works with Diversity</b>							Recognizes the value of diversity, encourages/supports individuality and a correct course of action

# SCANS Skills Profile

## SALON COORDINATOR (Rounded to the highest average across career clusters)

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Systems</b>							
<b>Understands System</b>							Analyzes system configuration/stability, recognizes system strengths/limitations
<b>Monitors/Corrects system Performance</b>							Analyzes system operation, distinguishes trends in performance, diagnoses performance deviations
<b>Improves/Designs Systems</b>							Analyzes goals/constraints, examines proposed modifications/improvements
<b>Technology</b>							
<b>Selects Appropriate Technology</b>							Understands requirements of the task and technological results
<b>Applies Technology to Task</b>							Understands operation/interaction and manipulates technology for desired results
<b>Maintains/Troubleshoots Technology</b>							Identifies and corrects malfunctions/failures and troubleshoots failures





Occupation Cluster: SALON COORDINATOR  
 Function or Job Duty: A1 - COORDINATE SALON FUNCTIONS

Task	Performance Criteria How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Foundation Skills and Personal Qualities
A1.1 Greet client	<ul style="list-style-type: none"> <li>◆ Client is politely addressed by name.</li> <li>◆ Appointment is accurately reaffirmed and stylist is identified.</li> <li>◆ Customer is directed to waiting area, coat is hung and coffee is offered.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to speak clearly and use proper English</li> <li>◆ Ability to demonstrate personal and customer service</li> <li>◆ Knowledge of professional services</li> <li>◆ Ability to demonstrate computer and appointment book scheduling</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to transfer information between formats</li> <li>◆ Ability to prepare and organize multiple schedules</li> <li>◆ Ability to make exceptional effort on behalf of customer</li> </ul>
A1.2 Orient new salon client	<ul style="list-style-type: none"> <li>◆ Client card is completed by client.</li> <li>◆ Client is familiarized with customer service policy.</li> <li>◆ Locations of salon amenities are accurately indicated.</li> <li>◆ Client is professionally introduced to the stylist.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to demonstrate personal and customer service</li> <li>◆ Ability to speak clearly and use proper English</li> <li>◆ Ability to demonstrate computer and appointment book scheduling</li> <li>◆ Knowledge of customer service policy and salon protocol</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to make exceptional effort on behalf of customer</li> <li>◆ Ability to present complex ideas and information</li> <li>◆ Ability to transfer information between formats</li> </ul>
A1.3 Perform customer service relations	<ul style="list-style-type: none"> <li>◆ Behavioral styles of client are accurately identified.</li> <li>◆ Needs of client are accurately assessed.</li> <li>◆ Client is directed to appropriate stylist for service.</li> <li>◆ Information is accurately recorded, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to speak clearly and pleasantly and use proper English</li> <li>◆ Knowledge of personality behavioral styles</li> <li>◆ Knowledge of service style, quality and specialties of stylist(s)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to analyze relationship between process/procedure</li> <li>◆ Ability to devise/implement plan of action</li> <li>◆ Ability to summarize information</li> </ul>
A1.4 Schedule customer appointments	<ul style="list-style-type: none"> <li>◆ Client name, telephone number and service to be provided are accurately recorded.</li> <li>◆ Appointment is scheduled according to time standard for stylist.</li> <li>◆ Appointment is accurately coordinated to utilize more than one stylist, if needed.</li> <li>◆ Appointment meets needs of client.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to demonstrate computer and appointment book scheduling</li> <li>◆ Ability to operate a telephone and write legibly</li> <li>◆ Ability to ask appropriate questions for complete understanding of client's needs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to transfer information between formats</li> <li>◆ Ability to interpret, clarify and influence communication</li> <li>◆ Ability to analyze individual response and pose critical questions</li> <li>◆ Ability to make exceptional effort on behalf of customer</li> </ul>



## Skill Standards

Occupation Cluster: SALON COORDINATOR  
 Function or Job Duty: A1 - COORDINATE SALON FUNCTIONS


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>A1.5 Sell professional salon products to customers</p> 	<ul style="list-style-type: none"> <li>◆ Needs of client are accurately defined.</li> <li>◆ Products fitting the needs of the client are recommended.</li> <li>◆ Advise for recommendations from staff are obtained when needed.</li> <li>◆ Benefits of products are discussed in accordance with salon protocol.</li> <li>◆ “Best buy” suggestions based on cost per unit are offered to client.</li> <li>◆ Products and merchandise are appropriately arranged to promote retail sales.</li> <li>◆ Products are appropriately promoted through personal use.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge of ingredients used in home care products and professional products and their effects on the hair/nails/skin</li> <li>◆ Knowledge of effects of perming, haircoloring, chemical relaxing and environmental stress on the hair</li> <li>◆ Knowledge of professional salon products and their benefits</li> <li>◆ Knowledge of sales and marketing techniques</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to research to gain information</li> <li>◆ Ability to interpret, clarify and influence communication</li> <li>◆ Ability to manipulate learning tools</li> </ul>
<p>A1.6 Handle money transactions</p> 	<ul style="list-style-type: none"> <li>◆ Service and/or retail sales slip is accurately filled out.</li> <li>◆ Change is accurately made for money transactions in a timely manner.</li> <li>◆ Credit card is accurately processed.</li> <li>◆ Checks are endorsed with bank stamp in accordance with salon protocol.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to operate cash register, calculator, computer and credit card terminal</li> <li>◆ Knowledge of prices for all services and products</li> <li>◆ Knowledge of salon protocol</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to maintain accounts</li> <li>◆ Ability to manage timelines</li> <li>◆ Ability to create original document</li> <li>◆ Ability to edit information</li> </ul>
<p>A1.7 Perform daily bookkeeping</p>	<ul style="list-style-type: none"> <li>◆ Daily cash/check/charge transactions are accurately balanced.</li> <li>◆ Daily deposit slip is accurately and completely filled out for bank deposit in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to operate calculator, cash register, computer and credit card terminal</li> <li>◆ Ability to write legibly</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to maintain and reconcile accounts</li> <li>◆ Ability to manage timelines</li> <li>◆ Ability to convert numerical data</li> </ul>

Occupation Cluster: SALON COORDINATOR  
 Function or Job Duty: A1 - COORDINATE SALON FUNCTIONS

<b>Task</b>	<b>Performance Criteria</b> How do we know when the task is performed well?	<b>Technical Knowledge</b> Skills, Abilities, and Tools	<b>Foundation Skills and Personal Qualities</b>
A1.8 Update and maintain client mailing list	<ul style="list-style-type: none"> <li>◆ Customer name, phone number and address are accurately recorded.</li> <li>◆ Product purchases and services are accurately recorded.</li> <li>◆ Client information is accurately and systematically updated.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge of basic computer operation</li> <li>◆ Ability to ensure work quality and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to research to gain information</li> <li>◆ Ability to create original documents</li> <li>◆ Ability to manage timelines</li> <li>◆ Ability to pose critical questions</li> </ul>
A1.9 Distribute mail	<ul style="list-style-type: none"> <li>◆ All mail/packages are accurately sorted and distributed in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge of salon protocol</li> <li>◆ Ability to demonstrate manual dexterity</li> <li>◆ Ability to write legibly</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to qualify, analyze, interpret and summarize information</li> <li>◆ Ability to manage timelines</li> </ul>
A1.10 Perform inventory control	<ul style="list-style-type: none"> <li>◆ Adequate product supply for client services is accurately maintained in accordance with salon protocol.</li> <li>◆ Product waste is completely avoided by using appropriate amount of product.</li> <li>◆ Products are purchased in bulk quantities for salon use, when appropriate.</li> <li>◆ Retail product supply is routinely inventoried according to salon protocol and orders are placed accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge of sales and marketing techniques, professional salon products and services</li> <li>◆ Ability to judge qualities of objects, services and persons</li> <li>◆ Ability to evaluate information for compliance to standards</li> <li>◆ Ability to update and use job-relevant knowledge</li> <li>◆ Ability to communicate with persons outside the organization</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to order and maintain inventory</li> <li>◆ Ability to summarize/paraphrase information</li> <li>◆ Ability to obtain resources to meet customer standards</li> </ul>

## Skill Standards

Occupation Cluster: SALON COORDINATOR  
 Function or Job Duty: A1 - COORDINATE SALON FUNCTIONS


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>A1.11 Handle and process telephone communication</p> 	<ul style="list-style-type: none"> <li>◆ Phones are promptly and courteously answered in accordance with salon protocol.</li> <li>◆ Permission is asked of caller before he/she is judiciously put on hold.</li> <li>◆ Calls are courteously and correctly transferred.</li> <li>◆ Messages are concisely and accurately recorded and given to the appropriate recipient in a timely manner.</li> <li>◆ Customer is appropriately informed message will be delivered in a timely manner.</li> <li>◆ Messages are thoroughly retrieved from message center and accurately recorded in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to appropriately interrupt salon personnel</li> <li>◆ Knowledge of telephone systems</li> <li>◆ Knowledge of salon protocol</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to interpret, clarify and influence communication</li> <li>◆ Ability to paraphrase information and edit correspondence</li> <li>◆ Ability to synthesize information</li> </ul>

Occupation Cluster: SALON COORDINATOR  
 Function or Job Duty: B1 – PROBLEM SOLVE/TROUBLESHOOT

<b>Task</b>	<b>Performance Criteria</b> How do we know when the task is performed well?	<b>Technical Knowledge</b> Skills, Abilities, and Tools	<b>Foundation Skills and Personal Qualities</b>
B1.1 Define problem	<ul style="list-style-type: none"> <li>◆ Origin of problem is accurately located in a timely manner.</li> <li>◆ Investigation of origin is performed in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to demonstrate personal and customer service</li> <li>◆ Knowledge of professional services</li> <li>◆ Knowledge of personality behavioral styles</li> <li>◆ Ability to demonstrate computer and appointment book scheduling</li> <li>◆ Knowledge of salon policy</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to research to gain information</li> <li>◆ Ability to analyze logic, rule and principle</li> <li>◆ Ability to prepare multiple schedules</li> </ul>
B1.2 Assess and determine impact to internal/external systems/processes	<ul style="list-style-type: none"> <li>◆ Evaluation of internal/external processes are accurately made in a timely manner.</li> <li>◆ Impacts are clearly described and analyzed with appropriate stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge of salon policy</li> <li>◆ Ability to demonstrate computer and appointment book scheduling</li> <li>◆ Knowledge of professional services</li> <li>◆ Knowledge of personality behavioral styles</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to analyze situation/information</li> <li>◆ Ability to visually analyze relationship between process/procedure</li> <li>◆ Ability to manage timelines</li> </ul>
B1.3 Notify need to know personnel and/or clients	<ul style="list-style-type: none"> <li>◆ Nature/Cause of problem is communicated to all individuals involved in a timely manner.</li> <li>◆ Appropriate documentation of the problem is accurately completed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to speak proper English and write legibly</li> <li>◆ Ability to demonstrate personal and customer service</li> <li>◆ Knowledge of salon protocol</li> <li>◆ Knowledge of professional services</li> <li>◆ Ability to operate a telephone</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to create original documents</li> <li>◆ Ability to present complex ideas and information</li> <li>◆ Ability to understand requirements of the task and technological results</li> </ul>
B1.4 Seek options and determine solutions	<ul style="list-style-type: none"> <li>◆ All possible solutions are pursued in a timely manner.</li> <li>◆ Most effective/efficient solution is identified based on all accumulated data.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to demonstrate personal and customer service</li> <li>◆ Knowledge of salon protocol</li> <li>◆ Knowledge of professional services</li> <li>◆ Knowledge of personality behavioral styles</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to generate solutions</li> <li>◆ Ability to analyze data</li> <li>◆ Ability to integrate information</li> </ul>

## Skill Standards

Occupation Cluster: SALON COORDINATOR  
 Function or Job Duty: B1 – 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>B1.5 Discuss solutions with all stakeholders and implement</p> 	<ul style="list-style-type: none"> <li>◆ Consensus is reached and corrective action plan established.</li> <li>◆ Tasks are assigned for individual accountability/responsibility.</li> <li>◆ Solution is applied to identified problem in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to speak proper English and write legibly</li> <li>◆ Ability to demonstrate personal and customer service</li> <li>◆ Knowledge of salon protocol</li> <li>◆ Knowledge of professional services</li> <li>◆ Ability to operate a telephone</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to interpret, clarify and influence communication</li> <li>◆ Ability to present complex ideas/information</li> <li>◆ Ability to accept responsibility for own behavior</li> </ul>
<p>B1.6 Assess outcome</p>	<ul style="list-style-type: none"> <li>◆ Effectiveness and efficiency of outcome is accurately assessed.</li> <li>◆ Outcome is assessed according to protocol.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to demonstrate personal and customer service</li> <li>◆ Knowledge of professional services</li> <li>◆ Ability to demonstrate computer and appointment book scheduling</li> <li>◆ Knowledge of salon policy</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to analyze data and contrast conflicting data</li> <li>◆ Ability to analyze information</li> </ul>
<p>B1.7 Develop and implement corrective preventive action plan, if needed</p>	<ul style="list-style-type: none"> <li>◆ Preventive action plan is developed to minimize recurrence of same or similar problem.</li> <li>◆ Preventive action plan is implemented into system where appropriate in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge of salon policy</li> <li>◆ Ability to demonstrate computer and appointment book scheduling</li> <li>◆ Knowledge of professional services</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to research to gain information</li> <li>◆ Ability to devise/implement plan of action</li> <li>◆ Ability to manage timelines</li> </ul>

# Scenario 1

A new customer walks in for her scheduled appointment. You greet her and ask her to fill out a client information card. Upon completion, you tell her about your customer service and salon policy. She asks for more details on other services you offer. As you're explaining the added value services, you note her stylist is ready for her. You then introduce her to her assigned stylist.

Primary Functions and Tasks Involved in This Scenario:

## **A1 - COORDINATE SALON FUNCTIONS**

- A1.1 Greet client
- A1.2 Orient new salon client
- A1.8 Update and maintain client mailing list

## Scenario 2

A customer walks into the salon and requests the best stylist you have. After you have greeted her, she informs you that her daughter just colored her hair. She did a terrible job and the customer wants it fixed right away. You schedule her with the next available color specialist. While you're waiting for her stylist to prepare her station, you show the customer some home hair care products from your product display case. You consult with the stylist on recommended products for damaged hair and explain product benefits and usage to the customer. The customer makes a purchase while she waits. As you're making change, her stylist approaches and you make the introduction.

Primary Functions and Tasks Involved in This Scenario:

### **A1 - COORDINATE SALON FUNCTIONS**

- A1.1 Greet client
- A1.2 Orient new salon client
- A1.3 Perform customer service relations
- A1.4 Schedule customer appointment
- A1.5 Sell professional salon products to customers
- A1.6 Handle money transactions
- A1.8 Update and maintain client mailing list



## Scenario 3

A large marketing campaign is under way. In an effort to attract new clients, you are asked to coordinate a salon event demonstrating new hair color techniques. You will be required to send a promotional mailing from an existing client database. You will work from your current mailing list which will require updating. You have to arrange scheduling time for the salon's hairstylists to accommodate the day's requests from clients. This presents a problem for you. Matching walk in clients with the appropriate stylists will be a challenge. After you assess and determine the impact a color show will have on the stylists and clients, you present options and seek additional input from the stylists. It is agreed by all that you must schedule them on a first come first serve basis after they have seen the demonstration. You agree to work closely with stylists and clients to implement the agreed plan of action.

Primary Functions and Tasks Involved in This Scenario:

### **A1 - COORDINATE SALON FUNCTIONS**

- A1.4 Schedule customer appointments
- A1.8 Update and maintain client mailing list

### **B1 - PROBLEMSOLVE/TROUBLESHOOT**

- B1.1 Define problem
- B1.2 Assess and determine impact to internal/external system/process
- B1.3 Notify need to know personnel and/or clients
- B1.4 Seek options and determine solutions
- B1.5 Discuss solutions with all stakeholders and implement



# Acknowledgements

We wish to thank the following committee members whose valued time, expertise and effort have contributed to the completion of this project.

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The NorthWest Center for Emerging Technologies for permission to adapt portions of the introduction to *Building a Foundation to Tomorrow: Skill Standards for Information Technology*, NWCET, 1997.

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