

SkillsUSA Professional Development Program and Career Skills Education Program Crosswalk to **Career Cluster Foundation Level Knowledge and Skills

**Career Cluster Competencies based on Nebraska Career and Life Skills (CALs) Observation Assessment	PDP Competency	CSEP Competency
<p>1. Communication</p> <p>The student demonstrates the ability to speak, listen, read, and write to function successfully in a variety of settings including school, home, and the worksite.</p> <p>1.1 Speak Clearly</p> <p>1.2 Listen Attentively</p> <p>1.3 Read with Understanding</p> <p>1.4 Write Correctly</p>	<p><u>Communications Skills</u></p> <p>Level SK-4, Identify effective workplace communication skills</p> <p>Level 1.8, Demonstrate effective communication with others</p> <p>Level 2.7, Observe and critique a meeting</p> <p>Level 2.8, Demonstrate business meeting skills</p> <p>Level 2.12, Review a professional journal and develop a 3- to 5-minute presentation</p> <p>Level 2.14, Complete a job application</p> <p>Level 3.6, Conduct a worker interview</p> <p>*Level 3.7, Research resume writing</p> <p>Level 3.8, Demonstrate interviewing skills</p> <p>Level 4.4, Develop a working relationship with a mentor</p> <p>*5.1, Develop and make a presentation promoting your career choice</p> <p>*5.4, Design and present lesson plan on an aspect of your career choice</p> <p>*Level 5.5, Write an article for a professional journal In your career area</p> <p><u>Customer Service</u></p> <p>Level 1.6, Define the customer</p> <p>Level 2.13, Identify customer expectations</p> <p>Level 3.9, Understand the cost of customer service</p> <p>Level 4.9, Develop customer service skills</p> <p>Level 5.3, Maximize customer service opportunities</p>	<p><u>Communication & Technology</u></p> <p>Analyze interpersonal communication strengths and difficulties</p> <p>*Analyze proper communication with diverse populations</p> <p>*Identify the characteristics needed to work in a team environment</p> <p>Display effective reading and writing skills</p> <p>Develop proper listening behaviors</p> <p>Speak clearly and concisely extemporaneously</p> <p>Prepare and deliver a presentation on a topic</p> <p>Interpret nonverbal communication cues</p> <p>Recognize the value of a personal network</p> <p>*Generate computer based materials</p> <p>*Display ethical computer behavior</p> <p>*Examine standards of computer etiquette</p> <p>*Analyze conflicts and appropriate resolutions</p> <p><u>Career Focus</u></p> <p>*Demonstrate effective interviewing skills</p> <p>*Complete a job application</p> <p>*Develop a résumé and cover letter</p> <p><u>Employment Portfolio</u></p> <p>*Provide an introduction to the student portfolio</p> <p>*Clearly state individual goals</p> <p>*Provide a personal résumé</p>

<p>2. Employability and Career Development</p> <p>The student demonstrates key employability skills and is actively engaged in his/her own career development, including the setting of personal living, earning, and learning goals and establishing a plan for reaching them</p> <p>2.1.1 Consistent in Attendance and Punctuality</p> <p>2.1.2 Exhibit Appropriate Dress and Personal Habits</p> <p>2.1.3 Accept Direction and Criticism</p> <p>2.1.4 Adapt to Change</p> <p>2.1.5 Initiate and Complete Projects</p> <p>2.1.6 Manage Time Appropriately</p> <p>2.2.1 Develop a Personal Learning Plan (PLP)</p> <p>2.2.2 Choose a Tentative Career Direction/Goal Based on Personal Interest and Aptitude, Cluster Knowledge/Skill Requirements, and Labor Market Demand</p> <p>2.3.1 Balance Learning, Earning, and Living Responsibilities</p> <p>2.3.2 Set Living Goals</p> <p>2.3.3 Set Earning Goals</p> <p>2.3.4 Set Learning Goals</p>	<p><u>Goal Setting and Self Awareness</u></p> <p>Level Sk-1, Research career interests</p> <p>Level SK-2, Identify personal interests</p> <p>Level SK-7, Recognize stress factors</p> <p>Level SK-9, Recognize the importance of goals</p> <p>Level SK-11, Evaluate professional development traits</p> <p>Level 1.1, Complete a self-assessment and identify individual learning styles</p> <p>Level 1.2, Discover self-motivation techniques and establish short-term goals</p> <p>Level 1.3, Determine individual time-management skills</p> <p>Level 2.1, Measure/modify short-term goals</p> <p>Level 2.2, Identify stress sources</p> <p>Level 2.10, Demonstrate social etiquette</p> <p>Level 3.1, Evaluate your career & training goals</p> <p>Level 4.2, Re-evaluate career goals and establish long-term goals</p> <p><u>Career Exploration</u></p> <p>Level 1.4, Define future occupations</p> <p>Level 1.9, Participate in a shadowing activity</p> <p>Level 1.10, Identify the components of an employment portfolio</p> <p>Level 2..11, Complete a survey for employment opportunities</p> <p>Level 2.15, Identify a mentor</p> <p>Level 5.4, Design and present a lesson plan on an aspect of your career choice</p>	<p><u>Personal Growth</u></p> <p>Develop personal financial skills</p> <p>Identify the need for lifelong learning</p> <p>Investigate time management techniques</p> <p>Assess individual personality (interests, stressors, learning styles)</p> <p>Establish short and long term goals</p> <p>Develop social etiquette skills</p> <p>Develop adaptation strategies for change in personal life</p> <p>Analyze the need to protect individual financial assets</p> <p><u>Career Focus</u></p> <p>Identify personal qualities desirable for the workplace</p> <p>*Complete a job application</p> <p>Prepare for potential employer interviews</p> <p>*Demonstrate effective interviewing skills</p> <p>Formulate realistic career goals (short- and long-term)</p> <p>Research career interest and employment opportunities</p> <p>*Develop a résumé and cover letter</p> <p>Participate in career exploration visits</p> <p><u>Professional Growth</u></p> <p>*Manage change constructively</p> <p>*Demonstrate the ability to manage time effectively</p> <p>*Explain the role of lifelong learning as it relates to professional growth</p> <p><u>Employment Portfolio</u></p> <p>Clearly define the purpose and target an audience for portfolio materials</p> <p>*Provide an introduction to the student portfolio</p> <p>*Clearly state individual goals</p> <p>*Provide a listing of individual competencies</p> <p>*Provide a personal résumé</p> <p>*Provide visual evidence of skills and abilities</p> <p>*Provide written evidence of skills and abilities</p> <p>Provide documentation of personal achievement</p> <p>Provide letters of recommendation</p> <p>*Use software, such as PowerPoint, to package the portfolio electronically</p> <p>*Make plans for assessment and continual improvement of portfolio</p>
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<p>3. Information Technology Applications</p> <p>The student understands technology systems and uses information technology tools including the use of basic e-mail functions, web-search applications, software applications (word-processing, presentation, database, spreadsheet), collaborative/groupware, and personal information management/productivity applications.</p> <p>3.1 Use Appropriate and Current Information Technology Applications</p>	<p><u>Applying Information Technology</u></p> <p>Level SK-6, Design, conduct and evaluate a survey</p> <p>Level 2.16, Assemble your employment portfolio</p> <p>*Level 3.7 Research resume writing</p> <p>Level 4.6, Construct a job search network</p> <p>Level 4.13, Organize your employment portfolio</p> <p>*5.4, Design and present lesson plan on an aspect of your career choice</p> <p>*Level 5.5, Write an article for a professional journal In your career area</p> <p>Level 5.6, Refine your employment portfolio</p>	<p><u>Communication & Technology</u></p> <p>*Generate computer based materials</p> <p>*Display ethical computer behavior</p> <p>*Examine standards of computer etiquette</p> <p><u>Career Focus</u></p> <p>*Develop a résumé and cover letter</p> <p><u>Employment Portfolio</u></p> <p>*Use software, such as PowerPoint, to package the portfolio electronically</p>
<p>4. Leadership and Teamwork</p> <p>The student applies leadership knowledge and skills, conflict management skills, and an understanding of cultural, social, and ethnic diversity to achieve group goals and consensus.</p> <p>4.1 Demonstrate Leadership Skills</p> <p>4.2 Use Conflict Management Skills</p> <p>4.3 Acknowledge Cultural, Social, and Ethnic Diversity</p>	<p><u>Projects and Teamwork</u></p> <p>Level SK-3, Engage in a team negotiation activity</p> <p>Level 1.5, Develop awareness of cultural diversity and equity issues</p> <p>Level 2.6, Apply team skills to a group project</p> <p>Level 3.10, Identify and apply conflict resolution skills</p> <p>Level 3.11, Demonstrate evaluation skills</p> <p>Level 4.7, Plan and implement a leadership project</p> <p>Level 4.10, Apply supervisory skills</p> <p>Level 4.11, Manage a project and evaluate others</p>	<p><u>Personal Growth</u></p> <p>Build respect for diversity</p> <p><u>Communication & Technology</u></p> <p>*Analyze proper communication with diverse populations</p> <p>*Identify the characteristics needed to work in a team environment</p> <p>*Analyze conflicts and appropriate resolutions</p> <p><u>Professional Growth</u></p> <p>*Analyze the culture of a given workplace</p> <p>*Examine the value of having a mentor</p> <p>*Identify appropriate protocol to resolve conflicts and/or issues between worker, supervisor, co-worker, working conditions</p>
<p>5. Legal Responsibilities and Ethics</p> <p>The student understands legal and ethical responsibilities and exhibits personal accountability, integrity, and responsibility.</p> <p>5.1 Understand Legal and Ethical Responsibility</p> <p>5.2 Practice Ethical Behavior</p>	<p><u>Workplace Attitudes</u></p> <p>Level SK-8, Identify personal qualities that are desirable for the workplace</p> <p>Level SK-5, Describe workplace components</p> <p>Level 2.3, Select characteristics of a positive image</p> <p>Level 4.3, Examine ethics and values in workplace</p>	<p><u>Personal Growth</u></p> <p>*Identify proper business and personal ethics and values</p> <p><u>Communication & Technology</u></p> <p>*Examine standards of computer etiquette</p>

<p>6. Problem Solving and Critical Thinking</p> <p>The student identifies problems, understands his/her context, and develops creative solutions.</p> <p>6.1 Apply Problem Solving Techniques</p> <p>6.2 Apply Critical Thinking Skills</p>	<p><u>Projects and Teamwork</u></p> <p>Level 3.3, Develop personal financial skills</p> <p>Level 3.5, Develop a business plan</p> <p>*Level 4.7, Plan and implement a leadership project</p> <p>*Level 4.11, Manage a project and evaluate others</p> <p><u>Community Service</u></p> <p>Level SK-10, Produce a list of potential volunteer activities</p> <p>Level 1.7, Recognize benefits of doing a community service project</p> <p>Level 3.4, Serve as a volunteer in the community</p> <p><u>Marketing and Entrepreneurship</u></p> <p>Level 3.2, Market your instructional program</p> <p>Level 4.8, Investigate entrepreneurship opportunities</p>	<p><u>Communication & Technology</u></p> <p>*Analyze conflicts and appropriate resolutions</p> <p><u>Professional Growth</u></p> <p>*Manage change constructively</p> <p>*Demonstrate the ability to manage time effectively</p> <p>*Analyze the culture of a given workplace</p> <p>*Examine the value of having a mentor</p> <p>Demonstrate appropriate business etiquette/protocol</p> <p>Demonstrate problem solving techniques and decision making skills</p> <p>*Identify appropriate protocol to resolve conflicts and/or issues between worker, supervisor, co-worker, working conditions</p> <p>*Explain the role of lifelong learning as it relates to professional growth</p> <p>*Discuss employer and employee relationships in a business/organization</p> <p>*Describe the components of effective customer relations</p> <p><u>Employment Portfolio</u></p> <p>*Make plans for assessment and continual improvement of portfolio</p>
<p>7. Safety, Health and Environmental</p> <p>The student understands health and safety issues and the existing and potential hazards to himself/herself and others.</p> <p>7.1 Support Health and Safety Policy and Procedures</p> <p>7.2 Follow Emergency Procedures</p>	<p><u>Safety</u></p> <p>Level 2.18, Recognize safety issues</p> <p>Level 3.14, Exercise your right to know</p>	

<p>8. Systems</p> <p>The student understands the interrelationship between social, organizational, and technological systems; the effect of systems on the quality of the product or service provided; and the importance of adhering to established policies and procedures.</p> <p>8.1 Understand Interrelationship Between Social, Organizational, and Technological Systems</p> <p>8.2 Follow Policies & Procedures</p>	<p><u>Research and Analytical skills</u></p> <p>Level 2.4, Demonstrate awareness of government</p> <p>Level 2.5 Demonstrate awareness of professional organizations and trade unions</p> <p>Level 2.17, Explore supervisory and management roles in an organization</p> <p>Level 4.1, Predict employment trends</p> <p>Level 4.5, Illustrate an organizational structure</p> <p>*Level 4.8, Investigate entrepreneurship opportunities</p> <p>Level 5..2 Analyze your entry-level job skills</p> <p>Level 5..3, Maximize customer service opportunities</p>	<p><u>Professional Growth</u></p> <p>*Discuss employer and employee relationships in a business/organization</p> <p>*Describe the components of effective customer relations</p>
<p>9. Technical Skills</p> <p>The student demonstrates the ability to select, apply, and evaluate the appropriate tools, equipment, technology, and processes of chosen career field/cluster.</p> <p>9.1 Use Appropriate Tools, Equipment, Technology and Processes</p> <p>9.2 Assist Others in Technical Skill Attainment</p>	<p><u>Technical Skills</u></p> <p>Level 1.12, List proficiency in program competencies</p> <p>Level 2.19, Evaluate employability skills in program competencies</p> <p>Level 3.15, Update program competencies</p> <p>Level 3.13, Perform a skill demonstration</p> <p>Level 4.12, Evaluate professional competencies</p>	<p><u>Employment Portfolio</u></p> <p>*Provide a listing of individual competencies</p> <p>*Provide visual evidence of skills and abilities</p> <p>*Provide written evidence of skills and abilities</p>
<p>*Competencies that are listed in more than one Career Cluster topic area</p> <p>**The Nebraska Career and Life Skills (CALs) Observation Assessment has identified foundation knowledge and skills that are common to all 16 U.S. Department of Education Career Clusters and provide a common language and measure across clusters. Specific applications in each career cluster can be found in the cluster knowledge and skills statements.</p>		