

Preview Guide

pdpr
**Professional
Development
Program**

PROFESSIONAL
DEVELOPMENT
PROGRAM

pdp

Preview Guide

WHAT'S IN THIS GUIDE?

This Preview Guide is an overview of the award-winning Professional Development Program (PDP) and SkillsUSA. Included is an explanation of the PDP icon system, a master list of employability skills competencies, and samples of the program's signoff sheets, progress charts and lessons.

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SKILLSUSA

Overview: SkillsUSA is a partnership of students, teachers and industry representatives, working together to ensure America has a skilled work force. It helps each student to excel.

SkillsUSA is a national organization serving teachers and high school and college students who are preparing for careers in technical, skilled and service occupations, including health occupations. SkillsUSA was formerly known as VICA (Vocational Industrial Clubs of America).

Membership: More than 307,000 students and instructors join SkillsUSA annually, organized into more than 19,333 sections and 54 state and territorial associations. SkillsUSA has served more than 9.9 million members.

Mission: SkillsUSA is an applied method of instruction for preparing America's high performance workers in public career and technical programs. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. SkillsUSA emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. It also promotes understanding of the free-enterprise system and involvement in community service.

Partners: Currently, 16,291 teachers and school administrators serve as professional SkillsUSA members and instructors. More than 1,100 business, industry and labor sponsors actively support SkillsUSA at the national level through financial aid, in-kind contributions and involvement of their people in SkillsUSA activities. Many more work directly with state associations and local chapters.

Programs: SkillsUSA programs include local, state and national competitions in which students demonstrate occupational and leadership skills. At the annual national-level SkillsUSA Championships, more than 5,000 students compete in 91 occupational and leadership skill areas.

SkillsUSA programs also help to establish industry standards for job skill training in the lab and classroom, and promote community service. SkillsUSA is recognized by the U.S. Department of Education and is cited as a "successful model of employer-driven youth development training program" by the U.S. Department of Labor and is an OSHA Alliance partner.

The **SkillsUSA Work Force Ready System** is a comprehensive tool to help students document entry-level skills as defined by industry and accepted by state education policy. Being developed under a W.K. Kellogg Foundation grant, the Work Force Ready System will feature 46 industry-driven assessments that can lead to professional certifications. Visit: www.workforcereadysystem.org

The **Career Skills Education Program (CSEP)** contains online lessons teaching basic employment and life skills to college/postsecondary students.

Student2Student Mentoring gives high school students a chance to mentor younger students in the area of career development.

CareerSafe is a credentialed online training program developed in cooperation with the Occupational Safety and Health Administration (OSHA) to provide students with basic knowledge of safety and a credential desired in the job market.

FOREWORD

SkillsUSA's Professional Development Program (PDP) guides students through 76 employability skills activities that are covered in six levels of the program. The activities help meet the competencies outlined by the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS).

The separate SkillsUSA Instructor's Manual and SkillsUSA Student Workbook feature 20 additional SkillsUSA-related competencies. SkillsUSA students must complete these competencies and the five levels of PDP to earn their degrees.

Lessons include self-assessments to communications skills, ethics, conflict resolution, government awareness, time management skills, career research and more.

Use of the PDP encourages local business involvement in the training of tomorrow's entry-level workers. The curriculum can be used as an individual self-development course or for group instruction. It can be integrated into the existing curriculum or used as a separate course of study. Students are recognized for individual achievement as they develop their professional and occupational skills.

The program enables instructors to become managers of the learning process by encouraging students to become responsible for their own learning and development. PDP links academic and occupational programs as well as business, industry and community leaders in partnerships for student development.



Introduction to PDP

Following are descriptions of various components of the PDP along with an explanation of their purpose in supporting the program objectives.

MATERIALS

There are six instructional modules in the Professional Development Program, plus supplemental SkillsUSA modules to be used by SkillsUSA chapters active in the program. The six instructional modules include the Starter Kit and Levels 1 through 5. The Instructor's Guide contains the student modules plus optional activities, strategies to deal with special populations, tips and evaluation suggestions. The Instructor's Guide also presents matrices that compare the program competencies to the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) information.

It is important to review both the Instructor's Guide and student modules before beginning the program. The Starter Kit has been designed as an exploratory program, an introduction to a person's professional growth. This module is optional, but it can be used by anyone who would like to examine his or her professional development. Students will then progress through Levels 1 through 5.

Note: For students active in SkillsUSA, the Professional Development Program's SkillsUSA Student Workbooks are designed to supplement Levels 1 through 5 and should be completed in conjunction with each level. At the completion of Level 5, SkillsUSA students can apply to their respective state SkillsUSA associations for the American Degree.

The highest individual SkillsUSA honor is awarded upon completion of the International Degree. This part of the program is completed after a participant has entered the work force with full-time employment in his or her selected profession. Competencies must be documented in an International Degree notebook. For more information and to obtain guidelines for the notebook, telephone SkillsUSA: 800-321-8422, or e-mail anyminfo@skillsusa.org.

USE OF ICONS

Each level of the Professional Development Program is coded with icons designed to suggest the enhanced area of development and when an activity can be improved by business and industry involvement or integrative efforts.

Each activity will be coded with an icon depicting the following:



INDIVIDUAL: existing as a separate being or thing. Individual activities in this program are geared to help promote personal growth.



TEAM: a group of people joined in a cooperative activity. Team activities in this program are geared to encourage teamwork both on the job and off.



LEADER: one who guides, supervises or manages. Leader activities in this program are geared to help develop individuals as leaders, supervisors and managers.



EMPLOYEE: a person who works for another for compensation. Employee activities in this program are geared to help individuals become happy and productive employees.



INDUSTRY & EDUCATION PARTNERSHIPS: Partnership activities in this program are geared to encourage interaction among business and industry and students in school-to-work transition programs.



INTEGRATION: to bring together into a whole. To unite school-based, work/business and industry-based and employability skills into instructional activities and/or a school-to-work transition program.



RESEARCH: to investigate or study materials or sources to establish facts and reach conclusions. Research activities are geared to help students seek answers and solve problems.

These icons will appear with each activity to pinpoint the area students are developing.

To stay organized, students should store the worksheets and materials gathered in these exercises in a portfolio, folder or three-ring binder.

INSTRUCTIONAL STRATEGIES

The Professional Development Program is a flexible system for teaching career-enhancement skills. It can be used in conjunction with occupational and academic instruction. Its activity-based approach for teaching competencies means the instructor and student can select the most appropriate instructional methods for their learning environment and program.

The objective of the PDP is to develop competencies in students. If instructors and students wish to adapt or make substitutions in activities, they should do so. For example, instructors may wish to turn activities written for individuals into team activities or to substitute research on the Internet for research at the library.

The PDP does not require that all activities be completed in each level as long as the instructor believes that the activities completed have successfully prepared the student in that competency. Students shouldn't have to repeat something they've already done. If a student has prepared a résumé as part of his or her regular class work, the instructor can give the student credit for the level.

PDP activities do not have to be done in the sequence presented in the books. The PDP is structured to take students through a logical sequence of experiences, but each student and instructional program is different. If instructors and students want to jump between levels or do activities in a different order, that's fine. Of course, we recommend that students master the basics first.

The PDP is designed to enhance cooperative learning and team teaching (as shown in the transition skills matrix on the following pages). Support team activities for PDP can involve other instructors, resources and agencies. That support system should recognize student achievement at each stage of growth and reward participants for their efforts to develop as professionals. Finally, keep in mind that the PDP is the participant's program — let your students assume the role of leadership in their own development.

TRAINING SEMINARS

Besides giving teachers the curricula and programs to teach employability skills, SkillsUSA holds PDP training seminars to help educators learn how to implement career training into their programs. Seminars are geared for instructors, guidance counselors and college professors and are taught by experts and seasoned teachers.

Attendees receive: one day of training; the Professional Development Program Instructor's Guide; one copy of each edition of the Professional Development Program Student Workbooks; the class progress chart; and a certificate of completion. Seminar prices do not include lodging or meals.

For seminar pricing, more information or to register, contact Stephanie Bland at SkillsUSA by telephone at 703-737-0622, or visit: www.skillsusa.org/educators/training.shtml.

MARGIN NOTES

In the margin areas of the PDP Instructor's Guide, there are notes to assist the instructor. There are three categories of notations:

OPTIONAL ACTIVITIES

are additional activities that can be presented to students who are advanced and want to work beyond the required activities. Optional activities can also be used to strengthen a particular competency. The use of these activities is at the discretion of the instructor.

TIPS

are suggestions that can be used by the instructor monitoring the PDP. They may include contacts or materials that can be obtained and used to enhance the materials and resources available at hand.

EVALUATIONS

are suggestions of student requirements that can be used to track progress indicating competency. Also listed are reminders of what can be included in student portfolios.

Important: No matter what approach, strategy, resource or personnel are used during the implementation of the PDP, the program is designed to be an integral part of any program. The PDP is not to be treated as supplemental or separate, but as intercurricular.

LESSON PLANS

The competencies in the PDP are designed to address important career enhancement skills in a way that could be part of your curriculum. Because lesson plans are a tool for you, SkillsUSA has provided example lessons. Some are included within the Instructor's Guide, and others are available at: www.skillsusa.org/educators/pdplessons.shtml. On this Web page, you'll find new PDP lesson plans submitted by teachers from across the country who have already been using the PDP in their own classrooms.

PDP TIME LINE

You may chose your own time line to complete any of the levels within a week, month, year, class, class level and so on. You may mix and match levels, competencies and the activities within these competencies to meet your personal time line and curriculum.

PDP RECORD-KEEPING SYSTEM

Record keeping becomes important when you have many students working on different levels of the Professional Development Program. Set aside a file drawer with a folder for each student. Have students file information — letters of verification, sample job applications, survey data and résumés — for their portfolios. One or two students may be assigned to maintain this filing system. The file should be located in a secured place.

USING PORTFOLIOS

A portfolio is a collection of an individual's work from year to year. It should contain documents and work samples to verify occupational qualifications and competencies used to promote oneself to an employer. The employment portfolio is organized as an ongoing collection of records, photos, work samples and other pertinent materials relating to an individual's employability skills.

For job interviews, the employment portfolio should contain only the best representation of the individual's work. Information in portfolios will vary according to the intent for which they are used.

Portfolio development and organization is included in the PDP because of its importance in helping individuals market their skills and talent for securing employment. Instructors are encouraged to support the development of a portfolio for each student.

INTRODUCING PDP TO STUDENTS

In today's demanding marketplace, students need to be prepared to sell themselves and their skills. Any advantage that students have to help themselves secure a place in a quality work environment is vital. The Professional Development Program has been developed to address these issues and help students develop that extra edge. Instructors are encouraged to engage all students in the PDP by emphasizing that it is a fun way to meet and interact with potential employers, work on teams, explore community involvement and gain valuable workplace transitional skills. Consider inviting an experienced PDP participant to talk with your students about what he or she gained personally and professionally from involvement with the PDP.

REWARDS AND RECOGNITION

The underlying philosophy of the Professional Development Program, *achievement deserves recognition*, is what accounts for its appeal. The program is designed to reward participants for their successes and accomplishments. It is vital that instructors, school officials, business and industry personnel and other involved parties recognize students' achievements at formal award ceremonies and make each success special.

PDP EVALUATION

Although evaluation is an ongoing event, the PDP has built in a formal evaluation process for each competency within each level. This evaluation of progress enhances the tracking of a student's professional development. While various individuals may evaluate student competency completions, the instructor should act as the program monitor.

PROFESSIONAL DEVELOPMENT PROGRAM COMPETENCY LIST

Level SK.1	Research career interests	Level 2.15	Identify a mentor
Level SK.2	Identify personal interests	Level 2.16	Assemble your employment portfolio
Level SK.3	Engage in a team negotiation activity	Level 2.17	Explore supervisory and management roles in an organization
Level SK.4	Identify effective workplace communication skills	Level 2.18	Recognize safety issues
Level SK.5	Describe workplace components	Level 2.19	Employability skills: evaluate program comprehension
Level SK.6	Design, conduct and evaluate a survey		
Level SK.7	Recognize stress factors		
Level SK.8	Identify personal qualities that are desirable for the workplace	Level 3.1	Evaluate your career and training goals
Level SK.9	Recognize the importance of goals	Level 3.2	Market your career choice
Level SK.10	Produce a list of potential volunteer activities	Level 3.3	Develop personal financial skills
Level SK.11	Evaluate professional development traits	Level 3.4	Serve as a volunteer in the community
		Level 3.5	Develop a business plan
Level 1.1	Complete a self-assessment and identify individual learning styles	Level 3.6	Conduct a worker interview
Level 1.2	Discover self-motivation techniques and establish short-term goals	Level 3.7	Research résumé writing
Level 1.3	Determine individual time-management skills	Level 3.8	Demonstrate interviewing skills
Level 1.4	Define future occupations	Level 3.9	Understand the cost of customer service
Level 1.5	Develop awareness of cultural diversity and equity issues	Level 3.10	Identify and apply conflict resolution skills
Level 1.6	Define the customer	Level 3.11	Demonstrate evaluation skills
Level 1.7	Recognize benefits of doing a community service project	Level 3.12	Examine workplace ethics: the role of values in making decisions
Level 1.8	Demonstrate effective communication with others	Level 3.13	Perform a skill demonstration
Level 1.9	Participate in a shadowing activity	Level 3.14	Exercise your right to know
Level 1.10	Identify the components of an employment portfolio	Level 3.15	Update program competencies
Level 1.11	Explore what's ethical in the workplace or school		
Level 1.12	List proficiency in program competencies	Level 4.1	Predict employment trends
Level 2.1	Measure/modify short-term goals	Level 4.2	Re-evaluate career goals and establish long-term goals
Level 2.2	Identify stress sources	Level 4.3	Examine ethics and values in the workplace
Level 2.3	Select characteristics of a positive image	Level 4.4	Develop a working relationship with a mentor
Level 2.4	Demonstrate awareness of government	Level 4.5	Illustrate an organizational structure
Level 2.5	Demonstrate awareness of professional organizations and trade unions	Level 4.6	Construct a job search network
Level 2.6	Apply team skills to a group project	Level 4.7	Plan and implement a leadership project
Level 2.7	Observe and critique a meeting	Level 4.8	Investigate entrepreneurship opportunities
Level 2.8	Demonstrate business meeting skills	Level 4.9	Develop customer service skills
Level 2.9	Explore workplace ethics: codes of conduct	Level 4.10	Apply supervisory skills
Level 2.10	Demonstrate social etiquette	Level 4.11	Manage a project and evaluate others
Level 2.11	Complete a survey for employment opportunities	Level 4.12	Evaluate professional competencies
Level 2.12	Review a professional journal and develop a three- to five-minute presentation	Level 4.13	Organize your employment portfolio
Level 2.13	Identify customer expectations	Level 5.1	Develop and make a presentation promoting your career choice
Level 2.14	Complete a job application	Level 5.2	Analyze your entry-level job skills
		Level 5.3	Maximize customer service skills
		Level 5.4	Design and present a lesson plan on an aspect of your career choice
		Level 5.5	Write an article for a professional journal in your career area
		Level 5.6	Refine your employment portfolio

SKILLSUSA COMPETENCY LIST

Level S-1 Trainee Degree Certification

- Level S-1.1 Establish short-term goals
- Level S-1.2 Demonstrate knowledge of the SkillsUSA motto and current theme
- Level S-1.3 Demonstrate knowledge of the SkillsUSA colors
- Level S-1.4 Demonstrate knowledge of the SkillsUSA Creed
- Level S-1.5 Demonstrate knowledge of SkillsUSA history
- Level S-1.6 Demonstrate knowledge of official SkillsUSA attire

Level S-2 Leader Degree Certification

- Level S-2.1 Demonstrate knowledge of SkillsUSA officer responsibilities
- Level S-2.2 Describe the procedure for becoming a SkillsUSA officer
- Level S-2.3 Create a SkillsUSA program of work and yearly calendar
- Level S-2.4 Attend a local SkillsUSA meeting
- Level S-2.5 Demonstrate knowledge of the purposes of SkillsUSA

Level S-3 Professional Degree Certification

- Level S-3.1 Serve on a committee or a SkillsUSA program of work team
- Level S-3.2 Prepare a meeting agenda
- Level S-3.3 Demonstrate knowledge of parliamentary procedure
- Level S-3.4 Demonstrate knowledge of the SkillsUSA emblem
- Level S-3.5 Demonstrate knowledge of the SkillsUSA pledge

Level S-4 Champion Degree Certification

- Level S-4.1 Demonstrate knowledge of SkillsUSA's local and state constitutions and structure
- Level S-4.2 Demonstrate knowledge of SkillsUSA's national constitution and structure
- Level S-4.3 Demonstrate your ability to speak in public
- Level S-4.4 Demonstrate your skills in a SkillsUSA Championships

Level S-5 American Degree Requirements

Students completing Level 5 of the Professional Development Program SkillsUSA Student Workbook are required to complete the competencies in Level 5 of the Professional Development Program and adhere to the specific requirements established for the American Degree outlined in the student workbook.

Note: the American Degree is awarded by the student's SkillsUSA state director.

SKILLSUSA LEVEL 6: INTERNATIONAL DEGREE

Those seeking to complete Level 6, the International Degree, must be program graduates working full time in their occupational field. Applicants must work independently on this unit. Level 6 competencies must be documented in an International Degree notebook. For more information, deadlines and to obtain guidelines for the notebook, contact SkillsUSA: telephone; 800-321-8422 or e-mail anyinfo@skillsusa.org.



Matrices

The nation's leaders from government, education, and business and industry have realized the importance of our work force as a key resource for survival for the country. Employers' concerns are driven by one of the most compelling circumstances: economic need.

In response to the need, the U.S. Department of Labor, in its Secretary's Commission on Achieving Necessary Skills (SCANS), examined the demands of the workplace and the ability of our young people to meet those demands. A report by the commission defined the skills needed and proposed acceptable levels of proficiency for them. With this in mind, the Professional Development Program provides a foundation for attaining the skills identified by the SCANS report.

One of the major strengths of the PDP is the potential for ongoing partnerships between the educational and business/industry arenas. The competencies that drive this program are a product of that partnership effort. Strategies and activities have been designed to enhance transition into the workplace and nurture leadership for future workplace challenges.

The following matrices provide a cross-reference system that clarifies the relationship between what employers are seeking and what the PDP provides. The dots indicate skills developed through participation in the competency. A transitional skills matrix from each level of the program is presented, followed by SCANS competencies and foundation skills documentation.

The matrices include:

- the three-part foundation of basic skills, thinking skills and personal qualities
- the five competencies of resources, interpersonal, information, systems and technology
- Higher order thinking skills (HOTS)
- Cognitive outcome, affective outcome and psychomotor behaviors
- Quality concepts of improving, managing and understanding process

PROFESSIONAL DEVELOPMENT PROGRAM TRANSITION SKILLS MATRIX

Professional Development Program	BASIC SKILLS										THINKING SKILLS						PERSONAL QUALITIES								HOTS					
	Reading	Writing	Listening	Speaking	Math	Science	Social studies	Keyboarding	Creativity	Decision making/critical thinking	Problem solving	Visualizing	Learning to learn	Reasoning	Planning	Responsibility	Self-esteem	Sociability	Self-management	Integrity/honesty	Loyalty/dedication	Adaptability	Professionalism	Personal Salesmanship	Positive attitude	Image	Cognitive	Affective	Psychomotor	
Level SK.1: Research career interests	●	●		●					●						●				●	●							●			
Level SK.2: Identify personal interests	●	●		●					●						●				●	●							●			
Level SK.3: Engage in a team negotiation activity	●	●	●	●					●						●				●	●							●			
Level SK.4: Identify effective workplace communication skills	●	●	●	●					●						●				●	●							●			●
Level SK.5: Describe workplace components	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Level SK.6: Design, conduct and evaluate a survey	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Level SK.7: Recognize stress factors	●	●		●	●				●						●				●	●							●			
Level SK.8: Identify personal qualities that are desirable for the workplace	●	●	●	●					●						●				●	●							●			●
Level SK.9: Recognize the importance of goals	●	●	●	●					●						●				●	●							●			
Level SK.10: Produce a list of potential volunteer activities	●	●	●	●					●						●				●	●							●			
Level SK.11: Evaluate professional development traits						●			●						●				●	●							●			

TIP

Professional Development Program pins and certificates can be ordered at: www.skillsusa.org/shop/.

TRAINEE DEGREE CERTIFICATION

Those who assist the student in completing this workbook should initial the competencies next to the appropriate number, sign the statement below and make sure a copy of it goes into the student’s portfolio.

- _____ 1.1 Complete a self-assessment and identify individual learning styles
- _____ 1.2 Discover self-motivation techniques and establish short-term goals
- _____ 1.3 Determine individual time-management skills
- _____ 1.4 Define future occupations
- _____ 1.5 Develop awareness of cultural diversity and equity issues
- _____ 1.6 Define the customer
- _____ 1.7 Recognize benefits of doing a community service project
- _____ 1.8 Demonstrate effective communication with others
- _____ 1.9 Participate in a shadowing activity
- _____ 1.10 Identify components of an employment portfolio
- _____ 1.11 Explore what’s ethical in the workplace or school
- _____ 1.12 List proficiency in program competencies

I _____
(teacher name)

recommend that _____
(student name)

be awarded the Trainee Degree for successful completion of the Professional Development Program Level 1 competencies.

(signature of advisor)

(signature of appropriate official)

Note: Those who assist the student in completing this workbook should sign this page and make sure a copy of it goes into the student’s portfolio.



Student progress charts

Because the curriculum is flexible enough to use as both a class program and a self-paced student program, record-keeping may get confusing. To help instructors keep records as students progress through the different levels, student progress charts have been provided in the Instructor's Guides.

Designed to be photocopied, the built-in, record-keeping system enables instructors to mark off completed competencies in the Starter Kit through the Level 5 of the Professional Development Program. Similar record sheets are provided for the SkillsUSA competencies, Levels 1 through 4. Charts are not provided for the American Degree or the International Degree.

A large wall chart is also available. Displayed in the classroom, this chart gives students the opportunity to see how their progress compares to other students in the class.

Student Progress Chart
Professional Development Program
Starter Kit

	Level SK.1	Level SK.2	Level SK.3	Level SK.4	Level SK.5	Level SK.6	Level SK.7	Level SK.8	Level SK.9	Level SK.10	Level SK.11
1.	Research career interests	Identify personal interests	Engage in a team negotiation activity	Identify effective workplace communication skills	Describe workplace components	Design, conduct and evaluate a survey	Recognize stress factors	Identify personal qualities that are desirable for the workplace	Recognize the importance of goals	Produce a list of potential volunteer activities	Evaluate professional development traits
2.											
3.											
4.											
5.											
6.											
7.											
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16.											
17.											
18.											
19.											
20.											

*Sample Lesson
from Instructor's Guide
Starter Kit*

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PDP PREVIEW



Level SK-6
Design, conduct and evaluate a survey



EVALUATION
Evaluation will be based upon the survey instrument developed by the student, the collection of survey data and the graph or chart presenting the results. The person who served as a consultant for the participants needs to sign off on the evaluation. A copy of the survey and the data collection display should be placed in the Starter Kit Workbook or in a separate notebook.

How do you gather information from a large group of people? One effective way is to conduct a survey. A survey is a familiar form of data collection used in the workplace. If you want to study or inspect something in detail, you can design a set of questions to ask a certain audience, then analyze the responses. This is surveying. The trickiest thing about surveying is writing questions that will generate the information you want.

Practice asking questions about a topic for which you need information. You may wish to share the results with your survey participants, your school or business.

ACTIVITY

Complete the following steps:

1. Select a survey topic; for example, a favorite movie or favorite cafeteria food.

2. List the question(s) related to your topic. The questions should address what you would like to know about your topic.

OPTIONAL ACTIVITY

Encourage program participants to track age and gender in the survey. Do the answers produced yield different results?

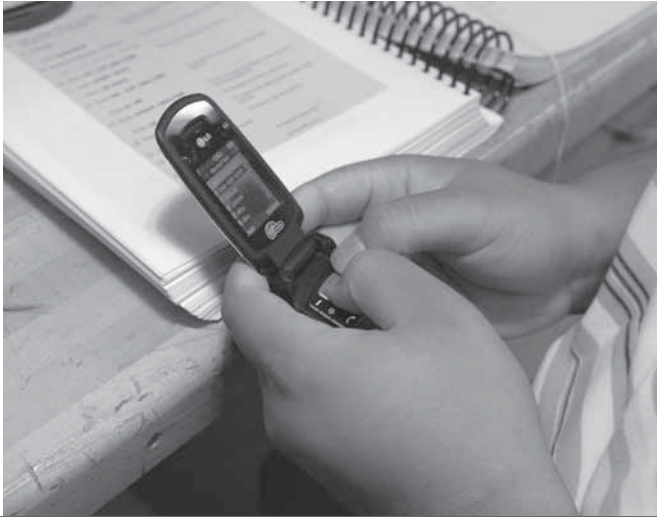
TIP

The newspaper is an excellent source for demonstrating applications of surveying and statistics. Have students find examples of survey data organized in different graphing forms.

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3. Identify your audience: Who should you ask? Who would have the information you desire? Decide how many people you need to ask. If it's possible to ask your entire audience do it. If not, you will need to take a sample, or subset, of people. Try to use a random approach when choosing a sample of people.

4. Conduct a survey by collecting responses.
5. Organize responses using a graphing technique of your choice, for example, table, bar graph, circle graph or run chart*. Ask one of your instructors to recommend someone to help you choose a method to create charts and graphs of your results. Your math or computer instructor or your quality assurance manager may be good choices. Use programs such as Microsoft Excel or similar software.

*See Tools Appendix for assistance.



Level 1.11
**Explore what's ethical
in the workplace or school**



Have you ever been in a situation where you felt you had taken unfair advantage of someone? Maybe the situation involved money, property, another's feeling or your own principals. Did you feel uncomfortable? Ashamed? Guilty? We instinctively knew right from wrong and ethical from unethical because we each have a code of ethics: moral principles that govern our behavior.

Whether in the workplace or at school, individuals, groups and organizations all function under a code of ethics. Knowing the codes will help you steer clear of difficult or awkward situations.

ACTIVITY 1

- 1. Create a list of five things not tolerated at school and list why.

- 2. Create a list of five things not tolerated at work and list why.



Level 4.11 Manage a project and evaluate others



As a supervisor or manager, you may be given the responsibility to manage or oversee a particular project or assignment through its completion. Sometimes this project is one you can do on your own. Other times, it may require that you form a team and delegate assignments to team members to help complete the project. As a manager, this team is your responsibility and the work they do reflects on you. It may also necessitate evaluating team members.

In Level 3.12, you evaluated yourself and began to think objectively in evaluation situations. Evaluating others is never easy, and developing an objective opinion is necessary to be effective at the task. You may find that the person you must evaluate is someone you personally don't like, but they have done exceptional work. To evaluate that person, you will need to put all personal opinions aside. And, likewise, you may be asked to evaluate a good friend of yours, someone whose feelings you

wouldn't want to hurt. You will need to function with an objective opinion to be fair. You will also need to be able to communicate your evaluation statements in a professional manner. Remember to support what you say with facts.

ACTIVITY 1

Working with your instructor and the rest of the class, form four- to five person teams. Have your instructor assign each team a project that can be completed in a short period of time. Let one person on the team act as the manager or supervisor. That person will delegate responsibility among team members, but ultimately will be responsible for the finished project. During the project assignment, the "manager" will evaluate each team member's performance. A project summary evaluation for each team member will be given to your instructor.

Using the form provided on the next page, complete an evaluation on your fellow team members (given the assigned project technical and employability criteria developed).

Once you complete the evaluation on each team member, discuss the results with him or her. Remember to back up your results with facts and be prepared to discuss ways to continuously improve areas or ways to solve various situations or problem areas.

Now, your team should take turns "managing" short-term classroom projects until each person has had a chance to act as manager and conduct evaluations.

ACTIVITY 2

Create a one-page summary of your experience as a supervisor/manager for this project. Think about what it felt like to evaluate friends and other class members. What problems did you encounter? How did you resolve them? Did each evaluation result in a win-win situation? Attach your summary.

TIP
Help your students develop the technical criteria area of the chart.

NAME	TASK	EMPLOYABILITY CRITERIA							TECHNICAL CRITERIA					
		Had clear goals	Made steady progression to accomplishing goals	Stayed on task	Listened to others and took others' opinions into consideration	Provided useful suggestions	Respected other team members	Actively participated in group						
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														

3: Agree
 2: Somewhat agree
 1: Disagree



Professional Development Program competency involvement matrices

The matrices found on the following pages are designed to serve as guides for developing cooperative professional development learning experiences for students. The basis for the matrices is to recommend the subject disciplines that are best suited to guide a student's development in a competency.

Participants using the Professional Development Program (PDP) take on the role of the “active learners.” They direct their own development, find resources, including people, and become responsible for their own success. With this in mind, it is difficult not to check every box in the matrix. Instructors interested in developing the whole student can easily guide the student through all of the competencies. However, the PDP is designed to foster a cooperative “team” effort among instructors, support personnel, parents and business and industry representatives. These “team” members should act as “guides” for the participants.

The following matrices show the areas of emphasis of core education disciplines within the Professional Development Program competencies. The ✖ represents significant subject discipline emphasis. For example, in mathematics, a volunteer activity (SK-9) could be integrated to study cost benefits or calculate how much a community saves when using volunteers. How the lesson is approached can be adapted to meet each participant's goals and the mentor's interest.

PDP COMPETENCY INVOLVEMENT

Competency		Written/Verbal Communications	Math	Cultural	Science	Occupational	Guidance	Business and Industry	School to Work
Level SK.1	Research career interests	*				*	*		*
Level SK.2	Identify personal interests	*				*	*		*
Level SK.3	Engage in a team negotiation activity	*	*	*	*	*	*	*	*
Level SK.4	Identify effective workplace communication skills	*	*	*	*	*	*		*
Level SK.5	Describe workplace components	*	*	*	*	*	*	*	*
Level SK.6	Design, conduct and evaluate a survey	*	*	*	*		*		*
Level SK.7	Recognize stress factors	*			*	*	*		*
Level SK.8	Identify personal qualities that are desirable for the workplace	*				*	*	*	*
Level SK.9	Recognize the importance of goals	*	*	*	*	*	*		*
Level SK.10	Produce a list of potential volunteer activities	*	*	*	*	*		*	
Level SK.11	Evaluate professional development traits	*		*		*	*		*
Level 1.1	Complete a self-assessment and identify individual learning styles	*		*	*	*	*	*	*
Level 1.2	Discover self-motivation techniques and establish short-term goals	*				*	*		*
Level 1.3	Determine individual time-management skills	*	*	*	*	*	*	*	*
Level 1.4	Define future occupations	*	*	*	*	*	*	*	*
Level 1.5	Develop awareness of cultural diversity and equity issues	*		*	*	*	*	*	*
Level 1.6	Define the customer	*			*	*	*	*	*
Level 1.7	Recognize benefits of doing a community service project	*		*		*	*		*
Level 1.8	Demonstrate effective communication with others	*		*			*		
Level 1.9	Participate in a shadowing activity	*		*		*	*	*	*
Level 1.10	Identify the components of an employment portfolio	*				*	*	*	*
Level 1.11	Explore what's ethical in the workplace or school	*		*			*	*	*
Level 1.12	List proficiency in program competencies	*	*	*	*	*	*	*	*
Level 2.1	Measure/modify short-term goals	*		*	*	*	*	*	
Level 2.2	Identify stress sources	*	*	*	*	*	*	*	*
Level 2.3	Select characteristics of a positive image	*				*	*	*	*
Level 2.4	Demonstrate awareness of government	*		*			*		
Level 2.5	Demonstrate awareness of professional organizations and trade unions	*		*			*	*	*
Level 2.6	Apply team skills to a group project	*		*	*	*	*	*	*
Level 2.7	Observe and critique a meeting	*		*			*		
Level 2.8	Demonstrate business meeting skills	*		*		*	*	*	*
Level 2.9	Explore workplace ethics: codes of conduct	*		*			*	*	*
Level 2.10	Demonstrate social etiquette	*	*	*		*	*	*	*
Level 2.11	Complete a survey for employment opportunities	*	*	*	*	*	*	*	*
Level 2.12	Review a professional journal and develop a three- to five-minute presentation	*		*		*	*	*	*
Level 2.13	Identify customer expectations	*	*	*			*	*	*

Competency		Written/Verbal Communications	Math	Cultura	Science	Occupational	Guidance	Business and Industry	School to Work
Level 2.14	Complete a job application	*				*	*	*	*
Level 2.15	Identify a mentor	*		*	*	*	*	*	*
Level 2.16	Assemble your employment portfolio	*							
Level 2.17	Explore supervisory and management roles in an organization	*	*			*		*	*
Level 2.18	Recognize safety issues	*			*	*		*	*
Level 2.19	Employability skills: evaluate program comprehension	*	*	*	*	*	*	*	
Level 3.1	Evaluate your career and training goals	*				*	*		*
Level 3.2	Market your career choice	*	*	*	*	*			
Level 3.3	Develop personal financial skills	*	*	*			*		
Level 3.4	Serve as a volunteer in the community	*	*	*	*	*		*	
Level 3.5	Develop a business plan	*	*			*	*	*	*
Level 3.6	Conduct a worker interview	*				*	*	*	*
Level 3.7	Research résumé writing	*				*	*	*	*
Level 3.8	Demonstrate interviewing skills	*				*	*	*	*
Level 3.9	Understand the cost of customer service	*	*	*	*	*	*		*
Level 3.1	Identify and apply conflict resolution skills	*		*		*	*		*
Level 3.11	Demonstrate evaluation skills	*					*		*
Level 3.12	Examine workplace ethics: the role of values in making decisions	*		*		*	*		*
Level 3.13	Perform a skill demonstration	*	*	*	*	*		*	*
Level 3.14	Exercise your right to know	*	*	*	*	*	*	*	*
Level 3.15	Update program competencies	*	*	*	*	*	*	*	*
Level 4.1	Predict employment trends	*	*	*	*	*	*	*	*
Level 4.2	Re-evaluate career goals and establish long-term goals	*				*	*		*
Level 4.3	Examine ethics and values in the workplace	*		*		*	*	*	*
Level 4.4	Develop a working relationship with a mentor	*				*	*	*	*
Level 4.5	Illustrate an organizational structure	*	*	*	*	*	*	*	*
Level 4.6	Construct a job search network	*	*	*	*	*	*	*	*
Level 4.7	Plan and implement a leadership project	*		*		*			*
Level 4.8	Investigate entrepreneurship opportunities	*	*	*	*	*	*	*	*
Level 4.9	Develop customer service skills	*	*	*	*	*	*	*	*
Level 4.10	Apply supervisory skills	*					*	*	*
Level 4.11	Manage a project and evaluate others	*		*			*	*	*
Level 4.12	Evaluate professional competencies	*	*	*	*	*	*	*	*
Level 4.13	Organize your employment portfolio	*				*		*	*
Level 5.1	Develop and make a presentation promoting your career choice	*	*	*	*	*		*	*
Level 5.2	Analyze your entry-level job skills	*	*				*	*	*
Level 5.3	Maximize customer service skills	*		*				*	*
Level 5.4	Design and present a lesson plan on an aspect of your career choice	*		*		*	*	*	*
Level 5.5	Write an article for a professional journal in your career area	*				*		*	
Level 5.6	Refine your employment portfolio	*	*	*	*	*	*	*	*



Professional Development Program components

The Professional Development Program (PDP) is designed to help students develop the skills they need to make a smooth transition to the work force or higher education. The program is based on competencies that have been determined by business and industry professionals to be important for success on the job.

PDP INSTRUCTOR'S GUIDE

Packaged as an interactive CD-ROM, this new edition features Instructor's Guide companion materials for the Starter Kit, Level 1, Level 2, Level 3, Level 4 and Level 5. Also featured are Special Needs Adaptations and much more.

PDP STARTER KIT

Before your students tackle Level 1, discover their goals and talents with this exploratory Starter Kit. Completers earn the Discovery Degree.

PDP LEVEL 1 STUDENT WORKBOOK

Self-motivation, cultural diversity and time management are just some of the 12 employability skills your students will learn in Level 1. Completers earn the Trainee Degree.

PDP LEVEL 2 STUDENT WORKBOOK

Take the next step! Build on Level 1 with 19 competencies including customer service skills, team skills and completing

a job application. Completers earn the Leader Degree.

PDP LEVEL 3 STUDENT WORKBOOK

Build on Level 2 with 15 lessons that include developing personal financial skills, résumé writing, interviewing and management skills. Completers earn the Professional Degree.

PDP LEVEL 4 STUDENT WORKBOOK

In 13 competencies, Level 4 includes lessons on forecasting employment trends, workplace ethics and conducting a job search. Completers earn the Champion Degree.

PDP LEVEL 5 STUDENT WORKBOOK

Level 5, the American Degree, covers six career-planning competencies that include, giving a presentation, writing a professional paper and refining the job portfolio. Note: Those wishing to earn the American Degree must complete all the competencies in the SkillsUSA Student Manual.

SKILLSUSA INSTRUCTOR'S MANUAL

The SkillsUSA Instructor's Manual features the 20 SkillsUSA-related competencies, plus the guidelines for the American Degree. It also includes tips, optional activities and evaluation methods. SkillsUSA students must complete these competencies and the five levels of PDP to earn their degrees.

SKILLSUSA STUDENT WORKBOOK

The SkillsUSA Student Workbook features 20 SkillsUSA-related competencies, plus the guidelines for completing the American Degree. Students must complete these competencies and the five levels of the PDP to earn their degrees.

PDP CERTIFICATES

Certificates are available for each level of the PDP. Packaged in sets of 25. Certificates are available for the Starter Kit through Level 5.

PDP LAPEL PINS

Enamel recognition pins are available for the Starter Kit through Level 4.

PDP CLASS PROGRESS CHART

With space to fill in names and check off competencies completed in Levels 1-4, teachers can both record and display student accomplishments on a wall-size chart.

All PDP materials can be ordered online at www.skillsusa.org/store/curricula.html or by telephoning 800-321-8422.

PDP ONLINE

PDP Online is an Internet-based course that uses the latest Web technology to teach employability skills. Students can use PDP Online wherever they have Internet access. Teachers can customize any level, omit activities, add classroom work, evaluate progress or provide feedback.

For more information, visit:
www.pdponline.org.



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