



SkillsUSA Program of Work

ACTIVITY GUIDE

1



Understanding the advisor's role in the SkillsUSA chapter and
facilitating students as they implement the Program of Work

<https://www.skillsusa.org/advisors/meet/#h-0>



SkillsUSA Program of Work

ACTIVITY GUIDE



TABLE OF CONTENTS

“I’m a SkillsUSA Advisor!”	2
SkillsUSA Infographic	3
Unpacking the SkillsUSA Infographic	4
The SkillsUSA Program of Work Categories	4
Implementing a Program of Work	6
SkillsUSA Chapter Budget Worksheet	7
Program of Work Activities	8
Chapter Program of Work Calendar	8
Leadership Retreat	9
Local Business Goodwill Tour	21
Flower Box Fundraiser	31
SkillsUSA Week	39
Canned Food Drive	44
Mock Interview	51

FOR ADDITIONAL
INFORMATION
AND UPDATES

Visit the Advisor and
Student tabs on the
SkillsUSA website:

skillsusa.org



As a busy career and technical instructor, you might be thinking you don't have time to read this book. We understand! This resource, designed to provide context of how to facilitate a SkillsUSA chapter, is written conversationally as two colleagues might share nuggets of wisdom to expedite your success. The information over the first few pages creates a foundation for your work as a SkillsUSA advisor. It is the foundational knowledge and resources that you will need to conduct the Program of Work (PoW) for a SkillsUSA chapter.

There are related videos on this topic that parallel what is in the launch book. If reading just isn't your thing, then use the Activity Book 1 as a reference book and allow the videos to create the basis of your understanding of chapter management.

Enjoy, and thank you for your commitment to changing lives. It isn't always easy work, but when done well, it is some of the most rewarding work that you will ever do.

"I'm a SkillsUSA Advisor!"

How do I run a SkillsUSA chapter?

If you have volunteered or someone has asked you to be or told you that you are now the SkillsUSA advisor, you may have asked yourself this question.

It is estimated that 85% of SkillsUSA advisors come to teaching as a second career, primarily from industry. You may never have been a member of the organization or led a student organization. It can feel daunting to take on the role of SkillsUSA advisor but it is doable.

What is the Program of Work?

Simply put, the SkillsUSA Program of Work is a chapter management tool. It is also an individual growth plan for the chapter members and the ultimate student engagement tool. The PoW allows students to define, develop and demonstrate the Essential Elements that make up the SkillsUSA Framework.

A well-planned Program of Work provides intentional instruction of the SkillsUSA Framework and its Essentials Elements. It is how

SkillsUSA delivers the skill building opportunities to students through active participation.

This Program of Work Launch Guide was written for you and your chapter members. You will learn about six activities that are the basis for your chapter work for the school year. We have simplified the projects and the interaction between activities so that your students can learn about managing and implementing projects. Later guides will focus more heavily on the committee interaction between projects and provide templates and documentation to expand the depth and breadth of the learning and activities.

Before we jump into the "how-to" of the Program of Work, we must first understand why we do this critical work. Here are key philosophies that SkillsUSA embodies:

- SkillsUSA believes that every student has value and purpose. Our goal is to connect every student we serve to meaningful career opportunities that can lead to economic security.
- SkillsUSA exists to prepare career-ready students. There are many secondary benefits from active participation in SkillsUSA that often define why students join. However, when graduates can provide for themselves, they have the freedom to live the life they choose.
- SkillsUSA is a student-led and advisor-facilitated organization. This is important to know and really understand. The member (student) should work the hardest in accomplishing student and chapter goals. To develop the employability and technical skills needed in the workplace, students must do the leading, planning and the implementation work. The advisor serves as a supervisor to guide and provide feedback when needed, to keep the students safe and to reinforce the transferable skills for the student success. The student does the work and is able to unpack the failures for growth and celebrate successes. Learning by doing is the key. There may be a few mistakes along the way, but better for the students to learn from the projects and work they do than to do it perfectly the first time.

This SkillsUSA philosophy guides the resources provided to advisors. Take time to think about why you enjoy being an advisor and focus on the development of students so that they can be the future of our workforce, our communities and our country. This is enormously important work, and you are up for it. SkillsUSA is your partner in the pursuit of student and chapter success.

There is a SkillsUSA chapter advisor hotline to assist you at any time as you build a chapter, implement the Program of Work and support student growth through myriad activities. The toll-free phone number is 844-875-4557.



Mission

SkillsUSA is America's proud champion of the skilled trades. Our mission is to empower students to become skilled professionals, career-ready leaders and responsible community members.

SkillsUSA Framework

The SkillsUSA Framework defines the mission of the organization



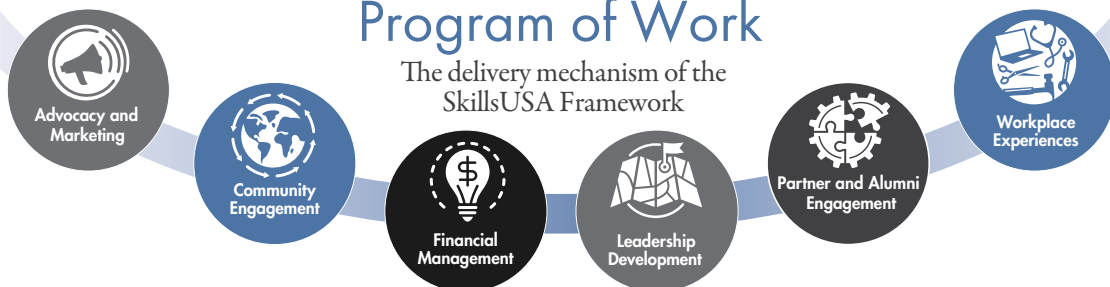
Integration Locations

SkillsUSA Framework instruction is integrated into these three locations



Program of Work

The delivery mechanism of the SkillsUSA Framework



Member Success

Assessments to measure students' career readiness



Unpacking the SkillsUSA Infographic

The SkillsUSA mission is what we are called to do in students' lives every day. Whether you are a local SkillsUSA advisor, a state SkillsUSA director or have another paid or volunteer role, this mission guides your work.

However, the mission does not stand alone. The SkillsUSA Framework actualizes what opportunities need to be created for students to live out the mission. The Framework defines the mission and enables the organization to develop programming and assessments that build skills in students that prepare them for life. It also provides a common language for students to be able to articulate how they are different because of their participation in SkillsUSA.

No matter how a student arrives to SkillsUSA in terms of knowledge and abilities, the 17 Essential Elements outlined in the Framework enable students to develop the skills that business and industry demand from employees. The Framework has three components that develop the whole person: personal skills, workplace skills and technical skills grounded in academics. The Framework Essential Elements are the skills needed to be career ready as determined by research from over 1,000 employers. It is critical that the Framework be the basis for your SkillsUSA chapter work. If you would like to learn more or view additional resources to integrate the Framework into your classroom and chapter, please visit the SkillsUSA website at www.skillsusa.org/about/skillsusa-framework/.

SkillsUSA is an integral part of career and technical education. Why is that important? It means that the chapter isn't separate from the classroom experience. Not only are you able to integrate SkillsUSA chapter work into your classroom, but it is essential that you do so. The work of building career-ready students isn't a "once and done" activity or event. Students need to work on building skills over time through multiple experiences and receive coaching along the way. For instance, building decision-making skills in the classroom might focus on diagnostic work while in the chapter, it might focus on committee decision making for a community service project. Students must see the relationship and how these skills transfer from one situation to another. What they experience in the classroom should be reinforced in their SkillsUSA chapter and vice versa so that it becomes common practice in conducting themselves and their work. Students connect what they are learning and practicing today to the world of work.

How does the Program of Work fit into this equation? Approximately 13.6 million members have participated in SkillsUSA since its inception in 1965. Over time, the organization has learned that not only do students need to participate in skill building around the SkillsUSA Framework Essential Elements, but the chapter should provide rich meaningful experiences in six categories that reflect the situations they will encounter in the workplace. A well-planned Program of Work provides intentional instruction of the Essentials Elements. It is how SkillsUSA delivers the skill-building opportunities to students through active participation. Think of the PoW as a chapter management tool, an individual growth plan and as a student engagement tool. It allows students to define, develop and demonstrate the Essential Elements.

SkillsUSA has developed multiple ways to measure student growth and career readiness. One is the SkillsUSA Chapter Excellence Program (CEP). This standards-based program recognizes chapter achievement in developing the Essential Element skills in its members. When your students complete each of the six PoW activities, they can apply for CEP recognition. It is the celebration of the students' achievement! For more information about CEP please go to: www.skillsusa.org/programs/chapter-excellence-program/.



The SkillsUSA Program of Work Categories

The SkillsUSA Program of Work is divided into six categories that define areas of focus for a well-run chapter in the same way a well-run business may be divided into different divisions. Each division has specific responsibilities, but all contribute to the overall success of the business.

Each Program of Work category should have a committee, and there are activities for the committee to facilitate for the entire chapter. Program of Work committees each contribute to the ultimate success of the chapter and the educational experiences provided to members.



ADVOCACY AND MARKETING

Promote SkillsUSA chapter programs and career and technical education programs, public relations initiatives and experiences to build social responsibility.

Participation in the Advocacy and Marketing category creates a career-ready student who is able to:

- o Identify characteristics of effective marketing.
- o Promote the organization.
- o Advocate for self and personal ideas.

Activities conducted in the category of Advocacy and Marketing might include:

- o Participate in SkillsUSA Week.
- o Make a school board presentation.
- o Hold a member recruitment activity.
- o Actively post on school or chapter social media channels.



COMMUNITY ENGAGEMENT

Assess community needs, identify services and employ skills to meet needs that develop long-lasting partnerships.

Participation in the Community Engagement category creates a career-ready student who is able to:

- o Assess and analyze needs.
- o Create a heart for service.
- o Apply technical skills for the benefit of others.

Activities in the category of Community Engagement might include:

- o Culinary student teacher appreciation breakfast.
- o Automotive student oil change for military families.
- o Construction students building an accessibility ramp at a local elementary school.
- o Cosmetology students providing services for residents at a senior center.



FINANCIAL MANAGEMENT

Develop personal financial literacy and entrepreneurship skills through relevant work experience, project management and chapter fundraising.

Participation in the Financial Management category creates a career-ready student who is able to:

- o Work efficiently and effectively within a budget.
- o Effectively manage personal finances.
- o Manage resources efficiently.

Activities in the category of Financial Management might include:

- o Host an entrepreneurial fair.
- o Financial Management guest speaker.
- o Chapter fundraiser.
- o Students create personal budgets.



LEADERSHIP DEVELOPMENT

Establish interpersonal relationships, individual and team development through chapter operations, leadership competitions and individualized growth plans.

Participation in the Leadership Development category creates a career-ready student who is able to:

- o Communicate vision.
- o Inspire others to action to reach a common goal.
- o Equip and empower team members.
- o Develop interpersonal skills.

Activities in the category of Leadership Development might include:

- o Conduct a Leadership Workshop for all members.
- o Attend a Fall Leadership Conference.
- o Hold a chapter officer retreat.



PARTNER AND ALUMNI ENGAGEMENT

Engage former members, parents, advisory committees, administrators, faculty and business and industry partners in SkillsUSA chapter and classroom activities.

Participation in the Alumni and Partner Engagement category creates a career-ready student who is able to:

- o Appreciate the contributions of others.
- o Build a personal and professional network.
- o Recognize and value the expertise of others.

Activities in the category of Partner and Alumni Engagement might include:

- o Conduct Program Advisory Committee meetings.
- o Partners serve as mentors.
- o Recognize contributions of partners and alumni.
- o Provide business acumen and expertise to the chapter's Program of Work.



WORKPLACE EXPERIENCES

Participation in career exploration, planning and work-based learning opportunities including the SkillsUSA Championships.

Participation in the Workplace Experiences category creates a career-ready student who is able to:

- o Gain relevant work experience.
- o Develop job-seeking skills.
- o Understand workplace expectations.

Activities in the category of Workplace Experiences might include:

- o Conduct local championships.
- o Conduct industry tour.
- o Resume and Mock Interview Day.
- o Virtual Employer Panel Discussions.





Implementing the Program of Work

The Program of Work is central to the success of the SkillsUSA Chapter. It is also the foundation for meaningful chapter activities and the development of Framework skills in members. Here are some key steps to implementing the program of work.

COMMITTEES

At the start of the school year, chapter officers should appoint six committees, one for each category of the Program of Work. The officers can appoint a chair for each committee or the committee can select its own chair from the committee members.

CHAPTER FINANCES

Every SkillsUSA chapter should establish a budget for the year. Financial questions can cause issues or mistrust among members. Follow your school's guidelines on handling the finances for the chapter. A budget is the best tool for managing the finances of the chapter and to guide decisions on activities of the chapter.

A SkillsUSA Chapter Budget Worksheet is attached to use in determining the financial needs of the chapter for the year. The chapter officers should work with the advisor to complete the worksheet based on the financial need input from each of the Program of Work committees.

ACTIVITIES OF THE PROGRAM OF WORK

This PoW Launch Guide has six sample activities of a Program of Work for your chapter members to follow. These are defined to assist in chapter experience success while implementing one activity for each are of the program of work. The six activities have task lists to provide members with a step-by-step guide for conducting the activity.

Step 1: Planning — Making the plans needed for the activity. This includes budgeting, creating timelines, planning for needed materials and other resources. It also focuses on establishing the partnerships needed to complete the activity.

Step 2: Implementation — Carrying out the plans made in the previous section is the focus of implementation. It identifies the steps that must be taken for the success of the activity.

Step 3: Evaluation — Evaluating at the completion of the activity. This section requires the evaluation of the results of goals, the impact of the focus on the targeted Essential Element and recommendations for next year's committee. It also includes a member reflection on the development and demonstration of the targeted Essential Element.

Step 4: Celebration — Planning for the celebration at the completion of the activity and recognizing the learning of the members and impact on the members, chapter, campus, and community.

SkillsUSA Chapter Budget Worksheet

Beginning Balance \$ _____

INCOME

Membership Dues: \$ _____

PoW Income
(from table below) \$ _____

Other Income: \$ _____

\$ _____

\$ _____

\$ _____

Closing Balance \$ _____

EXPENSE

State and National Dues: \$ _____

PoW Expense
(from table below) \$ _____

Other Expenses: \$ _____

\$ _____

\$ _____

\$ _____

POW CATEGORY	ACTIVITY	PROJECTED INCOME	PROJECTED EXPENSE	PROJECTED PROFIT OR LOSS
Advocacy and Marketing	SkillsUSA Week Celebration			
Community Engagement	Canned Food Drive			
Financial Management	Flower Box Fundraiser			
Leadership Development	Leadership Retreat			
Partner and Alumni Engagement	Local Business Goodwill Tour			
Workplace Experiences	Mock Interviews			

Program of Work Activities

ACTIVITY	PROGRAM OF WORK CATEGORY	ESSENTIAL ELEMENT TARGET	PAGE
Leadership Retreat	Leadership	Communication	10
Local Business Goodwill Tour	Partner and Alumni Engagement	Adaptability and Flexibility	22
Flower Box Fundraiser	Financial Management	Service Orientation	32
SkillsUSA Week	Advocacy and Marketing	Professionalism	40
Canned Food Drive	Community Engagement	Work Ethic	45
Mock Interview	Workplace Experiences	Professional Development	52

Chapter Program of Work Calendar

MONTH	PROGRAM OF WORK ACTIVITY	PROGRAM OF WORK CATEGORY
AUGUST SEPTEMBER	Leadership Retreat	Leadership
OCTOBER	Local Business Goodwill Tour	Partner and Alumni Engagement
NOVEMBER DECEMBER	Flower Box Fundraiser	Financial Management
JANUARY FEBRUARY	Celebrate SkillsUSA Week	Advocacy and Marketing
MARCH	Canned Food Drive	Community Engagement
APRIL MAY	Mock Interview Activity	Workplace Experiences
JUNE		
JULY		

Program of Work — Leadership Development

Activity Name: **Leadership Retreat**

Framework Component: **Workplace Skills**

Recommended Month: **September**

Program of Work Category: **Leadership Development**

Essential Element Target: **Communication**

Length of Time: **Six Weeks**

Employers are looking for employees who can communicate clearly and effectively. Individuals who have strong communication skills:

- Practice active listening.
- Are effective at collaboration.
- Benefit from asking open-ended questions.
- Develop empathy.

A retreat is a fun opportunity for members to learn about the Essential Element of Communication in a positive environment while building a cohesive chapter experience for members.

NOTE: The advisor and chapter leaders should review all school policies regarding student participation in field trips or retreats and ensure all guidelines and rules are followed.

Leadership Retreat Task List

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Essential Element Communication.

The term “Committee” refers to the Leadership Development Committee of the Program of Work.

STEP 1: Planning	TARGET DATE
<i>First week in September</i>	
Leadership Development Committee meets and conducts a “Group Juggle” as a committee mixer activity. Group Juggle Materials: Tennis Ball Directions: The committee stands in a circle about 3 feet wide. One person tosses the tennis ball across the circle to someone. That person catches the ball and tosses it to someone else who has not caught it yet. This continues until the ball returns to the original person. The group needs to remember the pattern and then try to repeat it again. The group should try to decrease the time it takes to complete the ball toss. Have the group start again and create a new pattern and then again try to decrease their time in completing the circle.	

Committee reviews this Leadership Retreat task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee reviews SMART goals for the leadership retreat.

Goal 1: 80% of SkillsUSA members will participate in the Leadership Retreat.

Goal 2: 95% of participants in the Leadership Retreat will record on their end of activity Ticket out the Door reflection card, writing down examples of how they developed and demonstrated communication skills at the retreat.

Goal 3: 100% of SkillsUSA members participating in the Leadership Retreat will deliver a two-minute “My Framework Story” presentation on SkillsUSA and the Framework skills they have developed.

Committee shares the Leadership Retreat plan at a chapter meeting.

▲ Committee members provide instruction at a chapter meeting on targeted Essential Element of Communication using Famous Pairs.

Famous Pairs

Committee creates a list of well-known famous pairs. You will need one pair for every two students who will attend the chapter meeting. It is good to have an extra pair or two.

Examples of pairs are:

Peanut Butter and Jelly
Woody and Buzz Lightyear
Captain Kirk and Mr. Spock
Road Runner and Coyote
Hamburger and Hot Dog
Chocolate and Vanilla
Han Solo and Chewbacca
Chili and Cinnamon Roll

Superman and Lois Lane
Bonnie and Clyde
Batman and Robin
Tom and Jerry
Salt and Pepper
Bacon and Eggs
Dorothy and Toto
Ketchup and Mustard

Cookies and Milk
Pork and Beans
Sand and Beach
Brush and Comb
Rain and Hail
Hammer and Nail
Cheech and Chong
Bert and Ernie

As the students enter the room, write one half of a famous pair on a Post-it note and place it on their back.

Provide the following instructions:

Your goal is to figure out who the person is on your back. Moving throughout the room, you will have the opportunity to ask three questions per person as to who your part of the pair might be. If you do not guess within three questions, find a new volunteer and ask three more questions. You have 60 seconds to ask your questions before you must move along.

Once the person has discovered who they are, they need to find their partner. If the other partner has not figured out his/her identity, they must not reveal themselves until they know.

Discuss the activity as follows:

- What type of questions were most effective in determining who one half of your famous pair was?
- What type of responses gave you a greater understanding of who your half of the famous pair was?
- What made asking questions difficult?
- What made you uncomfortable about asking questions when we first meeting someone?
- How was this like interviewing for a job?
- How can these strategies be strengthened as you prepare to join the work force?

Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

Committee works with the chapter advisor to schedule an afternoon or evening in September to conduct the Leadership Retreat and to secure a location large enough to allow for a variety of activities to occur. (Suggest using a gym or large lunchroom or commons room and possibly some breakout rooms.)

STEP 2: Implementation	TARGET DATE
<i>Second week in September</i>	
 Committee identifies five to six members who can serve as workshop presenters for the content on the Essential Element of Communication.	
Committee creates the agenda for Leadership Retreat: • Welcome and introductions by chapter officers (5 minutes). • Mixer for members to get to know one another (10 minutes) – led by Leadership Development Committee. • Communication workshops presented by SkillsUSA members: ▪ Each member will present a 25-minute workshop and repeat the workshop one time. (Two 25-minute workshops with a 5-minute transfer time between groups) • Group Activity – (45 minutes) Members will develop a two-minute presentation on SkillsUSA and the Framework Skills they have developed. • Group Activity (10 minutes) – Students participate in SkillsUSA Communication Bingo focusing on communication (provided below). • Refreshments (15 minutes). • Closing Reflection with Ticket-Out-the-Door card (5 minutes).	
 Committee assists members presenting workshops in selecting topics and developing their communication workshops. • Topics members may use are include: Active Listening, Asking and Answering Questions, Effective Conversations, Body Language, Interviewing Skills, Communicating with Social Media. (Outlines for workshops are included.)	
Committee secures refreshments from local business partners or provides signup sheets for members to volunteer to bring refreshments. Committee secures all needed supplies for Leadership Retreat including pens or pencils for each member attending. Committee makes copies of the retreat handout and SkillsUSA Communication Bingo for each member attending.	
 Committee members develop their two-minute “My Framework Story” presentations on SkillsUSA and the Framework skills they have developed to share during the retreat as a sample for members to follow. Committee members share their stories with each other and practice their stories. Visit the Framework Integration Toolkit at pathful.skillsusa.org to view videos of national officer Framework stories and instructions on how they developed them.	
 Committee meets with the members presenting workshops to review their presentations and make certain they have any supplies needed and are ready.	

Committee members review and adjust SMART goals for the retreat as needed.	
 Committee meets with chapter members to discuss expectations for participation in the Leadership Retreat. Committee will share school policies for activities.	
<i>Third week in September – Day of Leadership Retreat</i>	
Committee arrives early to set up for the Leadership Retreat.	
Leadership retreat begins by committee members greeting the retreat participants and conducting “Find that Pop” as a mixer for all students to begin to get to know each other. Materials Needed: Paper, Balloons and Pens Description: • As people enter the retreat, have them write their name on a piece of paper and put it inside a balloon. • Then blow up the balloon, tie it off and place it in a secure area away from the group. • When ready to begin, randomly pass out the balloons so that each person has one. • On cue, have all players pop their balloons. • Each member must find the person whose name is inside their balloon. • Once they find the person, they must introduce themselves and learn something about the person they did not know. • Play upbeat music during the activity.	
 Communication workshops are presented with members attending two different workshops. Committee members get everyone back into a large group. Selected committee members share their two-minute “My Framework Story” presentations as examples. Committee gives participants eight minutes to develop their own Framework story presentation. Committee directs participants to pair up, present to each other and offer feedback.	
 Committee members facilitate SkillsUSA Communication Bingo activity to reinforce the students need to practice and grow their communication skills. SkillsUSA Communication Bingo Materials: SkillsUSA Communication Bingo cards and writing utensils for each person Directions: • Everyone receives a SkillsUSA Communication Bingo card. • When given a starting word (Something like “Question”) participants ask each other questions to fill their Bingo card filled with signatures from other participants. • Participants must ask a question before another participant can sign the card. • Participants may only sign in one square. • The first one to complete the card or have the most signatures when time is up should receive a prize. • Allow 10 minutes to complete the Bingo cards.	

Committee provides refreshments for participants in the retreat.	
 A designated committee member gives the following instructions: • Each member should receive a pen and an index card. • Each member will complete their “Ticket out the Door” reflection card. In order to get out the door, members must identify one thing about communication that they learned at the retreat and one new strategy that they will use in their own communication in the next 30 days.	
Committee members will collect the Ticket out to the Door reflection cards to be reviewed at their next committee meeting.	
Committee members stay after to clean up the retreat area.	

STEP 3: Evaluation	TARGET DATE
<i>Fourth week in September</i>	
 Committee members meet and review the Ticket out the Door cards and workshop evaluations collected at the Leadership Retreat.	
 Committee reviews the SMART goals of the activity and discuss accomplishments and shortfalls of the planning and implementation of the retreat.	
Committee members record recommendations for future years in conducting leadership development activities. Recommendations may be recorded at: www.skillsusa.org/programs/chapter-excellence-program/ .	

STEP 4: Celebration	TARGET DATE
 Committee conducts a Communication Skill Circle activity with member who participated in the Leadership Retreat.	
Communication Skill Circle Activity Each member is given an envelope with a blank piece of paper inside. Instruct each member to write their name on the outside of their envelope and then gather a circle. Once in a circle, everyone passes their envelope to the person on their right. With each passing of the envelope, members will take the piece of paper out of the envelope and write down a communication skill they saw demonstrated by this peer during the planning or conducting of the retreat. If it is a large group, create several circles by age or grade groupings.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program (CEP) by completing the CEP application. The CEP is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/ .	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- ☐ Advocacy and Marketing
- ☐ Community Engagement
- ☐ Financial Management

- ☐ Leadership Development
- ☐ Partner and Alumni Engagement
- ☐ Workplace Experiences

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Workshop Outline for Active Listening

This outline is provided to assist members in developing and presenting their workshop. Members should modify or add to the content provided to make the workshop effective.

OPENING:

The Telephone Game

Have members sit in a circle as close as possible. One member will whisper a phrase in the ear of one member. He or she must then pass the phrase around the circle by also whispering it until it comes back to the original member. It will be interesting to see how the phrase changes as it goes around the circle.

Use this phrase: *"A bunch of yellow bananas launched a blue boat, but the funny bunny hid the colored candy in the colored can."*

Lead a discussion of how the phrase changed as it went around the circle and why.

CONTENT:

Ask the following question: What makes listening difficult?

- We get easily distracted.
- We are busy thinking about what we are going to say next.
- Too many people talking at once.
- Not interested in the topic being discussed.

Effective listening is called active listening. To be an active listener, we need to use these six skills:

1. **Pay Attention** — Need to focus eye contact, watch body language and stay focused on the individual who is speaking.
2. **Withhold Judgment** — Do not make quick decisions about the individual or what he or she is saying. Do not start disagreeing in your mind. Focus on listening to what is being said.
3. **Reflect** — Think about what is being said. Reflect on what the individual means with the words he or she is using.
4. **Clarify** — Do not be afraid to ask clarifying questions. Examples: "Tell me why you believe that?" or "What do you mean by that?"
5. **Summarize** — Summarize what you heard and repeat it back to the person: "So what you are saying is ..."
6. **Share** — Seek common ground to begin a new conversation. Find something that you are both interested in or both have experienced.

CLOSE:

Have members record what they have learned on their Retreat Handout. Have members complete the evaluation form for the workshop and turn in to the member presenting.

Workshop Outline for Asking and Answering Questions

This outline is provided to assist members in developing and presenting their workshop. Members should modify or add to the content provided to make the workshop effective.

OPENING:

Divide the members into pairs. One person is the Asker and one is the Answerer. The Answerer should select one item in the room. It should be something obvious and not hidden. When you say, "Ask Away," the asker will try to guess what the item is. They can only ask questions that can be answered with a Yes or No. The Answerer may not share other information.

Set a timer for five minutes. When the time is up, discuss why it was difficult to guess by asking questions that could only be answered with Yes or No.

CONTENT:

Both asking questions and answering questions are skill sets that require you to think before speaking.

Asking a good question follows these rules:

- Know why you are asking the question. Questions should gather facts or an opinion.
- Use open-ended questions. Avoid simple yes-or-no questions. Using open-ended questions requires the other person to share more information. Questions that start with What, Why or How usually lead to more open conversation.
- Ask one question at a time. Short questions are better than long questions. Keep your questions short and direct so the other person knows exactly what you are asking.
- Do not interrupt the speaker. Listen to the full answer before you ask another question.

Answering a question follows these rules:

- Be direct and answer the question. Do not share everything you know, just answer the question completely and directly.
- Repeat the question or paraphrase it. If you did not understand the question, repeat it back or summarize it to be sure you address what the person asked.
- Start a discussion. A good question leads to more questions. After answering a question, follow it up with one of your own to start a discussion on the topic.
- Do not be afraid to admit you don't know the answer. There is no shame in admitting you do not know. It is better to be honest rather than try to bluff your way through an answer.

CLOSE:

Have members record what they have learned on their retreat handout. Have members complete the evaluation form for the workshop and turn in to the member presenting.

Workshop Outline for Effective Conversations

This outline is provided to assist members in developing and presenting their workshop. Members should modify or add to the content provided to make the workshop effective.

OPENING:

Sit in a circle with the members. Provide the following directions:

I am going to start telling a story. When I clap my hands, the person next to me will continue telling the story. Every time I clap, the next person in the circle will continue the story. Just a reminder that your story must remain appropriate and be something you would say in front of your teachers, parents or guardians.

Conclude by asking: What was difficult about this activity? How important was listening to the members who were speaking before you?

CONTENT:

Here are rules to follow to be a great conversationalist:

1. **Be interested in the other person** and show it by focusing on them with eye contact, smile and other welcoming body language.
2. **Do not debate** or argue with the other person unless you are resolving a conflict or difficult situation.
3. **Acknowledge differences** in opinions and experiences. Try to find common ground.
4. **Do not judge** the other person. Everyone is entitled to his or her opinion.
5. **Share your thoughts** while respecting others. Share your opinion, but do not expect others to agree with you.
6. **Ask good questions** to keep the conversation going. Do not probe for personal information.
7. **Do not dominate** the conversation. Work toward a 50-50 sharing during conversation.
8. **Tell stories** that contribute to the conversation but do not dominate the time with long, involved stories.

Divide the group into pairs. Have them practice a conversation for a few minutes.

After a few minutes, discuss with the group:

- What skills have you used to make a conversation work?
- What gets in the way of a good conversation?
- What can you do to keep a conversation going?
- What do you do when a conversation drops off or gets awkward?

CLOSE:

Have members record what they have learned on their retreat handout. Have members complete the evaluation form for the workshop and turn in to the member presenting.

Workshop Outline for Body Language

This outline is provided to assist members in developing and presenting their workshop. Members should modify or add to the content provided to make the workshop effective.

OPENING:

Have you ever considered the power of body language? Let's try it out and see what body language can convey about us. First, everyone should find a partner. Face your partner. When I say "Now," use your face, arms, and body to demonstrate the attitude I give you. Ready?

- Demonstrate excitement. "Now."
- Demonstrate being curious. "Now."
- Demonstrate being angry. "Now."
- Demonstrate being sad. "Now."

It's amazing how we can tell what others are thinking and feeling just by how they look and carry themselves without saying a word.

CONTENT:

Here is what we need to remember about body language:

- **Eyes and Face.** Keep your face open with eyebrows raised. Smile (try not to frown). Do not stare, but maintain eye contact while looking away once in a while.
- **Body Posture.** Be as relaxed as possible, but still stand or sit up straight. Lean in slightly when you are speaking or listening to indicate you are interested in the conversation. Leaning back can be perceived as disinterest or hostility.
- **Arms and Hands.** Crossing your arms is perceived as hostility or that you disagree with what is going on around you. Keep your arms and hands open and available for gestures during conversation.
- **Handshake.** The handshake can start the mood for the entire conversation. A firm handshake gives you credibility while a weak or limp handshake may make you seem fragile. Do not crush the other person's hand. A death grip signals that you are a bully or overcompensating for something. Look the other person in the eye as you shake hands.
- **Movements.** Nodding your head can indicate you agree with the conversation. Tilting your head indicates you are curious.

Let's practice to see the power of body language. Stand with your partner from the first activity. One of you, please raise your hand. Begin telling a story to your partner. The other person should demonstrate positive body language to indicate they are interested in the story. After a minute, they will lose interest and display negative body language.

After a few minutes, have the pair reverse roles and try it again. After the activity, ask the following:

- Why was it difficult to continue telling your story when your partner demonstrated negative body language?
- How did it make you feel when your partner demonstrated the negative body language?

CLOSE:

Have members record what they have learned on their retreat handout. Have members complete the evaluation form for the workshop and turn in to the member presenting.

Workshop Outline for Interviewing Skills

This outline is provided to assist members in developing and presenting their workshop. Member should modify or add to the content provided to make the workshop effective.

OPENING:

How many of you have ever been interviewed? Let's talk about that experience. What was difficult about the interview? What worked well? What was awkward?

CONTENT:

Here are some rules to follow for interviews:

- **Be Ready** — Have your resume up to date, list of references to leave if asked and have some questions prepared you may ask at the conclusion of the interview. Also, bring a pen and portfolio pad for taking notes during the interview. Research the company to find out as much as you can about the company prior to the interview. Conduct web searches, talk to others and learn everything you can about the company.
- **Arrive Early** — Never arrive late for an interview. Allow time for traffic, parking and finding the building and room for the interview. Arrive 10 to 15 minutes before the interview but wait to enter the building or room until just before your time.
- **Look Your Best** — Wear clean, wrinkle-free clothes that are appropriate for the position you are seeking. Seek feedback on your planned outfit. Visit the restroom before your interview if there is time to check your appearance.
- **Be Professional** — Give a firm handshake and warm smile when you meet the interview team. Listen carefully to names so you can use them in the interview. Use appropriate and professional language.
- **Listen Carefully** — Listen carefully to the question. Think before answering. Take time to collect your thoughts before answering. Ask to have the question repeated or clarified if needed.
- **Talk about Your Skills** — Share skills you have developed and where you developed them. Give examples with details that show how you have demonstrated your skills and difference that has made. One rule of interviewing is that past behavior is the best predictor of future performance.
- **It is OK to Ask Questions** — Asking good questions can indicate your interest in the company and the interviewers. Make certain the questions are appropriate and not just filling time.
- **Follow Up** — After the interview it is appropriate to send an email or letter thanking them for the interview and expressing your interest in the position. Take one more opportunity to highlight your skills and how you would be a good fit for the company.

Have the members pair up and take turns answering the following question: Tell me about three skills you have demonstrated to make you a good employee?

Compliment the members on their willingness to learn interviewing skills.

CLOSE:

Have members record what they have learned on their retreat handout. Have members complete the evaluation form for the workshop and turn in to the member presenting.

Workshop Outline for Communicating with Social Media

This outline is provided to assist members in developing and presenting their workshop. Member should modify or add to the content provided to make the workshop effective.

OPENING:

Have you ever posted something on social media that you later wished you had not put out for the world to see? Give me an example of something you or someone you know wishes they did not post.

CONTENT:

Here are some rules to follow for communicating with social media:

- **Think before you post** — Think about the reaction of your audience and your colleagues. Do not write anything, engage in any conduct or post material that is not acceptable.
- **Get it Right** — If you are posting information, make certain you are posting accurate information and not misrepresenting the facts or causing someone to question the information. Check information online before sharing, to ensure it is from a credible source.
- **Remember, It is Your Image** — Think about what image you want to portray. Remember who will be seeing your post — parents, friends, community. The image you create will be with you for a long time in the future. This is especially true for photos.
- **Consider the Consequences** — Review your material before posting. Review your content carefully and use your best judgment. Ask a friend if you are unsure about your content.

Have a discussion of social media platforms that could be used to create an image and communicate information about your SkillsUSA chapter.

CLOSE:

Have members record what they have learned on their retreat handout. Have members complete the evaluation form for the workshop and turn in to the member presenting.



SkillsUSA Leadership Retreat

Member Name _____

Workshop #1 that I attended: _____

What I learned about communication in this workshop:

Workshop #2 that I attended: _____

What I learned about communication in this workshop:

My SkillsUSA/Framework story



SkillsUSA Communication Bingo

B	I	N	G	O
Have traveled to another country	Strawberries are my favorite fruit	Have eaten octopus or calamari	Do not like oatmeal	Run daily for exercise
Have never driven a truck	Have at least three pets at home	Enjoy fishing	Have been to a professional sporting event	Love to sing any type of music
Favorite color is purple	Have seen at least five movies this year	<i>Put your name here</i>	Are involved in at least three different school activities	Love Brussels sprouts or kale
Have never traveled on an airplane	My name has been published in the newspaper	Have at least three siblings	Hate eating fish	Have traveled in a taxi, Uber or Lyft
Have never tasted sushi	Have visited at least five other states	Speak one language other than English	Have won at least two awards	Play a musical instrument
B	O	N	U	S
Have attended a SkillsUSA Fall Leadership Conference	Have competed in at least two SkillsUSA contests	Have paid SkillsUSA membership dues for two years	Have attended the SkillsUSA State Leadership Conference	Have completed the SkillsUSA Framework Assessment

SkillsUSA Communication Workshop Evaluation Form

Name of Workshop: _____

Presenter's Name: _____

Please use the following scale to rate the workshop:

<i>RATING</i>					
NEEDS IMPROVING				EXCEPTIONAL WORKSHOP	
1	2	3	4	5	Presenter was exciting and made the workshop fun.
1	2	3	4	5	Workshop was interesting and engaging.
1	2	3	4	5	I now understand more about the Essential Element of Communication.
1	2	3	4	5	I learned a new communication skill.
1	2	3	4	5	I am more confident in my communication skills.

One thing I learned from this workshop is:

SkillsUSA Communication Workshop Evaluation Form

Name of Workshop: _____

Presenter's Name: _____

Please use the following scale to rate the workshop:

<i>RATING</i>					
NEEDS IMPROVING				EXCEPTIONAL WORKSHOP	
1	2	3	4	5	Presenter was exciting and made the workshop fun.
1	2	3	4	5	Workshop was interesting and engaging.
1	2	3	4	5	I now understand more about the Essential Element of Communication.
1	2	3	4	5	I learned a new communication skill.
1	2	3	4	5	I am more confident in my communication skills.

One thing I learned from this workshop is:

Program of Work — Local Business Goodwill Tour

Activity Name: **Local Business Goodwill Tour**

Framework Component: **Personal Skills**

Recommended Month: **October**

Program of Work Category: **Partner and Alumni Engagement**

Essential Element Target: **Adaptability/Flexibility**

Length of Time: **Four Weeks**

This Program of Work activity targets the SkillsUSA Essential Element of **Adaptability and Flexibility**. Employers are looking for individuals who embrace change, solve problems and overcome obstacles due to adaptability and flexibility.

Individuals who are Adaptable and Flexible:

- Overcome barriers and roadblocks.
- Understand that multiple solutions can accomplish the same goals.
- Maintain composure during adversity.
- Are curious to explore and experiment.

A goodwill tour is a great way to get acquainted with local business and industry, inform them about SkillsUSA and give students an opportunity to explore careers. It can also provide the opportunity to develop and demonstrate Adaptability and Flexibility while planning and conducting the goodwill tour.

Local Business Goodwill Tour Task List

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Adaptability/Flexibility Essential Element.

The term “Committee” refers to the Partner and Alumni Engagement Committee.

STEP 1: Planning		TARGET DATE
<i>First week in October</i>		
Partner and Alumni Engagement Committee meets and conducts the Connections activity as a mixer. Connections Materials: None Directions: One committee member begins by standing up and calling out something he or she enjoys doing such as hiking or eating pizza. If any other committee member shares that same interest, they stand up and lock arms with the first participant. Then that participant calls out something he or she likes to do. Any other participant who shares that same interest then links the other arm of that participant. The activity continues until all participants are linking arms. Repeat as time allows.		

Committee reviews this Local Business Goodwill Tour task list to become familiar with the activity and actions needed to complete

Committee completes budget worksheet to identify financial needs of the activity.



Committee meets to review SMART Goals for this activity:

Goal 1 – All members participating in the Goodwill Tour activity will indicate growth in adaptability and flexibility at the conclusion of the activity by completing a classroom presentation.

Goal 2 – During the Goodwill Tour, at least 10 businesses will be visited and SkillsUSA information shared with the business.

Goal 3 – At least 20 SkillsUSA members will participate in at least one Goodwill Tour visit and present their Framework story to business partners.

Committee shares the Local Business Goodwill Tour idea at a chapter meeting.



Committee instructs the chapter members on the targeted Essential Element of Adaptability and Flexibility by conducting Human Knot.

Human Knot

Materials: None, short pieces of rope if individuals are not comfortable holding hands

Directions: Participants create a shoulder to shoulder circle of about 8-10 individuals. Each person reaches their right hand across the circle and clasps the hand of a different person. Participants then reach their left hand across the circle and clasp hands with a different teammate.

To make certain they have formed a circle, one person squeezes the hand of the other teammate whose hand they are holding. This continues across until the squeeze comes back to the first person.

When it is assured there is only one circle, the team begins to try to “untie” the human knot. Monitor this activity to make certain no one is injured.

Process the activity with the following questions:

- What makes this activity difficult?
- When did you have to change your plans to complete the activity?
- Other than physically, how did this activity require adaptability and flexibility?
- What are some other examples of when you have needed adaptability and flexibility?
- Why is adaptability and flexibility needed in the workplace?
- How can you develop your adaptability and flexibility skills?

Committee shows the motion graphic video on the targeted Essential Element of Adaptability and Flexibility and discusses how participating in the Local Business Goodwill Tour can help members develop their adaptability and flexibility skills.

Committee meets to:

- Secure contact information of local businesses that could be visited on the goodwill tour.
- Develop a script to follow when contacting the local businesses to ask for a date and time for a goodwill tour visit to their business. (*See sample.*)
- Identify members who want to participate in the goodwill tour and deliver their Framework story (developed at Leadership Retreat) to the businesses.

STEP 2: Implementation		TARGET DATE
<i>Second week in October</i>		
Committee contacts local businesses to request a visit and confirm a date and time during the last two weeks of October for the goodwill tour visit. Committee creates a schedule for teams of members to participate in the goodwill tour. <i>(See sample.)</i> Committee develops a handout that explains SkillsUSA and the activities of their local chapter. <i>(See sample.)</i>		
▲ Committee meets with members participating in the goodwill tour to: • Share the schedule and assignments for teams of members to visit businesses. • Work with members to research businesses prior to the visit. • Make assignments for what information each member will share during the goodwill visit. <i>(See sample.)</i> • Practice their Framework stories.		
▲ Committee meets to: • Identify potential challenges requiring adaptability and flexibility the goodwill tour might face such as: ▪ Businesses cancel or postpone appointments. ▪ Members do not show up or cannot participate on assigned times. ▪ Businesses are not receptive to partnering with SkillsUSA. • Develop contingency plans for the activity based on potential challenges.		
<i>Third week in October</i>		
Committee members work with participating teams of members to conduct the goodwill tour.		

STEP 3: Evaluation		TARGET DATE
<i>Last week in October</i>		
▲ Committee works with teams of members who participated in the Goodwill Tour to create their classroom presentations. Each team's presentation should include a classroom poster the team created to highlight: • Information gathered about the local businesses including type of business, career opportunities in the business, skills needed to work at the business and education needed for employment; how adaptability and flexibility are required at the business. • Information shared about SkillsUSA, their Framework story and the reaction of the business to SkillsUSA. • How the team members developed and demonstrated Adaptability and Flexibility during the planning or conducting of the Goodwill Tour.		

▲ Committee works with advisor to schedule time for classroom presentations.	
▲ Committee meets to review the SMART goals of the activity, discuss accomplishments, and shortfalls of the planning and implementation of the project. Select one student to write a thank you note on behalf of the chapter. Thank you note example is included at the end of this activity.	
Committee records recommendations for future community service engagement activities. Recommendations are recorded at: www.skillsusa.org/programs/chapter-excellence-program/ .	

STEP 4: Celebration	TARGET DATE
Committee hangs the posters made about each visit in the classroom or creates a PowerPoint about all of the visits. Set up a time in which the school administrator can visit with the team members to learn about their experience and congratulate them on their Goodwill Tour and thank them for representing the school.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter! To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/ .	



Program of Work Committee Budget Worksheet

Identify the PoW Committee

- ☐ Advocacy and Marketing
- ☐ Community Engagement
- ☐ Financial Management

- ☐ Leadership Development
- ☐ Partner and Alumni Engagement
- ☐ Workplace Experiences

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Sample Agenda for Goodwill Tour Visit to Local Businesses

Arrive at business 10 minutes before scheduled visit. Teams of members should wear official SkillsUSA dress.

SkillsUSA members should introduce themselves and offer firm handshakes. SkillsUSA members should have a handout about SkillsUSA and their chapter's activities.

After discussing the business, the teams of members should make certain they have the time to share information about SkillsUSA and their chapter activities.

Sample questions to ask during Goodwill Tour:

- Tell me about your business.
- How important is adaptability and flexibility in your business?
- How do you help your employees with adaptability and flexibility?
- How do you help employees develop adaptability and flexibility?
- What are the greatest challenges you face with your business?
- What do you enjoy most about running your business?
- What makes your business different from your competitors?
- How do you work with suppliers you need for your business?
- How do you deal with risk?
- What do you look for in new employees?
- What specific skills do you look for when hiring?
- What education is required to work here?
- What advancement opportunities are available?
- What is the best advice you have ever received?
- What advice would you give us as we prepare for our careers?

Information to share when making the contact for the Goodwill Tour visit

- Member introduces self and explains they are with SkillsUSA. Share some initial information about the local SkillsUSA chapter.
- Member indicates they would like to visit and learn more about the business and potential career opportunities.
- Ask if it is possible for a few members to visit the business.
- Confirm a date and time, indicate the visit will take no more than 30 minutes unless a tour is included.
- Thank the business for agreeing to the visit.
- If the business declines, thank them and indicate maybe we could schedule something at a different time.



Sample Schedule for Goodwill Tour Visits

DATE	TIME	BUSINESS	SKILLSUSA TEAM MEMBERS			



Requirements for Poster or PowerPoint to Accompany Classroom Presentations

Secure a sheet of poster board from the chapter advisor or provide a PowerPoint template.

The poster or PowerPoint must contain the following:

- The name of the business.
- The date of the visit.
- Names of the SkillsUSA team members making the visit.
- A photo of the SkillsUSA member team with the business partner.
 - Other photos of interest about the business.
- Summary of information gathered about the business:
 - What the business does.
 - How many employees.
 - Skills needed for employment.
 - Education needed for employment.
 - Why adaptability and flexibility is important to the business.
 - Other items of interest from the Goodwill Tour visit.
 - Best advice the business partner ever received.
- Highlights of the Framework stories of the SkillsUSA team members.

The poster will be placed in the classroom to remind us of the opportunities here in our community for employment.



Sample Introduction Handout for Business Visits

Be sure to have a customized handout with your local chapter's information and contacts. Providing the national information will also help support your efforts and offer some credibility as you introduce yourself and describe your chapter's intent.

SkillsUSA Anytown High School Chapter

(Local SkillsUSA Chapter info, school address, etc.)

(Local SkillsUSA Chapter names and contact info)

(Local SkillsUSA Chapter names and contact info)

About SkillsUSA

SkillsUSA is a partnership of students, teachers and industry, working together to ensure America has a skilled workforce. We help each student excel.

MISSION

SkillsUSA is America's proud champion of the skilled trades. Our mission is to empower students to become skilled professionals, career-ready leaders and responsible community members. We improve the quality of our nation's future skilled workforce through the development of SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

WHO WE SERVE

Our national nonprofit education association serves middle-school, high-school and college/postsecondary students and instructors in trade, technical and skilled service occupations. SkillsUSA serves over 400,000 members who are organized into over 21,000 classrooms at over 4,900 schools. Over 22,000 teachers join each year as professional members. SkillsUSA has served over 15 million members since its founding in 1965 and is recognized by the U.S. Department of Education and the U.S. Department of Labor as a successful model of employer-driven workforce development.



SKILLSUSA PARTNERS

More than 850 business, industry and labor organizations support SkillsUSA at the national level through financial aid, in-kind contributions and involvement in SkillsUSA programs. Many more support state associations or local chapters. Commitment by industry to the annual national SkillsUSA Championships is valued at more than \$36 million.

PROGRAMS

SkillsUSA offers opportunities for students to demonstrate personal, workplace and technical skills as they master competencies in the SkillsUSA Framework, a blueprint for career readiness. Local chapters conduct our annual Program of Work and participate in regional or state events. At the SkillsUSA Championships each June, more than 6,500 students compete in 106 occupational and leadership events that establish industry standards for entry-level workers.

RESOURCES

SkillsUSA offers turnkey resources for educators and students. The *SkillsUSA Career Essentials* suite prepares students with career-ready skills, so they are productive and promotable. Centered around the SkillsUSA Framework, the suite helps students develop personal, workplace and technical skills that allow them stand out in the skilled labor marketplace. The Chapter Excellence Program honors chapter achievement centered on intentional project-based work that is led by students. The SkillsUSA Championships competitive events program is offered at local, state and national levels with competencies and embedded academics that align with the needs of industry. For more information: www.skillsusa.org.

Sample Thank-You Note

Directions:

- Please take a few moments to write a thank-you note to the individuals who made the Goodwill Tour possible.
- Use the example below for how to address an envelope.
- Please make your thank-you note personal by adding a remark as to why you enjoyed the experience, what you learned or how you might apply this in the future.
- Do not seal your envelope until a teacher reviews the note.

Your name
Your street address
Your city, state, ZIP



Ms. Timika Tesmer
Vice President, Sales
National Brands
2900 Northmark Executive Dr.
Burnsville, NC 28078

Program of Work – Financial Management

Activity Name: **Flower Box Fundraiser**

Framework Component: **Technical Skills
Grounded in Academics**

Recommended Month: **November/December**

Program of Work Category: **Financial Management**

Essential Element Target: **Service Orientation**

Length of Time: **Nine Weeks**

This Program of Work activity targets the SkillsUSA Framework Essential Element of **Service Orientation**. Service Orientation refers to meeting the needs of internal and external customers in respectful and effective ways.

Individuals with strong service orientation:

- **Acknowledge and are present with customers.**
- **Stay focused and customer-oriented while at work.**
- **Always demonstrate respect and courtesy to customers.**
- **Know and implement my company's service policy.**
- **Handle difficult situations with tact and self-restraint.**
- **Know when to involve my supervisor in a customer service situation.**

Every chapter needs funds. The money raised by students might support attending regional, state, or national SkillsUSA activities or for local activities such as community service, local awards or chapter promotion. This activity shows how a fundraising activity can be organized for the chapter.

This activity consists of designing and building flower boxes. If your SkillsUSA Chapter is not affiliated with a construction program or cannot partner with a construction program, consider what your program area could make and sell or what services could be offered for a fee to the community. This task list could be applied to any product or service.

NOTE: Before beginning any fundraising activity consult with your school's fundraising guidelines and obtain any permissions needed in advance.

Flower Box Fundraiser Task List

Throughout this task list, Committee refers to the PoW Financial Management Committee.

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Service Orientation Essential Element.

STEP 1: Planning	TARGET DATE
<i>First week in October</i>	

Financial Management Committee meets and conducts "Two Truths and a Lie" as a mixer.

Two Truths and a Lie

Materials: None

Directions: Committee members take turns presenting three pieces of information about themselves. Of the three things, two must be true and one must be a lie. The objective is to make it difficult for the group to determine which one is a lie. Don't use obvious things or items that others may know. Committee members take turns presenting their two truths and a lie and having other members guess which one is not true.

Committee reviews this Flower Box Fundraiser task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee reviews SMART goals for this activity:

Goal 1: One hundred percent of the members who participate in the Flower Box Fundraiser will demonstrate Service Orientation behaviors at Levels 4 or 5 as assessed by peer review by the end of the sales period.

Goal 2: Each SkillsUSA member will sell a minimum of two flower boxes during the sales period.

Goal 3: All SkillsUSA members will contribute a minimum of eight hours to building and finishing the flower boxes by the deadline.

Committee shares the Flower Box Fundraiser idea at a chapter meeting.

▲ Committee members provide instruction for chapter members on the targeted Essential Element of Service Orientation. The committee provides each group member with one of the following roles. Encourage the member to play the role to the fullest.

- **Situation – This activity takes place at a fast food restaurant. A bus just pulled in with several elementary students and parents. They have crashed the line, are running all over the restaurant, and are creating chaos at the ordering and food pick-up counter.**
- **Roles for members to play**
 - You are the individual taking orders behind the counter. Your patience is wearing thin, but you are trying to be pleasant. You are approaching your breaking point.
 - You have been waiting in line for 15 minutes and are getting angry. You have a loud voice and start speaking loudly so the individuals behind the counter can hear. You are letting them know you are tired of waiting in line and want your food.
 - You are in line and are sympathetic to the staff at the restaurant. You are trying to encourage them and keep the customers calm. You talk to the loudmouth to try and maintain a calm and professional situation.
 - Your food order is not correct, and you want someone to take care of it right away. You are trying to cut back into the line to get some service from someone behind the counter. You are tired of waiting and want action now.
 - You are the manager and are trying to keep the situation under control and keep everyone happy. You are trying to convince everyone the staff is working as hard as they can and that everyone will receive their food as soon as possible. You try to deal first with the angriest individuals.

After the members play their parts for a while, compliment them on their performance. Have each group identify what was difficult about maintaining good service orientation under those conditions. Have each group identify three rules or guidelines that are critical to maintain good service orientation. Have students share what new information they have learned about service orientation with their group. Share a couple learnings with all members.

Committee shows the motion graphic video on the targeted Essential Element of Service Orientation and discusses how participating in the Flower Box Fundraiser can help members develop their service orientation skills.

STEP 2: Implementation	TARGET DATE
<i>Second week in October</i>	
Committee has volunteers create three designs of outdoor flower boxes. Each design must include a list of materials needed, cost of the materials and a proposed selling price.	
Committee creates a flier that illustrates the flower box designs, the price of each, information on how to order and the delivery date. Flier must clearly state the flower boxes are a fundraiser for SkillsUSA and say how the funds will be used. <i>(See sample.)</i>	
 Committee meets with chapter members and coordinates instruction on service orientation with emphasis on sales experience. Have a local sales professional attend a chapter meeting and discuss appropriate sales techniques, including how to close a sale and how to deal with rejection of the offer. Following the presentation, have students create posters for classrooms on sales techniques they learned from the sales professional. Have chapter members practice selling to each other and provide feedback on language used and sales techniques.	
<i>Third week in October</i>	
 Committee members introduce the Essential Element of Service Orientation. To kick off the fundraising activity at a chapter meeting or during class, organize chapter members in groups of four. Have the members identify the worst examples of service orientation they have experienced. Once the group has finished discussing, have each group share what they believe is the worst situation. Have a fun vote to select the worst example of service orientation.  Committee organizes chapter members in pairs to work together selling the boxes. One member should make the sale while the other completes the observation form. Group members take turns selling or observing. Observation forms should be turned into the chapter advisor each day.	
<i>First week in November</i>	
Committee organizes chapter members to build and decorate flower boxes to fulfill orders. Each member contributes eight hours to the project. <i>(See attached form.)</i>	
<i>Last week in November</i>	
Chapter members deliver the flower boxes to customers along with thank-you notes and information about the local SkillsUSA Chapter. <i>(See sample.)</i>	

STEP 3: Evaluation	TARGET DATE
<i>Last week in November</i>	
▲ Committee meets to review the SMART goals of the activity and discuss accomplishments and shortfalls of the planning and implementation of the project.	
Committee meets with SkillsUSA chapter to share analysis and seek input from chapter members on the goals and the implementation of the fundraising activity. ▲ Committee leads a discussion with the members of the observation forms, capturing what members have learned from the experience. Committee will work with local newspaper to create an article that thanks the community for participation and details what the members learned about service orientation through this project.	
Committee records recommendations for future years in conducting fundraising activities. Recommendations can be stored here: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
Committee organizes a pizza party as a celebration. During the celebration, committee recognizes the members with top sales, members who were the best builders and painters, members who contributed more than most to the project, members who excelled at service orientation, and other members as needed.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	



Program of Work Committee Budget Worksheet

Identify the PoW Committee

- ☐ Advocacy and Marketing
- ☐ Community Engagement
- ☐ Financial Management

- ☐ Leadership Development
- ☐ Partner and Alumni Engagement
- ☐ Workplace Experiences

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



SkillsUSA Member Record of Hours Worked on Flower Box Fundraiser

SkillsUSA Member:

DATE	HOURS WORKED	WORK COMPLETED	VERIFIED BY

SkillsUSA Member Observation Form

Essential Element: **Service Orientation**

Member: _____ Observer: _____ Date: _____

<i>RATING</i> NEEDS IMPROVEMENT EXCEPTIONAL BEHAVIOR					Service Orientation Behaviors
1	2	3	4	5	Greets customer appropriately.
1	2	3	4	5	Introduces self and team members.
1	2	3	4	5	Explains SkillsUSA and impact of local chapter.
1	2	3	4	5	Describes flower box project effectively and how funds will be used.
1	2	3	4	5	Makes appropriate request for participation in project.
1	2	3	4	5	Stays focused and customer oriented.
1	2	3	4	5	Always demonstrates respect and courtesy.
1	2	3	4	5	Handles difficult situations appropriately.
1	2	3	4	5	Thanks customer at conclusion of interaction.

General Comments: _____

SkillsUSA Member Observation Form

Essential Element: **Service Orientation**

Member: _____ Observer: _____ Date: _____

<i>RATING</i> NEEDS IMPROVEMENT EXCEPTIONAL BEHAVIOR					Service Orientation Behaviors
1	2	3	4	5	Greets customer appropriately.
1	2	3	4	5	Introduces self and team members.
1	2	3	4	5	Explains SkillsUSA and impact of local chapter.
1	2	3	4	5	Describes flower box project effectively and how funds will be used.
1	2	3	4	5	Makes appropriate request for participation in project.
1	2	3	4	5	Stays focused and customer oriented.
1	2	3	4	5	Always demonstrates respect and courtesy.
1	2	3	4	5	Handles difficult situations appropriately.
1	2	3	4	5	Thanks customer at conclusion of interaction.

General Comments: _____

Sample Flier for SkillsUSA Flower Box Fundraiser

Looking for ways to spruce up your home?



Freestanding Flower Box.....\$30



Square Flower Box.....\$24



Tabletop Flower Box.....\$15

Purchase a handmade flower box created by the SkillsUSA Chapter.

On sale now!
NOVEMBER TO DECEMBER

Order by **Nov. 15** to receive your flower box in time for holiday delivery.

Choose from three designs ranging in price from \$15 to \$45.

Order online at skillsusaanytown.org or see any SkillsUSA chapter member.

Following the fundraiser, a donation will be made by SkillsUSA to *Anytown Community Museum* to equal 15% of our total flower box sales.



All proceeds to benefit the Anytown SkillsUSA Chapter.

Program of Work – Advocacy and Marketing

Activity Name: **Celebration of SkillsUSA Week**

Framework Component: **Personal Skills**

Recommended Month: **January/February**

Program of Work Category: **Advocacy and Marketing**

Essential Element Target: **Professionalism**

Length of Time: **Six Weeks**

This Program of Work activity targets the SkillsUSA Framework Essential Element of **Professionalism**. The development of advocacy and marketing skills with a focus on professionalism allows your students to develop skills to be a stronger advocate for themselves and the organizations they serve now and in the future. When a student understands the value of professionalism and how it impacts their decisions, they begin to make choices in a positive light.

Professionalism spans across all professions and trades. If students think about professionalism as they celebrate SkillsUSA Week, it allows for the blending and integration of a variety of the personal skills from the Framework. Every environment is different but students who are professional have the capacity to meet the behavioral expectations of others. Individuals who have solid professional skills:

- **Are loyal to their peers, supervisor or advisors and selves.**
- **Are aware of the impact of their words and actions.**
- **Have capacity to resolve conflicts peacefully.**
- **Uses good judgment to make decisions.**

SkillsUSA Week is celebrated in February each year. Each chapter's celebration of SkillsUSA Week will look and feel different based upon the chapter and their leadership. It is important for a chapter to plan a variety of events utilizing the daily schedule of activities provided on the SkillsUSA Week webpage. Throughout the week, chapter members can learn about the Essential Element of Professionalism in an environment that allows the chapter to capture the attention of all students and community members. A well-planned SkillsUSA Week celebration allows the chapter to put forth a professional image to both education and industry partners or supporters.

The exact dates for the week are listed on the SkillsUSA website.

Celebration of SkillsUSA Week

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Essential Element Professionalism.

The term "Committee" refers to the Advocacy and Marketing Committee of the Program of Work.

STEP 1: Planning	TARGET DATE
<i>Second week in January</i>	
Advocacy and Marketing Committee meets and conducts the Alphabet Grab activity for team building. Alphabet Grab Materials: Scrabble letter tiles or cards with a single letter of the alphabet written on them. Directions: The letter tiles are placed in a bag. Committee members take turns reaching into the bag and selecting four tiles. The committee member must share items of interest about themselves that start with the alphabet letter on the tiles they grabbed. Place the tiles back in the bag after each person shares. Continue until all committee members have shared information. Committee reviews this SkillsUSA Week task list to become familiar with the activity and actions needed to complete. Committee completes budget worksheet to identify financial needs of the activity.	

▲ Committee reviews SMART goals for this activity: Goal 1: 90% of SkillsUSA members will participate in at least three days of the SkillsUSA Week Activities during the National SkillsUSA Week celebration in February. Goal 2: Advocacy and Marketing Committee will engage 50% of chapter members in subcommittees to develop professionalism skills by participating in the planning and conducting of activities for each day of SkillsUSA Week. Goal 3: 100% of the members who participate in SkillsUSA Week will identify growth in the Essential Element of Professionalism during the reflection activity conducted on the Friday of SkillsUSA Week.	
Committee shares the Celebrate SkillsUSA Week idea at a chapter meeting. ▲ Committee members provide instruction for chapter members on professionalism at a chapter meeting. Professionalism Have members imagine it is their first day at a new job. As they think about the first day, ask them to discuss with a partner or in a trio what they would do to make a good impression on their co-workers and supervisors. Encourage each group to capture a list of the items that would make a good impression. Allow five minutes to generate the lists. Have each group now make a list of what an individual would do to present a less than professional first impression on their co-workers and supervisors. This could include dress, behavior, language or anything that might create a negative impression. Allow seven minutes to generate the lists.	
Have each group quickly share their lists without duplicating what has already been stated. Discuss the activity as follows: • Which list was easier to create? Why? • How do we learn how to create a positive first impression? • What does professionalism communicate about you as a potential friend, employee or organization member? • Why might it be important to make a good impression on your first day on the job? • How is the first day on the job like SkillsUSA Week for the SkillsUSA chapter? • What opportunities are available to model a professional attitude and behavior while representing our chapter to the school and community? Committee shows the motion graphic on the targeted Essential Element of Professionalism and discusses how participating in the celebration of SkillsUSA Week can help members develop their professionalism skills.	

STEP 2: Implementation	TARGET DATE
Committee meets to create the plan for activities to be conducted each day of SkillsUSA Week. Suggested activities are: Monday – Appreciation Day – Take the teacher appreciation day concept and make it even bigger. Thank administrators, school counselors, support staff and building maintenance personnel for their contributions to the school. Serve or deliver donuts or cookies, coffee, and juice. Have a prize drawing for SkillsUSA-themed merchandise. Present an appreciation plaque or gift item to one or two staff members who are especially supportive.	

Tuesday – Advocacy Day – Host a school and SkillsUSA open house for parents, siblings, school administration, alumni members and business partners to showcase chapter activities and today’s high-tech skilled and technical sciences classrooms, labs, and shops. Make sure that host members are wearing SkillsUSA official attire, logo shirts, work uniforms or SkillsUSA name badges proudly. They don’t know you’re a member or advisor unless it’s obvious! Wednesday – Member Outreach Day – Blanket the campus with posters, door tags or bulletin boards or decorate member lockers. Place an ad in the school newspaper. Write and practice school announcements. Have the SkillsUSA logo and a message scrolling across video monitors on campus closed circuit announcements. Tell them what SkillsUSA is, what it does, how they can join and get involved. Inform, engage and tell short, impactful stories about SkillsUSA members and your chapter on social media. Thursday – SkillsUSA Service Day – Conduct a campus cleanup project: Spruce up the landscaping, showcase the skilled trades in a new bulletin board or showcase display, provide a car care clinic, hold a lunchtime lecture or other helpful activity. By giving back, you are paying it forward while creating a positive image of SkillsUSA in the minds of everyone who sees members in action. Friday – SkillsUSA Day – Encourage members to wear SkillsUSA Week T-shirts, logo polo shirts or SkillsUSA official attire. You can purchase the SkillsUSA Week T-shirts for everyone to wear. Order extras to give out as prizes or appreciation gifts that day. Prep every member with a SkillsUSA Framework story. For more SkillsUSA Week information and ideas, go to: www.skillsusa.org/events-training/skillsusa-week/.	
Committee selects one member to chair the activities for each day and be responsible for both planning and conducting what takes place. Chairs should select 3-5 members to serve on the subcommittee for their assigned day and assist with the activities.	
Each daily subcommittee uses the appropriate SkillsUSA Event and Activity Planning Guide to select one special activity for each day of the SkillsUSA Week celebration. For more SkillsUSA Week information and ideas, go to: www.skillsusa.org/events-training/skillsusa-week/.	
Each subcommittee reports back to the full committee to compare notes and avoid duplication, overlap or missed recognition opportunities for the week.	
<i>Third and Fourth weeks in January</i>	
▲ Weekly committee meetings are conducted to prepare for the activities of SkillsUSA Week. Committee members provide professional development experiences to be shared at the last chapter meeting before SkillsUSA Week begins.	
<i>First week in February</i>	
▲ During monthly chapter meeting, Advocacy and Marketing Committee provides an overview of the SkillsUSA Week celebration. During this overview, the subcommittees will share the targeted Essential Element Professionalism skills that will be needed during SkillsUSA Week for members to be successful during their day’s activity.	
<i>February – SkillsUSA Week</i>	
Subcommittees facilitate the selected activities of their assigned day.	

STEP 3: Evaluation	TARGET DATE
<i>Last week in February</i>	
Committee facilitates members capturing their growth in the Essential Element of Professionalism learned during SkillsUSA Week. This can be done during class periods or at a special meeting using chart paper. Each member should be listed with the areas of growth they identify. Examples of areas of growth are giving thanks, telling your SkillsUSA story, professional appearance, working with others to plan an activity, advocating for SkillsUSA, etc. Have the members post the completed papers around the classroom and summarize the skills developed to social media.	
▲ Committee meets to review the SMART goals of the activity and discuss accomplishments and shortfalls of the planning and implementation of the celebration of SkillsUSA Week coupled with the education and understanding of the members professional approach.	
Committee members record recommendations for future years in conducting advocacy and marketing activities. Record the recommendations at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
▲ On Friday of the week during SkillsUSA Day, committee hosts a bowling party celebration for accomplishing a positive week of experiences for the members and their supporters. Encourage chapter members to wear their favorite SkillsUSA T-shirt or a red shirt.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- ☐ Advocacy and Marketing
- ☐ Community Engagement
- ☐ Financial Management

- ☐ Leadership Development
- ☐ Partner and Alumni Engagement
- ☐ Workplace Experiences

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Program of Work — Community Engagement Activity

Activity Name: **SkillsUSA Canned Food Drive**

Framework Component: **Personal Skills**

Recommended Month: **March**

Program of Work Category: **Community Engagement**

Essential Element Target: **Work Ethic**

Length of Time: **Six Weeks**

This Program of Work activity targets the SkillsUSA Framework Essential Element of **Work Ethic**. All industries look for employees who demonstrate a strong work ethic — individuals who put forth their best effort to meet the expectations of the employer.

Individuals with a strong work ethic:

- Engage in meaningful work and contribute.
- Are productive at all times of the day.
- Reflect and evaluate their productivity.
- Do what it takes to get the job done.

During this activity, the chapter's Community Engagement committee will work with members to conduct a canned food drive for the local food pantry.

SkillsUSA Canned Food Drive

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Work Ethic Essential Element.

The term "Committee" refers to the Community Engagement committee.

STEP 1: Planning	TARGET DATE
<i>First week in March</i>	
Community Engagement Committee meets and conducts the Five Cs activity for team building. Five Cs Materials: None Directions: Committee members will take turns sharing their Five Cs as they answer the following questions: • If you could have lunch with any current Celebrity, who would it be? • What is our favorite Cuisine or type of food? • What Country would you most like to visit? • What is your favorite Color? • What is your favorite SkillsUSA Championships contest?	

Committee reviews this Canned Food Drive task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee reviews SMART goals for this activity.

Goal 1: 80% of chapter members will participate for in the Canned Food Drive by securing at least 50 cans of food for the drive.

Goal 2: 100% of SkillsUSA members participating in this activity will share information about SkillsUSA and their Framework skill development with the community as they canvass for food can donations.

Goal 3: 100% of chapter members participating in the Canned Food Drive will complete a Work Ethic self-assessment form after the activity

Committee shares the Canned Food Drive project at a chapter meeting.

▲ Committee meets with chapter members and facilitates Texas Turnstile to illustrate the targeted Essential Element of Work Ethic.

Texas Turnstile

Materials: Two long jump ropes or two large pieces of rope that can be used as jump ropes. This activity requires a large open space.

Description: Two members volunteer to turn the large jump ropes, which become “the turnstile.” They should always have two jump ropes turning.

Directions:

- The objective of this initiative is to get all the members including the jump rope turners through the turnstile without stopping the jump rope.
- At least two members must be in the turnstile until all members have passed through. A member may not stay in the turnstile for the entire activity.
- If the turnstile stops, all team members must return to the start and try again.
- Who would like to volunteer to start as jump rope turners?
- When I say “jump,” the volunteers will start turning the rope and all team members must travel through the turnstile.
- What questions are there?

Debriefing questions:

- What was the most difficult aspect of this activity?
- How did your team deal with failure?
- How did you deal with frustration of having to start again?
- How does this activity demonstrate work ethic?
- Why is work ethic important to a business?
- What does work ethic look like in SkillsUSA chapter activities?

Committee shows the motion graphic video on the targeted Essential Element of Work Ethic and discusses how participating in the Canned Food Drive will help members develop their work ethic skills.

STEP 2: Implementation	TARGET DATE
<i>Second week in March</i>	
Committee meets to develop plans for the Canned Food Drive: • Contact the local food pantry to get information about the type of food they are willing to accept and when they will accept it. • Establish the dates during third week in March to conduct the Canned Food Drive. Remind members that there is a need for food all year and not just during the holidays when many food drives take place. • Develop teams of members to work together on the Canned Food Drive. • Using a city or town map that shows the area around your school or where most members live, divide the community into sections for teams to canvass so community members are not asked multiple times. • Develop an announcement to be used to make the community aware of the canned food drive. Announcement should include social media, local news media, and posters to place around the community and on campus. <i>(See sample at end of this section.)</i> • If you feel it is unsafe for members to collect door to door, they can instead set up collection points at businesses and advertise the drop-off timeframe for collecting canned goods. • Community members can also drop food bags and notes on front doors one Saturday and pick up filled bags of food off porches the next Saturday.	
 Committee meets with chapter members to: • Review the SMART goals with chapter members. • Reinforce the targeted Essential Element of Work Ethic by conducting the following discussion: ▪ What are some characteristics or behaviors of individuals who lack work ethic? <i>(Make a list on the white board or chart paper.)</i> ▪ Beside each characteristic or behavior, record what the members believe are the impact or consequences of the characteristic or behavior. In other words, what happens when that characteristic or behavior is demonstrated repeatedly? <i>(May identify frustration with co-workers, issues with supervisor, financial loss for company, loss of work productivity, poor image projected for company, etc.)</i> ▪ Conclude with a discussion of how important work ethic is for your personal and company success. ▪ Discuss how important work ethic is to the success of the Canned Food Drive. • Outline the details of the Canned Food Drive activity. ▪ Review appropriate food donations for the drive. ▪ Announce member teams to conduct the drive. Teams select a chair for their team to track the team's success and keep members motivated. ▪ Assign sections of the community to teams for them to develop a plan to canvass for donations. ▪ Have each team establish a goal number of food items to be collected. Committee creates a bulletin board "thermometer" or chart to display team members and the goal set. This will be used to track donations during the drive.	
<i>Third week in March</i>	
Committee facilitates the Canned Food Drive • Establish a time and place for members to drop off food during the week. • Maintain the bulletin board to track team progress. • Announce date and time to deliver food to the food pantry.	

STEP 3: Evaluation	TARGET DATE
<i>Fourth week in March</i>	
Work Ethic self-assessment forms are completed by all Canned Food Drive participants and submitted to committee members and chapter advisor. Committee members meet with each member to discuss how well they can define Work Ethic and how they developed and demonstrated the Essential Element.	
Committee meets with SkillsUSA chapter members to seek input the success or shortfalls of the activity, and to discuss member growth in work ethic. Committee meets to review the SMART goals of the activity and discuss the input from chapter members on the success of the activity. Committee reviews the self-assessment forms to determine the overall growth in the Essential Element of Work Ethic.	
Committee records recommendations for future years in conducting community engagement activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
Committee recognizes all members who met the goal of 50 cans of food with a gift certificate to a local movie theater. Winning team also receives certificates for the concessions stand. Create special certificates for members who excelled in their demonstration of Work Ethic based on the self-assessment and personal interview with committee members. Committee publishes a thank-you to the community for their donations using social media and print media. See sample social media post at the end of this activity.	

STEP 5: CEP Application	TARGET DATE
Consider using this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- ☐ Advocacy and Marketing
- ☐ Community Engagement
- ☐ Financial Management

- ☐ Leadership Development
- ☐ Partner and Alumni Engagement
- ☐ Workplace Experiences

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



SkillsUSA Member Self-Assessment Form

Essential Element: **Work Ethic**

Member: _____ Date: _____

<i>RATING</i>					My Work Ethic Behaviors
NEEDS IMPROVEMENT				EXCEPTIONAL BEHAVIOR	
1	2	3	4	5	I am punctual and meet deadlines and time expectations.
1	2	3	4	5	I follow established policies, procedures, and safety requirements.
1	2	3	4	5	I take direction and constructive criticism well.
1	2	3	4	5	I put forth my best effort in all situations.
1	2	3	4	5	I make a meaningful contribution to all work.
1	2	3	4	5	I am productive throughout the entire workday.
1	2	3	4	5	I reflect on and evaluate how I can be more helpful and productive.
1	2	3	4	5	I work well with others and share the workload as needed.
1	2	3	4	5	I assist when needed and find work without being told.

What I learned about Work Ethic during this activity:

SkillsUSA Member Self-Assessment Form

Essential Element: **Work Ethic**

Member: _____ Date: _____

<i>RATING</i>					My Work Ethic Behaviors
NEEDS IMPROVEMENT				EXCEPTIONAL BEHAVIOR	
1	2	3	4	5	I am punctual and meet deadlines and time expectations.
1	2	3	4	5	I follow established policies, procedures, and safety requirements.
1	2	3	4	5	I take direction and constructive criticism well.
1	2	3	4	5	I put forth my best effort in all situations.
1	2	3	4	5	I make a meaningful contribution to the all work.
1	2	3	4	5	I am productive throughout the entire workday.
1	2	3	4	5	I reflect on and evaluate how I can be more helpful and productive.
1	2	3	4	5	I work well with others and share the workload as needed.
1	2	3	4	5	I assist when needed and find work without being told.

What I learned about Work Ethic during this activity:

Information to be Included on Canned Food Drive Announcement

The following information must be included on the announcement. Consider using social media posts, print media (local newspaper), and posters to be placed on campus and around the community. Ask your school newspaper and local newspaper reporters to write a story about the food drive. Local radio stations may be willing to read or play a public service announcement.

SkillsUSA Canned Food Drive

Information about SkillsUSA:

- Why SkillsUSA is holding a Canned Food Drive.
- What SkillsUSA is and some of the activities and accomplishments of the local chapter.
- How SkillsUSA develops Framework skills in students.

Information about the drive:

- Dates and times when members will be canvassing for the donations.
- Collection points if you are using a drop-off system.
- Type of food to be collected (list of acceptable foods).
- How the food will be used — what the need is in the local community year-round.
- How individuals may donate if they are not going to be available during the actual drive.
- Donations are accepted and students will shop for canned goods with any funds received.



Program of Work – Workplace Experiences

Activity Name: **Mock Interview**

Framework Component: **Technical Skills
Grounded in Academics**

Recommended Month: **May**

Program of Work Category: **Workplace Experiences**

Essential Element Target: **Professional Development**

Length of Time: **Six Weeks**

This Program of Work activity targets the SkillsUSA Framework Essential Element of **Professional Development**. Successful individuals know the value of lifelong learning. Being open to new knowledge and skill is required in today's ever-changing workplace. The pursuit of professional development is expected from every successful person.

Individuals who pursue professional development:

- **Develop their career plans.**
- **Assess current skill sets and determine areas for growth.**
- **Use professional and personal mentors.**
- **Seek professional and personal growth opportunities.**
- **Apply new learning.**
- **Stay current with workplace related resources.**
- **Seek new responsibilities to gain additional skill sets.**

Mock Interview Task List

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Professional Development Essential Element.

The term “Committee” refers to the Workplace Experiences Committee of the Program of Work.

STEP 1: Planning	TARGET DATE
<i>First week in April</i>	
Workplace Experiences Committee meets and conducts the Name Association activity for team-building. Name Association Materials: None Directions: Committee members sit in a circle. The first participant states their first name and adds a personal descriptor that starts with the same letter as their first name. An example is I am Creative Chris. The next person restates the name of his/her neighbor and then adds their name and personal descriptor. It could sound like, “This is Creative Chris and I am Silly Sally.” It continues around the circle until everyone has been introduced with a creative descriptor added to his or her name. Committee reviews this Mock Interview task list to become familiar with the activity and actions needed to complete. Committee completes budget worksheet to identify financial needs of the activity. ▲ Committee reviews SMART goals for this activity. Goal 1: 75% of Junior and Senior SkillsUSA members will participate in the Mock Interview Activity. Goal 2: At least 20 business partners, alumni and stakeholders will interview SkillsUSA members at the Mock Interview Activity. Goal 3: 100% of SkillsUSA members participating in the Mock Interview Activity will document their growth in professional development by completing a professional development reflection and planning form.	

Second week in April

Committee shares the Mock Interview idea at a chapter meeting.

▲ Committee members provide instruction for chapter members on professional development using the following activity:

- **Divide students into groups of 4 to 5 members. Provide each group with three sheets of paper, scissors and a roll of tape. Give the following instructions:**
 - Your group has two minutes to create a replica of the Eiffel Tower.
 - You may only use the materials given to you.
- **After two minutes, give each group with one container of Play-Doh or modeling clay. Give the following instructions:**
 - You have two minutes to build another replica of the Eiffel Tower using the Play-Doh or clay.
 - You may only use the one container of Play-Doh or clay.
- **Have the members put the two replicas side by side and allow time for members to see each group's creations.**
- **Lead a discussion with the following questions:**
 - What was the difference between the first and second set of materials?
 - Why was it easier to build with the second materials?
 - How are people molded or shaped?
 - How can we demonstrate an openness to learn and grow?
 - How important is this openness to our success?

▲ Have each chapter member make a list of all the licenses, certificates or degrees they hope to acquire during their lifetime. Don't let them forget about the obvious ones: driver's license, marriage license, hunting or fishing license, in addition to degrees such as a high school diploma, postsecondary degree and workforce certifications. They may be a certified lifeguard, dog groomer, master gardener in addition to achieving workplace certifications such as registered nurse, certified financial planner, welder, etc.

Beside each one, have the member list what, if anything, is required from an educational perspective. This could range from studying a driver's manual to completing the requirements for a degree to taking an exam or demonstrating a skill for a certification.

Discuss with the members that throughout our lives, we will have the opportunity to obtain various licenses, certifications, and degrees.

The common link is they usually require a commitment to studying or learning something new. And many times, they require an extended period of study, practice and demonstration of a skill.

Encourage members to make a commitment to professional development that will continue to open doors both personally and professionally. Don't be afraid to try something new, learn something new and better yourself.

Committee shows the motion graphic video on the targeted Essential Element of Professional Development and discusses how participating in the Mock Interview activity can help members develop their skills through professional development.

STEP 2: Implementation	TARGET DATE
Committee selects a local business partner to make a professional development presentation to the chapter on how to develop a resume, write a letter of application and prepare for a job interview. If a business partner is not available, another campus instructor may be available to make this presentation. The Workplace Experiences Committee arranges for this presentation to be made at a local chapter meeting the second week in April.	
<i>Third week in April</i>	
Committee works with the SkillsUSA advisor to establish a date and location for the mock interview activity and get it approved by the school administration.	
Committee identifies local business partners, alumni and community leaders to invite to participate as employers at the mock interview activity. If the individual accepts, the committee follows up with an email sharing the details of the activity, including date, place, time and expectations for them while they participate.	
Committee creates a list of community partners participating and the industry they represent to share with members for matching career interest to participating partner.	
Committee announces the mock interview activity to chapter members with a due date to submit a resume and letter of application to the advisor.  Committee hands out a targeted Essential Element of Professional Development handout on cover letters and resumes to SkillsUSA members to assist in preparation for the mock interview activity. <i>(See sample.)</i>	
Committee members match participating members to the expertise of the community partners participating in the mock interview activity and create an interview schedule for the mock interview activity. <i>(See sample.)</i>	
Committee members provide the resumes and letters of application along with a scoring rubric to the appropriate community partner so they can prepare for the mock interview. <i>(See sample.)</i>	
<i>Third week in April</i>	
Committee members review and adjust SMART goals for the mock interview project as needed.	
Committee members arrange for coffee and snacks for community partners during the mock interview. Members should also secure appreciation gifts and thank you notes for the community partners.	

Committee members confirm participation of both the community partners and the chapter members for the mock interview activity. Committee members share the final schedule for mock interviews with both the community partners and chapter members. <i>(See sample agenda and schedule.)</i> Committee forwards Evaluation Form, Cover Letter and Resume to business partner for members he/she will interview.	
<i>First week in May</i>	
▲ Committee conducts the mock interview activity. Committee members collect evaluation forms from community partners to share with the participating members. <i>(See sample.)</i>	
Committee members thank the community partners and provide them with an appreciation gift and thank-you note.	

STEP 3: Evaluation	TARGET DATE
<i>Second week in May</i>	
▲ Committee members meet with participating chapter members to discuss their experience during the mock interview. Participating chapter members complete a personal reflection based on the discussion and feedback form received.	
▲ Committee meets to review the SMART goals of the activity and discuss accomplishments and shortfalls of their planning and implementation of the project.	
Committee members record recommendations for future years in conducting workplace experiences activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
▲ Committee members create a Certificate of Achievement to present to each member participating in the Mock Interview to recognize the member and his/her learning about professional development.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- ☐ Advocacy and Marketing
- ☐ Community Engagement
- ☐ Financial Management

- ☐ Leadership Development
- ☐ Partner and Alumni Engagement
- ☐ Workplace Experiences

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Sample Agenda for Mock Interview Day

(To be shared with business partners prior to Mock Interview Day.)

12:30 p.m. Business partners arrive for orientation

- Review schedule for afternoon.
- Review Evaluation Form.
- Answer any questions.

1 p.m. First Round Interviews

- Interview for 15 minutes.
- Provide feedback to candidate for 10 minutes.
- Break to prepare for next candidate.

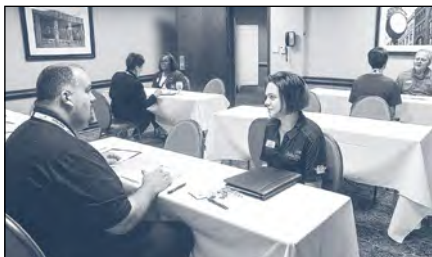
1:40 p.m. Second Round Interviews

- Interview for 15 minutes.
- Provide feedback to candidate for 10 minutes.
- Break to prepare for next candidate.

2:20 p.m. Third Round Interviews

- Interview for 15 minutes.
- Provide feedback to candidate for 10 minutes.
- Break to prepare for next candidate.

3 p.m. Adjourn



Schedule for Mock Interviews

1 p.m.

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

1:40 p.m.

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

2:20 p.m.

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

Business Partner: _____	Business Partner: _____
Member: _____	Member: _____

SkillsUSA Mock Interview Preparation Guide

The SkillsUSA Mock Interview activity is a professional development activity designed to help members practice for real job interviews. Successful employees continually seek professional development opportunities throughout their career to advance their skills and positions. Prior to the mock interview, SkillsUSA members must create a cover letter and resume. Here are some tips for completing your cover letter and resume:

COVER LETTER TIPS:

- Adapt the cover letter to the position you are applying for; do not use a standard cover letter for multiple positions.
- The letter is how you will introduce yourself to the potential employer. Make it personal but one page (three paragraphs and 400 words).
- Put your name and contact information at the top of your cover letter, including your email and phone number (do not include your mailing address.)
- Following your contact information, include the name of the person you are applying to, their position or name of the company and their contact information.
- Address the letter to the person you are applying to; do not use a standard greeting unless you do not have a name.
- State the position you are applying for and your interest in the position.
- Review the job description to identify key words that should be included in your cover letter.
- Show how you are uniquely qualified for the position by highlighting your experiences and skills that match to those required by the position, using the key words in the job advertisement.
- Show your passion for the position and the company with carefully selected words.
- Conclude with an indication you are looking forward to an interview.

COVER LETTER MISTAKES:

- Check your letter for spelling and grammar. Have someone else proofread your letter.
- Make certain names of individuals and companies are spelled correctly.
- Watch the use of “I” in your letter. Too many I’s may sound self-centered.
- Keep sentences and paragraphs short for clarity.
- Do not repeat your resume in the cover letter. Highlight different information about yourself.
- The cover letter should be simple and straightforward. Keep it professional.

RESUME TIPS:

- Start by carefully reading the job posting. There is no such thing as a standard resume. Your resume must be created to match the key words in the job posting.
- Pay attention to job “Requirements” or “Qualifications.” These sections list the skills the employers are seeking. Use these terms in your resume.
- Many organizations now use scanning technology to review resumes and search for keywords that align to the skills and experiences required for the position.
- Use Times New Roman 10 pt. or 12 pt. type or another professional font to keep your materials easy to read.
- Use one-inch margins on all sides. Consider using 1.5 line spacing for ease of reading.
- Keep each section of the resume short and to the point.
- Include only the most relevant information and list it first on the resume.
- Use active, powerful language without being flowery. Words like achieved, completed and earned indicate accomplishments.
- List your achievements in each position rather than just the time you worked or were a member.
- Add data or numbers where appropriate to demonstrate achievements, competency or measurement.
- Keep the sections of your resume appropriate for the position.

RESUME MISTAKES:

- Check your spelling and grammar and have a friend or teacher check it too.
- Read your resume out loud to see how it sounds.
- Do not list too many accomplishments that are not relevant to the position. For example, some high school activities may apply to the position, but most will not.
- Do not add extra formatting or images, this is distracting.
- Do not think more is better; your resume should be one or two pages.
- Do not include personal information such as age, religion, political preferences, etc.
- Don’t forget to align the resume to the skills and experiences required for the position.
- Do not forget to use language that quantifies your skills and experiences such as how much, how many, what was accomplished, etc. Do not just list where you worked, highlight what you did and what you learned.

Cover Letter

COMPONENTS	1-3 POINTS	4-6 POINTS	7-10 POINTS
CLARITY AND EFFECTIVENESS	Purpose of letter is not clear, not focused to the appropriate person/company.	Purpose is clearer, but content is not specifically addressed to the recipient.	Purpose is clear and written specifically to recipient of the application.
CONTENT	Letter does not relay significant information on applicant.	Letter provides some information about applicant, but not enough.	Letter highlights specific reasons for the recipient to interview the applicant.
STRUCTURE	Spelling and grammar errors are present, good sentence structure is lacking.	Few spelling and grammar errors, sentence structure is good.	No spelling or grammar errors. Letter has excellent sentence structure.
TOTAL POINTS AWARDED:	COMMENTS:		

Resume

COMPONENTS	1-3 POINTS	4-6 POINTS	7-10 POINTS
CLARITY AND EFFECTIVENESS	Resume is confusing or unclear, not focused on specific skill sets or activities.	Clarity is better but resume does not create a professional image for the applicant.	Very clear, creates a professional image, effectively identifies strengths of this candidate.
CONTENT	Resume does not highlight skills or experiences of candidate.	Resume highlights some skills and experiences, more complete picture of candidate and abilities.	Resume contains specific information about skills, experiences and activities.
STRUCTURE	Resume is not well structured, hard to follow and incomplete.	Structure is stronger but limited in sharing skills, experiences and activities.	Organized structure, easy to follow and complete to highlight strengths of candidate.
TOTAL POINTS AWARDED:	COMMENTS:		

SkillsUSA Mock Interview Reflection Form

SkillsUSA member: _____

Based on my mock interview experience, my definition of professional development is: _____

Areas of strength on my resume and letter of application: _____

Areas needing improvement on my resume and letter of application: _____

Areas of strength where I excelled during my interview: _____

Areas where I need to continue to develop my interview skills: _____

Goals I have set to improve my interview skills and pursue additional professional development. _____

SMART Goal:

Motivation or Reason for Goal:

Potential Obstacles or Roadblocks:

Strategy to Accomplish Goal:

Add more charts for additional goals.

SkillsUSA Practice Interview

Conduct a practice job interview with your instructor, manager or an industry expert using questions selected from the previous section. Ask your interviewer to rate your performance using the rubric below. After you receive feedback, consider doing a second interview to implement the feedback right away.

Applicant: _____

Interview Date: _____

Position/Title: _____

RATING SCALE

1 = Needs improvement **2** = Meets standards **3** = Exceeds standards

FIRST IMPRESSIONS AND PREPARATION	RATING
Applicant is appropriately dressed and groomed.	
Applicant greets interviewers and offers handshake on introduction.	
Applicant is prepared for discussion (e.g., pen, notepad, copy of resume).	
Applicant exhibits positive energy and speaks clearly:	
Notes:	

NONVERBAL COMMUNICATIONS	RATING
Applicant makes eye contact and uses appropriate facial expressions.	
Applicant maintains good posture and a professional demeanor.	
Applicant appears attentive and enthusiastic about the opportunity.	
Applicant demonstrates confidence and poise throughout interview.	
Applicant takes notes and/or references materials.	
Notes:	

VERBAL COMMUNICATIONS	RATING
Applicant speaks clearly and uses appropriate grammar.	
Applicant listens to question and takes time to formulate answers.	
Applicant asks clarifying questions and requests feedback on response.	
Applicant fully and concisely answers each question.	
Notes:	

TECHNICAL KNOWLEDGE	RATING
Applicant shows awareness of the employer and desired position.	
Applicant uses correct terminology and evidences knowledge of the field.	
Applicant understands the required job skills and relates past experience.	
Applicant clearly identifies skill strengths and weaknesses.	
Applicant demonstrates awareness of work values.	
Notes:	

CLOSING THE INTERVIEW	RATING
Applicant asks about the hiring timeline and next steps.	
Applicant asks appropriate questions about the employer and job.	
Applicant thanks interviewer by name and offers handshake on exit.	
Notes:	

OVERALL IMPRESSIONS

What did the applicant say or do that would lead you to offer them a job?

What did the applicant say or do that would cause you NOT to offer them a job?

What specific things should the applicant work on before going to a job interview?

Notes

For more information on SkillsUSA membership and the SkillsUSA Program of Work,
call toll-free 844-875-4557 or email: customercare@skillsusa.org.



SkillsUSA Customer Care

CALL: 844-875-4557

EMAIL: customercare@skillsusa.org

www.skillsusa.org

In keeping with a tradition of respect for the individuality of our members and our role in workforce development, SkillsUSA strives to ensure inclusive participation in all of our programs, partnerships and employment opportunities.