



SkillsUSA Program of Work

VIRTUAL ACTIVITY GUIDE

1



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



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FOR ADDITIONAL
INFORMATION
AND UPDATES

Visit the Advisor and
Student tabs on the
SkillsUSA website:

skillsusa.org

OR CLICK HERE.



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 Launch Guide 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 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 a myriad of activities. The toll-free phone number is 844-875-4557.



Mission

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

SkillsUSA Framework

The SkillsUSA Framework defines the mission of the organization



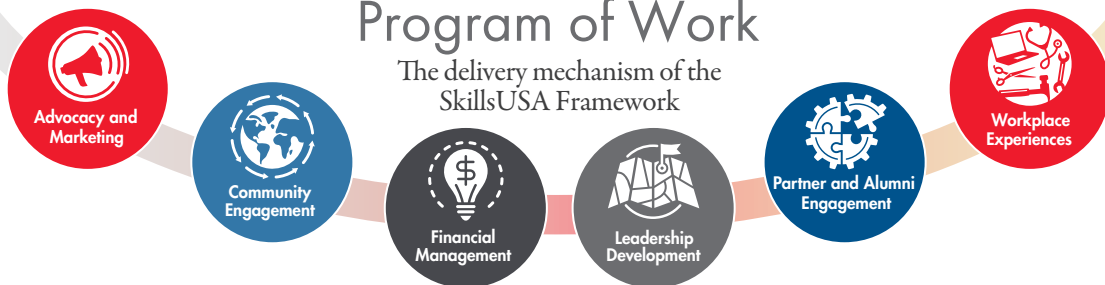
Integration Locations

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:

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

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

- Participate in SkillsUSA Week.
- Make a school board presentation.
- Hold a member recruitment activity.
- 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:

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

Activities in the category of Community Engagement might include:

- Culinary student teacher appreciation breakfast.
- Automotive student oil change for military families.
- Construction students building an accessibility ramp at a local elementary school.
- 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:

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

Activities in the category of Financial Management might include:

- Host an entrepreneurial fair.
- Financial management guest speaker.
- Chapter fundraiser.
- 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:

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

Activities in the category of Leadership Development might include:

- Conduct a Leadership Workshop for all members.
- Attend a Fall Leadership Conference.
- 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 Partner and Alumni Engagement category creates a career-ready student who is able to:

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

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

- Conduct Program Advisory Committee meetings.
- Partners serve as mentors.
- Recognize contributions of partners and alumni.
- 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:

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

Activities in the category of Workplace Experiences might include:

- Conduct local championships.
- Conduct industry tour.
- Resume and Mock Interview Day.
- 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 area 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	Virtual Run for Charity			
Financial Management	SkillsPop 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
SkillsPop 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	SkillsPop Fundraiser	Financial Management
JANUARY FEBRUARY	Celebrate SkillsUSA Week	Advocacy and Marketing
MARCH	Virtual Run for Charity	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 virtually using a video conference platform and conducts an “Essential Element Story Time” as a committee mixer activity. Essential Element Story Time Materials: None Directions: The object of the activity is for the committee to create a unique story using the Essential Element of the SkillsUSA Framework. Number students off and ask them to change their virtual display name to include their number_name if the virtual platform allows. The first student begins the story. He or she might say, “Once upon a time, there was a motivated team.” Then the next student would add, “They were the greatest team of all time since they worked so well together.” Keep going until every student has added to the story.	

Committee reviews this Leadership Retreat task list by using screen share to become familiar with the activity and actions needed to complete it.

Committee completes budget worksheet using a shared document 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 the targeted Essential Element of Communication using “Know Your Neighbors.”

Know your Neighbors

Materials: None

Directions: The object of the activity is for students to recognize shared experiences, similar characteristics and interests with fellow students by using the Essential Element of communication. Using a shared virtual whiteboard such as Google Jamboard, the facilitator will ask a question and the students will add their response to the whiteboard. Once all answers to the question have been collected, the facilitator will pick an answer and ask the student(s) to elaborate on their response(s). Then switch to a clean whiteboard for the next question.

Here are questions to consider:

- What is your favorite fast food restaurant?
- What is your favorite game or sport to watch or play?
- What is your favorite holiday?
- If you could live anywhere, where would it be?
- What song best sums you up?
- What would you buy first if you won the lottery?
- What characteristic do you value the most?
- How would your friends describe you in one word?
- What motivates you to work hard?
- What is the best piece of advice you’ve ever received?
- Where do you see yourself in 10 years?
- If you were an animal, what animal would you be and why?

Discuss the activity as follows:

- What did you learn about other committee members through this activity?
- How does asking questions allow you to have a greater understanding of one another?
- What questions might our chapter members have about the Leadership Retreat?

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**](#) on the SkillsUSA Learning Management System (LMS) to download the videos.

Committee works with the chapter advisor to schedule an afternoon or evening in September to conduct the Leadership Retreat and sets up a video conference call platform to host the various activities. (Consider using Zoom, Google Meet, WebEx or Microsoft Teams.)

STEP 2: Implementation

TARGET DATE

Second week in September

▲ 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: Active Listening, Asking and Answering Questions, Effective Conversations, Body Language, Interviewing Skills, Communicating with Social Media. (Outlines for workshops are included.)**

▲ Committee secures all needed supplies for Leadership Retreat and creates visuals to display on screen. Committee creates a virtual learning journal with handouts to share with each member attending. Considering adding these documents to a file sharing platform such as Google Drive and create a link for participants to access.

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**](#) on the LMS 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 tested the technology 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.

Third week in September – Day of Leadership Retreat

Committee joins the video conference call early to check the technology for the Leadership Retreat.

Leadership Retreat begins by committee members greeting the retreat participants as they join and playing upbeat music. Next conduct “Virtual Charades” as a mixer for all students to begin to get to know each other.

Virtual Charades

Materials Needed: None

Description: The goal of virtual charades is for each pair of students to challenge the audience to guess the title of a book, movie, TV show or song that they are acting out. Facilitators should first assign students a partner. The pair will then send a direct message to one another to decide what title they will act out for the group and how they will act out. The pair will have one minute to act out the title while the audience sends their guesses in the group chat. Consider doing four to six pairs of students depending on time and group size.

▲ Communication workshops are presented with members attending two different workshops.

Committee members get everyone back to focus. 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 puts participants into pairs in breakout rooms to 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

Directions:

- Everyone receives a virtual SkillsUSA Communication Bingo card and creates a copy with their name on it.
- When given a starting word (something like “Question”) participants ask each other questions in the private chat feature to fill their Bingo card with names of other participants.
- Participants must ask a question before another participant can add their name to the card.
- Participants may only add each participant’s name to one square.
- The first one to complete the card or have the most names in the boxes when time is up receives a prize such as a small e-gift card.
- Allow 10 minutes to complete the Bingo cards.

▲ A designated committee member gives the following instructions:

- Each member should receive a survey link. Consider using Google Form, SurveyMonkey, etc.
- Each member will complete their “Ticket out the Door” reflection. In order to leave the meeting, 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 review the survey responses at their next committee meeting.

Committee members stay after to debrief the retreat activities.

STEP 3: Evaluation	TARGET DATE
<i>Fourth week in September</i>	
 Committee members meet and review the “Ticket out the Door” survey results and workshop evaluations collected at the Leadership Retreat.	
 Committee reviews the SMART goals of the activity and discusses 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 Word Cloud” activity with members who participated in the Leadership Retreat.	
Communication Word Cloud Activity Materials: Mentimeter (www.mentimeter.com) Using the Word Cloud feature in Mentimeter, the facilitator should write this question in the “Your Question” box: “What communication skills were demonstrated by your peers during the retreat?” The facilitator will then copy and share the voting link in the group chat. Members should click on the link and enter their answers in the boxes. The facilitator will share their screen and when members begin submitting their answers, the Word Cloud will populate with their submitted answers. If multiple members submit the same answer, then that word will appear larger in the Word Cloud. The opposite will happen for more unique words. Once all members have submitted their answers, the facilitator should discuss with the group why the “larger” communication skills were chosen, and how to improve upon the “smaller” answers to the communication skills question.	

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

The facilitator should instruct all but one member to mute their sound so they cannot hear what the facilitator says. The facilitator should choose one member to keep their sound on so that the facilitator can tell them a phrase. The facilitator cannot repeat the phrase. The member must call out another member via the chat to tell them to turn their sound on. The first member will repeat the phrase to the new member. This pattern continues until all members have been told the phrase (members can keep their sound turned on once they have repeated the phrase). It will be interesting to see how the phrase changes as it is passed from member to member.

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 maintain 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.

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: The facilitator should divide the members into pairs. One of the pairs will be the Asker and one will be the Answerer. The facilitator will then share a picture on the screen (such as an "I Spy" picture). The Answerer should select one item in the picture. It should be something obvious and not hidden. When the facilitator says, "Ask Away," the Asker will try to guess what the item is. They can only ask questions in the private chat with their partner that can be answered with a Yes or No. The Answerer can give no other information.

Set a timer for three 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 means following 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.

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: The facilitator should create a list of the members' names in random order and should share this list in the group chat. Provide the following directions:

"I am going to start telling a story. When I clap my hands, the person whose name is next on the list will continue telling the story. Every time I clap the person whose name is next on the list will continue to tell the story. Just a reminder that what you say must be appropriate and something you would say in front of your 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, a 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 using the randomized breakout room feature if your video platform allows. 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.

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. 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. The facilitator will begin telling a story to the group. Participants 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 the activity, ask the following:

- What were some things you did to demonstrate positive body language?
- What are some things you did to demonstrate negative body language?
- How can you remember to be aware of your body language toward others?

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

Workshop Outline for Interviewing Skills

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: How many of you have ever been interviewed for a job? 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 the 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.

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.



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.

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 using a video conference platform and conducts the “Connections” activity as a mixer Connections Materials: None Directions: One committee member begins by calling out something he or she enjoys doing such as hiking or eating pizza. If any other committee member shares that same interest, they shout, “That’s Me!” and uses the hand raise emoji if the video conference platform allows. The activity continues until all participants have said That’s Me! to one of the statements. 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 connects 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 toured and SkillsUSA information shared with the business.

Goal 3 – At least 20 SkillsUSA members will participate in at least one Goodwill Tour and present their SkillsUSA 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 “Virtual Boggle.”

Virtual Boggle

Materials: Virtual Boggle generator (www.boggle.online)

The facilitator will go to the website www.boggle.online and select “Start a 5x5 Game.” Next, share the screen with participants and ask them to come up with as many four or more-letter words as possible by only using boxes adjacent to the last selected box. Allow participants three minutes to shout out the words they see and guide the facilitator to add the word. Then, start a new game and allow participants two minutes and require two or three participants to mute their sound. Finally, start a third and final game and allow participants one minute and require two to three participants to mute their sound and not use the chat feature.

Ask the following questions:

- **What makes this activity difficult?**
- **Were any methods used to improve on the success of the game as the time allotted decreased?**
- **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 can be a part of the Goodwill Tour.**
- **Develop a script to follow when contacting the local businesses to ask for a date and time for a virtual Goodwill Tour 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 virtual tour and confirms a date and time during the last two weeks of October. Committee creates a schedule for teams of members to participate in the Goodwill Tour and sets up a meeting using a video conference platform. <i>(See sample.)</i> Committee develops a digital handout that explains SkillsUSA and the activities of their local chapter. <i>(See sample.)</i>		
▲ Committee meets virtually using a video conference platform with members participating in the Goodwill Tour to: • Share the schedule and assignments for teams of members. • Work with members to research businesses prior to the event. • Make assignments for what information each member will share during the Goodwill Tour. <i>(See sample.)</i> • Practice their SkillsUSA 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 at 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 slideshow 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 creates a PowerPoint about all of their Goodwill Tours. Set up a time in which the school administrator can attend a virtual meeting 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

Join the virtual meeting 10 minutes before scheduled virtual tour. Teams of members should wear official SkillsUSA dress if possible, otherwise SkillsUSA logo attire or school shirts.

SkillsUSA members should introduce themselves one at a time to the business partner. SkillsUSA members should share on screen a document about SkillsUSA and their chapter's activities and commit to sending it to the business partner after the tour.

After introductions and learning about the presenter and his or her business, members should share information about SkillsUSA and their chapter activities.

Sample questions to ask during the 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:

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



Sample Schedule for Goodwill Tour Visits

[illegible]

Requirements for Slides to Accompany Classroom Presentations

Provide a slide template. The slides should contain the following:

- The name of the business.
- The date of the virtual meeting and tour.
- Names of the SkillsUSA team members participating in the virtual meeting and tour.
- Other photos of interest about the business.
- Summary of information gathered about the business:
 - What the business does.
 - How many employees they have.
 - 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.
 - Best advice the business partner ever received.
- Highlights of the Framework stories of the SkillsUSA team members.

The slides will be saved in a file sharing space to remind us of the employment opportunities in the community.



Sample Introduction Document for Business Visits

Be sure to have a customized document 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

(Provide your own local SkillsUSA Chapter info, school address, etc.)

(Add your SkillsUSA advisor and contact info)

(Add your SkillsUSA Chapter officers 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 empowers its members to become world-class workers, leaders and responsible American citizens. 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. A total of 372,655 students and teachers joined SkillsUSA in 2019-20, organized into 19,260 local classrooms at 4,658 schools in 53 state and territorial associations. This year, 20,598 teachers joined as professional members. Combined with alumni membership, the total number reached in 2019-20 was 434,141. SkillsUSA has served 13.6 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 650 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 minutes 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 you review the note with your teacher.

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: **SkillsPop 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 the 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 be used 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 delivering a virtual training to share skills homeowners in your community can benefit from, that you learned in your career and technical program. If your SkillsUSA chapter is not able to do this project, 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 review your school's fundraising guidelines and obtain any permissions needed in advance.

SkillsPop 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 using a video conference platform 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 SkillsPop Fundraiser task list to become familiar with the activity and actions needed to complete it.

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 SkillsPop 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 tickets during the sales period.

Goal 3: All SkillsUSA members will contribute a minimum of three hours to preparing for the SkillsPop Fundraiser by the deadline.

Committee shares the SkillsPop 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 via a private chat message. Encourage the member to play the role to the fullest.

- **Situation – This activity takes place at a fast food restaurant. Consider sharing an image on the screen of this environment. 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 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 immediate 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 maintaining 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.

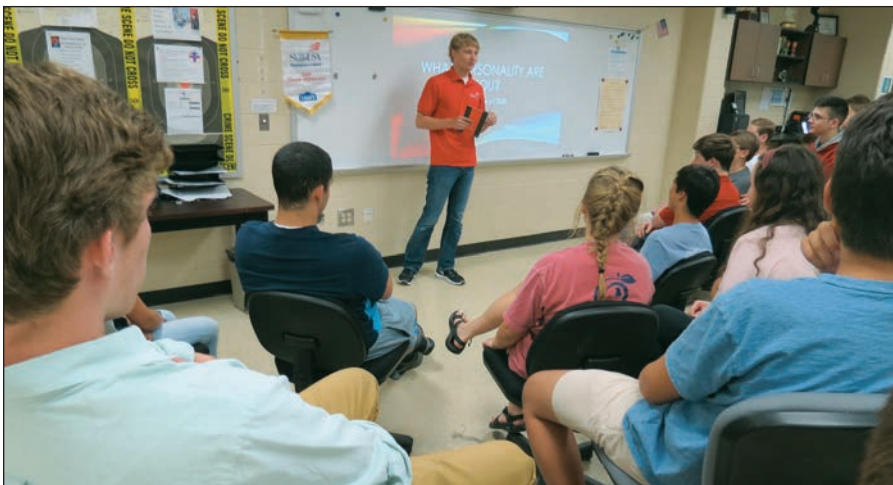
Committee shows the motion graphic video on the targeted Essential Element of Service Orientation and discusses how participating in the SkillsPop Fundraiser can help members develop their service orientation skills.

STEP 2: Implementation	TARGET DATE
<i>Second week in October</i>	
Committee has volunteers create 15-minute presentations on a skill that any homeowner in your community could benefit from that you learned in your career and technical program. Each presentation must include a list of materials the participant would need. The committee will then select four presentations that will make up the virtual ticketed SkillsPop Fundraiser event. The virtual skill presentations might include home repairs or easy cosmetic upgrades, cooking tips or health care. The skills can be demonstrated from your classroom or lab or from member homes, or videos can be pre-recorded and then delivered virtually with live introductions, allowing time for questions at the end of each segment.	
Committee creates a flier that illustrates the skills that will be taught, the price for a virtual ticket and the delivery date. Flier must clearly state the SkillsPop is 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 join 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 PowerPoint slides on sales techniques they learned from the sales professional. Have chapter members practice selling tickets to each other in virtual breakout rooms 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 breakout rooms 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 SkillsPop tickets. 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 practice the skills training presentations using the technology. Committee sends invitations with a link to access the training, along with any materials the participant needs to participate in the skills presentations. <i>(See attached form.)</i>	
<i>Last week in November</i>	
Chapter members deliver the presentations with the live participants. Then follow up with a thank you email with 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 virtual celebration. During the celebration, committee recognizes the members with top ticket sales, members who presented skill presentations, members who contributed more than most to the fundraiser, members who excelled at service orientation and other outstanding members as desired.	

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 SkillsPop Fundraiser

SkillsUSA Member:

DATE	HOURS WORKED	WORK COMPLETED	VERIFIED BY

SkillsUSA Member Observation Form

Essential Element: **Service Orientation**

Member: _____ Observer: _____ Date: _____

<i>RATING</i>					Service Orientation Behaviors
NEEDS IMPROVEMENT			EXCEPTIONAL BEHAVIOR		
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 SkillsPop 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>					Service Orientation Behaviors
NEEDS IMPROVEMENT			EXCEPTIONAL BEHAVIOR		
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 SkillsPop 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 SkillsPop Fundraiser

ANYTOWN SKILLSUSA SkillsPop Fundraiser

Support Anytown High School and
improve your life — right from home!

DATE: Nov. 29 at 7 p.m. **COST:** \$10 donation per attendee/family

WHAT: Students will present four topics in 15-minute segments via Zoom — you and your family can watch together from any desktop computer, tablet or phone.

WHY: Support SkillsUSA, learn new skills and allow your children to see the amazing opportunities in skilled careers and SkillsUSA!

WATCH AND LEARN

Anytown CTE students will present skills that will save you money, help you take care of your family and improve your home and vehicle. The whole family can watch and learn together!

CONSTRUCTION TRADES: Learn four easy upgrades to modernize your home (wood trim feature walls, crown molding, painted accent wall, peel and stick wallpaper) plus how to safely change out a light fixture.

CULINARY ARTS: You can eat cheaper, healthier and enjoy cooking at home (three 15-minute dinners, grocery shopping hacks, how to pack better school lunches and how to do a weekly food prep).

AUTOMOTIVE MAINTENANCE: Learn to maintain your car and protect its value (oil changes, tire pressure, when to take your car in for service, what to do when a car indicator light comes on and how to value your vehicle to sell or trade-in).

HEALTH CARE: Stay healthy at every age (family nutrition goals and exercise plan, the correct way to take your temperature, check blood pressure or check oxygen levels at home, local COVID-testing and flu-shot tips and resources).

Each session comes with a downloadable tip sheet, chart, recipes or resources. Additional sessions may be added! If you have questions, contact Josie Jones at jbones@anytownskillsusa.org.

To sign up and receive your access code, contact any SkillsUSA member or sign up online. You can pay your registration fee via Venmo, cash or check prior to the event:

skillsusaanytown.org/SkillsPopFundraiser



All proceeds will be used to support Anytown SkillsUSA's spring local career competitions.

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, both 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 themselves.**
- **Are aware of the impact of their words and actions.**
- **Have the capacity to resolve conflicts peacefully.**
- **Use 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 using a video conference platform and conducts the “Alphabet Grab” activity for team building. Alphabet Grab Materials: Random Letter Generator (https://randomwordgenerator.com/letter.php). Directions: Using the random letter generator website, the facilitator will generate four letters for each member. Members must share items of interest about themselves that start with the letters that are provided to them through the alphabet generator. 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 it. 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 SkillsUSA Week celebration 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 in a breakout room 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 first impression using a shared virtual whiteboard such as Google Jamboard. Allow five minutes to generate the lists. Bring group back together and have each group now make a list in their breakout rooms of what an individual would do to present a less than professional first impression on their co-workers and supervisors. This could include grooming, 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. Order donuts or coffee to their offices or homes. Have a prize drawing for SkillsUSA-themed merchandise, consider using a virtual prize wheel such as Wheel of Names (https://wheelofnames.com) with eligible names. Present a virtual appreciation certificate or gift item to one or two staff members who are especially supportive.	

Tuesday — Advocacy Day: Host a school and SkillsUSA virtual meeting 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: Place an ad or article 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 or online platform. Tell friends and peers 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: Hold a virtual lunchtime lecture or other helpful activity for members in the community. 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 mail 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 three to five 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 a shared document. 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 document in a file sharing platform such as Google Drive and summarize the skills developed on 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 virtual 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 and play an online interactive game using Kahoot (https://kahoot.com) or Jackbox (www.jackboxgames.com).	

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 Virtual Run for Charity**

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 virtual run for charity.

Virtual Run for Charity

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 using a video conference platform 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 Virtual Run for Charity 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 Virtual Run for Charity by securing at least five runners each to participate. 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 share about the Virtual Run for Charity event. Goal 3: 100% of chapter members participating in the Virtual Run for Charity will complete a Work Ethic self-assessment form after the activity.	
Committee shares the Virtual Run for Charity project at a chapter meeting.  Committee meets with chapter members and facilitates “Virtual Escape Room” to illustrate the targeted Essential Element of Work Ethic. Virtual Escape Room Materials: Spy Apprentice Digital Escape Room (https://bit.ly/3jdonY5) Directions: The objective of this initiative is for all members to contribute to complete the game and “escape” successfully. An answer key is provided at the start of the game for the facilitator to use. The facilitator may provide a hint if the group is stuck on a problem but may only offer three hints. The facilitator should ask a participant to share their screen and open the escape room link and work with their team to solve the questions. Debriefing questions: • What was the most difficult aspect of this activity? • How did your team deal with failure? • How did your team deal with the 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 Virtual Run for Charity 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 Virtual Run for Charity: • Contact a company such as Gone For a Run (www.goneforarun.com/custom-virtual-races) and get information about how to set up a virtual run with the intention to donate the money to charity. • Establish the timeframe during the third week in March to conduct the Virtual Run for Charity. • Develop an announcement to be used to make the community aware of the Virtual Run for Charity. The announcement should be shared to social media and also to the local news media. Also consider providing posters to local running stores, gyms and fitness centers as well as local running clubs and track team coaches. (See sample at end of this section.)	



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? Using a shared virtual whiteboard such as Google Jamboard, have participants add their responses.
 - 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? (*May identify frustration with co-workers, issues with supervisor, financial loss for company, loss of work productivity, poor image projected for company, etc.*)
 - 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 Virtual Run for Charity.
- Outline the details of the Virtual Run for Charity activity.

Committee creates a virtual “thermometer” using a website like: www.justfundraising.com/thermometer or chart to display team members and the goal set. This will be used to track the run participants.

Third week in March

Committee facilitates the Virtual Run for Charity

- Establish a timeframe to conduct the Virtual Run for Charity.
- Maintain the virtual thermometer or chart to track participation progress and how much money has been raised for charity.
- Establishes a way to recognize participants as they finish the virtual run.

STEP 3: Evaluation

TARGET DATE

Fourth week in March

Work Ethic self-assessment forms are completed by all Virtual Run for Charity 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 securing at least 5 runners to participate with a digital gift card to an area smoothie or juice cafe. 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 support 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 Virtual Run for Charity Announcement

The following information must be included on the announcement. Consider using social media posts, print media (local newspaper), and posters to be placed at local running stores, gyms and fitness centers to promote the event. Ask your school newspaper and local newspaper reporters to write a story about the upcoming virtual run. Local radio stations may be willing to read or play a public service announcement.

SkillsUSA Virtual Run for Charity

Information about SkillsUSA:

- Why SkillsUSA is holding a Virtual Run for Charity.
- What SkillsUSA is and some of the activities and accomplishments of the local chapter.
- How SkillsUSA develops Framework skills in students.

Information about the run:

- Timeframe in March to conduct the Virtual Run for Charity.
- Registration process and deadline.
- How to submit run results.
- How the funds raised will be given to a local charity in the community.
- How individuals may donate to the charity if they are not going to be able to participate in the virtual run.



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 using a video conference platform and conducts the "Name Association" activity for team building. Name Association Materials: None Directions: Committee members number off and change their virtual display name to number_name. 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:

- **Share the following Auto Draw link (www.autodraw.com) with participants and provide the following instructions:**
 - Using only the “draw” feature (the pencil icon), you have four minutes to draw an outdoor landscape (think: flowers, sun, body of water).
 - After the four minutes, ask for volunteers to download their drawings to share at the end of the activity. Once they have downloaded their drawings, give the following instructions to all members:
 - Clear your landscape drawing by clicking on the three lines on the left side of the page and choose “start over.”
 - You have four minutes to draw another landscape, but now you may use the “auto draw” (pencil with stars icon) feature. This will provide you with drawing suggestions at the top of the page.
 - After the four minutes, ask the same volunteers to download their new drawings and share them with members to compare the difference between the first and second drawings.
- **Lead a discussion with the following questions:**
 - What was the difference between using the drawing capabilities of the self-draw feature, versus using the drawing capabilities of the auto-draw feature?
 - Why was it easier to draw the second time?
 - How does having the right tools allow you to create and mold a better drawing?
 - How does this apply to people?
 - 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 or master gardener in addition to achieving workplace certifications such as registered nurse, certified financial planner, welder, etc.

Beside each license, certificate or degrees, 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 and demonstrating skills 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 time to conduct the virtual 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, video conference platform login information, 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 shares a document with the targeted Essential Element of Professional Development 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 breakout room 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.	
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 virtual 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 virtual 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 join the meeting 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 general 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 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.

AVOID 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.

AVOID 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.

Evaluation for SkillsUSA Mock Interview

Student: _____

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 about 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.	
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?

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



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

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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.