Think Big Thursday | SkillsUSA Framework

Our Proven Model: The SkillsUSA Framework

Essential Element Definitions and Behaviors

The SkillsUSA Framework outlines all skills needed to be career-ready day one. Every aspect of our program is built around the Framework, which emphasizes personal skills, workplace skills and technical skills grounded in academics. The purpose of the Framework is to provide a common language to communicate what students learn in the classroom and laboratory.

Personal Skills

Integrity

Doing the right thing in a reliable way.

- Be honest
- Do what I say I will do
- Hold myself and others accountable
- Make choices consistent with my values

Work Ethic

Being committed to punctuality, meeting deadlines and following established policies and procedures to get work done.

- Engage in meaningful work to contribute
- Be productive throughout the workday
- Reflect upon and evaluate my productivity
- Demonstrate consistency in work performance

Professionalism

Behaving in alignment with workplace standards to display a positive image.

- Be loyal to my peers, supervisor and myself
- Adhere to dress codes and other policies
- Monitor my words and actions
- Model appropriate behavior and etiquette in all settings
- Create a respectful and safe culture

Responsibility

Taking ownership of one's work performance, behavior and actions.

- Honor my commitments
- Complete my work and assignments on time
- Work efficiently and effectively without supervision
- Persevere in accomplishing my work
- Own my mistakes or incomplete work

Adaptability/Flexibility

Embracing change and fostering creativity; being resilient.

- Overcome barriers and roadblocks
- Understand that multiple solutions will accomplish the same goal
- Maintain composure during adversity
- Be curious to explore and experiment

Self-Motivation

Exhibiting a passion for life and career.

- Purposefully connect what I do today with my future
- Positively express self and work with others
- Seek to learn and develop new knowledge and skills
- Be disciplined to achieve my purpose and goals

Workplace Skills

Communication

Sending and receiving clear messages.

- Write and speak effectively
- Use appropriate body language
- Check for understanding when articulating complex issues
- Practice active listening skills
- Choose appropriate mode of communication

Decision Making

Using information and processes to problem-solve and make choices.

- Analyze key facts, data and situations
- Follow a problem-solving process
- Weigh multiple outcomes
- Identify possible options and their impacts
- Make informed choices

Teamwork

Working with others to achieve a common goal.

- Work collaboratively with my peers, classmates and co-workers
- Honor the contributions and strengths of others
- Honor my commitments and responsibilities to the team
- Foster positive and collaborative working relationships with others

Multicultural Sensitivity and Awareness

Respecting all people and cultures by fostering appropriate and respectful workplace relationships and interacting.

- Learn about other cultures
- Value diversity
- Demonstrate tact in words and actions
- Treat everyone with respect
- Empower all to use their unique contributions

Planning, Organization and Management

Embracing change and fostering creativity; being resilient.

- Break down projects and task with timelines
- Identify resources and standards for completing projects
- Anticipate and plan for possible obstacles and setbacks
- Establish work priorities

Leadership

Influencing the hearts, minds and actions of others.

- Build and model trust
- Foster hope
- Express compassion
- Establish stability

Technical Skills

Computer and Technology Literacy

Using technology in effective, appropriate and innovative ways.

- Be willing to learn and integrate new technology
- Use work-based technology proficiently
- Effectively employ technology to solve problems
- Improve information flow through technology
- Use technology to improve and document accountability

Job-Specific Skills

Identifying, developing and implementing unique knowledge and skills required by a specific job.

- Know my job roles and responsibilities
- Perform my job confidently
- Follow personnel manual policies
- Perform responsibilities without direct supervision
- Seek ways to improve my job performance skills
- Teach others job-specific tasks
- Receive coaching feedback

Safety and Health

Following workplace health, wellness, financial and safety guidelines.

- Follow safety procedures including wearing appropriate safety attire
- Maintain a clean work environment
- Identify potential hazards and notify appropriate parties
- Use tools and equipment according to safety standards
- Stay current with safety regulations and standards

Service Orientation

Meeting the needs of internal and external customers in respectful and effective ways.

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

Professional Development

Engaging intentionally in learning experiences that contribute positively to career path progression.

- Develop my career plan
- Assess my current skill sets and determine areas for my 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

Think Big Thursday | SkillsUSA Framework Stories

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

Opening

SkillsUSA Framework Pictionary

This activity is a spinoff of the popular game of Pictionary. Divide students into groups of five to six. Students take turns drawing images (no words) of a specified SkillsUSA Framework Essential Element and have their fellow teammates guess what it is. Use popsicle or craft sticks with the Essential Elements written on them to use for selecting which Essential Element to draw.

At the end of the game, share that all the images drawn are Essential Elements that are part of the SkillsUSA Framework. Consider showing the SkillsUSA Framework video **found here.**

Content

Share the following SkillsUSA Framework facts. The SkillsUSA Framework:

- Consists of three components — personal skills, workplace skills and technical skills grounded in academics
- Encompasses 17 Essential Elements — skills that industry says are important for any future career
- Provides a common language for students to describe how they have grown in their career-readiness skills
- Assesses student skill development to chart their growth

As SkillsUSA members it is important that we are able to communicate how our experiences have helped us become career ready. Ask participants the following questions:

- Who would be interested in hearing about the skills we have learned in SkillsUSA and our career and technical education (CTE) programs?
- When might we have opportunities to share what we have learned?

Let's plan what we will share about what we have learned through our CTE class or SkillsUSA experiences in something known as a Framework story. Allow an opportunity for one of the committee members to share their Framework story with the group.

Ask participants to identify the most impactful classroom or SkillsUSA experience they've had in which they either learned or used one of the Essential Elements found in the Framework. Instruct participants to write down both the experience and the Essential Element skill they learned.

Now, spend a few minutes identifying and jotting down the details of your experience.

- Describe details of the situation
- Explain the actions and the tasks you did
- Identify the Essential Element skill you grew in as a result of the experience

Closing

Have participants find a partner and deliver their Framework story by explaining the situation and the Essential Element learned. Share that it is important to think about the audience you might be sharing the story with and what is important to them. If they are sharing the story with another student, they might care about being a part of community or receiving recognition for accomplishments, while a campus administrator might care more that it made you want to come to school every day or work harder at your grades because you knew it impacted your future.

This activity was adapted from the SkillsUSA Framework Integration Toolkit: Framework Story Lesson Plan and Videos. As a way for students to articulate their learning in CTE and SkillsUSA, have them create a Framework story using the provided lesson plan and these the sample videos to demonstrate how students are able to share a personal experience and tie it directly to how they have grown in one specific Essential Element.

This SkillsUSA Professional Membership Benefit can be accessed in SkillsUSA Pathful (pathful.skillsusa.org). To become a Professional Member visit here.

Think Big Thursday | SkillsUSA Framework Story Sample 1

Pre-Work

- How large is my audience?
- What age range is my audience?
- What does my audience really care about?
- How will I relate to them?
- What is the room set up and A/V requirements/availability?
- What is the length of the story?

Speech Title: SkillsUSA Framework

Length: 4 minutes

Number of Participants: 15

Audience Demography: SkillsUSA Board of Directors

Outlook

- What are the main points?
- How can I draw a mental map to let audience members know where we're headed?
- How can I engage participants in the overarching topic of this story?

Objective 1:
Identify the value of CTE and SkillsUSA in evolving my skill of work ethic as a worker.

Engagement – Link

Approx. 2 minutes

Sirens blaring, the tension rises, your heart starts to race as you fight the clock! Imagine you're experiencing the immense pressure that one mistake will hinder the entire operation of your mission!

As an emergency medical student, I have to understand this pressure and fight the clock almost daily. It started off the same as any day. "Is my personal protective equipment ready? Is my scene safe? Is this my only patient? What information do we have?" But as we were running through our daily scenarios our advisor showed us a video of what it took to be an EMS provider. The video focused on basic human presence and compassion—the most fundamental aspects in the medical profession. I remember the distinct silence after watching the video, and then out of the silence my CTE teacher addressed us with one question where we had to think silently: "Why do you want to help people?" This question brought even a deeper silence, so deep that you could hear a pencil drop. After a few minutes my teacher said to follow her. We exited through the door, making our way to the auditorium wondering why.

Engagement – Preview

We would soon begin to understand how our CTE program and SkillsUSA experience were preparing us to use work ethic in real experiences.

Wisdom – Evidence 1

Approx. 1/2 minute

- What will I do and say to prove the Main Point to be factual?
- How will I illustrate the Main Point for the participants?
- How will I engage the participants in learning the information associated with the Main Point?

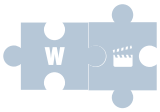
The next thing I remember is being divided up into teams and being told to go to different rooms wearing our personal protective equipment. As I took a quick glance at the room, I saw what appeared to be casualties and police officials on the scene. Later, I discovered these were theater kids and criminal justice students setting up scenarios to practice their skills. Not long after, we dispersed to work on different mass casualty scenarios where we had to work on triage and helping as many patients as we could before Advanced Life support made it on scene. My partner and I worked as if it was an actual scenario because we knew we couldn't be goofing around in serious incidents like these. We worked, patient after patient, incident after incident, recording and evaluating the injuries of the wounded. We did basic life support and a few advanced techniques, such as applying roller gauze to stop heavy bleeding, adding SAMS splints or traction for broken bones and even performing CPR to save lives.

Think Big Thursday | SkillsUSA Framework Story Sample 1 (cont'd)

Wisdom – Main Point 1 Approx. ½ minute • What is the Main Point?	Working through this scenario, I learned the importance of work ethic. We value every hour, every minute, every second because as medical professionals we understand that even a single second can save a life. We understand that our work is meaningful and that even our presence and care can comfort a patient in pain. We know how to get our stuff done!
Wisdom – Action 1 Approx. ½ minute • How will I help the audience act on the Wisdom 1 Main Point?	Learning the actions of life support was one of the greatest things I've ever experienced, but in the process of learning how to save lives, I gained so many skills that could change the entire trajectory of my life. I've learned I have a duty to act. With all these skills I acquired in my emergency medical services class, I can't sit on the sidelines in an emergency. I have to step up to serve. It's the ethical thing to do and I put my work ethic to action in my learning.
Final Review Approx. 1/2 minute • How will I re-phrase my key Wisdom points at the end? • What closing thoughts will I offer the participants? • What is the final call to action for the participants? • What do I want the participants to remember?	My partner and I exhibited how we would save patients' lives in the real world by taking the assignment seriously. This experience and countless others taught me the value of work ethic and how I can transition these skills to my future career as a medical professional!
Reflection • What worked? Why? • What didn't work? Why? • What feedback did you receive from your audience? • What level of influence do you believe the content/delivery had? • How will you deliver this story differently next time?	

Think Big Thursday | SkillsUSA Framework Story Sample 2

Pre-Work • How large is my audience? • What age range is my audience? • What does my audience really care about? • How will I relate to them? • What is the room set up and A/V requirements/availability? • What is the length of the story?	**Speech Title:** SkillsUSA Framework **Length:** 4 minutes **Number of Participants:** 15 **Audience Demography:** SkillsUSA Board of Directors
Outlook • What are the main points? • How can I draw a mental map to let audience members know where we're headed? • How can I engage participants in the overarching topic of this story?	**Objective 1:** Identify the value of CTE and SkillsUSA in developing my self-motification skills as a worker.
Engagement – Link Approx. 2 minutes 	Can you think of a time where you have been faced with a challenge or problem that you had the knowledge and skills to help solve? I faced a situation like this not long ago when I was frustrated with outdated technology that refused to cooperate.
Engagement – Preview 	Ancient technology, the difficulty associated with working with it and my CTE program played a vital role in the development of my self-motivation skills to solve the technology problem I faced.
Wisdom – Evidence 1 Approx. 1/2 minute • What will I do and say to prove the Main Point to be factual? • How will I illustrate the Main Point for the participants? • How will I engage the participants in learning the information associated with the Main Point?	My web design experience began at a very interesting time. At the time, my school's website contained a faulty user interface that might have worked before I was born in 1995. The background was a mix of blue and yellow that clashed more than two medieval jousters. My partner and I decided to end this disgrace to programmers everywhere by taking it upon ourselves to redesign the page. While we were in a web design class at the time, our assignments did not entail such a gargantuan task. However, through our desire to push ourselves to reach the goal we had set to achieve, we spent a month and a half completely overhauling the site. At times, it required putting in effort to learn how to use a specific library or language. At other times, it meant recoding the foundation of the website to function in this century, which included learning how to add drop-down menus, updated graphics and a basic color palette. My CTE instructor often oversaw our work, applauding our discipline toward the task at hand. By the end, the Nebraska Educator's Association awarded us a medal for the use of technology in the classroom. We pushed ourselves to do our best and our school benefited.
Wisdom – Main Point 1 Approx. ½ minute • What is the Main Point?	Through my SkillsUSA program, I developed the self-motivation necessary to accomplish the goals I set my mind to. CTE and SkillsUSA updated me into the skilled worker that America needs.

Wisdom – Action 1 Approx. ½ minute  • How will I help the audience act on the Wisdom 1 Main Point?	My story is not unique. Many students share experiences similar to mine, and technology decision-makers directly impact all stakeholders of that school, company or organization. We must all look for opportunities to take initiative in the ways we can solve problems.
Final Review Approx. 1/2 minute • How will I re-phrase my key Wisdom points at the end? • What closing thoughts will I offer the participants? • What is the final call to action for the participants? • What do I want the participants to remember?	SkillsUSA and CTE have taught me the traits necessary to become a skilled worker and specifically how to take initiative and use self-motivation to contribute positively to solving problems. While the technology may not have been modernized, the self-motivation skills I learned and used helped to bring the website up to date.
Reflection • What worked? Why? • What didn't work? Why? • What feedback did you receive from your audience? • What level of influence do you believe the content/ delivery had? • How will you deliver this story differently next time?	