



Pennsylvania

Advisors Handbook

Revised 2010

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FOREWORD

The advisor is a key element in the continued growth and successful operation of the Pennsylvania SkillsUSA Organization. The potential for membership cannot be realized without the participation of large numbers of trade, industrial, technical and health occupations education teachers. This handbook, a result of years of experience of many SkillsUSA advisors, provides a single source of practical information and, as such, is designed to encourage all vocational teachers to become active SkillsUSA advisors.

The handbook is designed to accommodate change and be a ready resource for new and experienced SkillsUSA chapter advisors. Chapter functions, starting procedures, operational methods, student activities, fund raising, ancillary functions, evaluations and reports have been included.

The activities and/or functions in the handbook are suggested; this allows for adoption and/or modification by each local advisor. The items dealing with Board policy, constitution and bylaws, standard forms and guidelines for competitive events can be changed only through the formal process.

Through the use of this publication it is hoped that those trade, industrial, technical and health occupations education teachers not active in SkillsUSA can move from a state of unawareness and reluctance to a state of understanding and active participation in SkillsUSA. It is hoped that through the use of this publication, those teachers currently active in SkillsUSA will become more confident and productive SkillsUSA advisor. As a result, more trade, industrial, technical and health occupations education students in Pennsylvania will receive the benefits that participation in SkillsUSA provides.

The loose-leaf design allows the local chapter to insert material about activities, functions or programs that have proven successful.

REMEMBER, THIS IS YOUR CHAPTER'S MASTER COPY FOR FORMS AND INSTRUCTIONS RELEVANT TO VARIOUS ACTIVITIES. CURRENT FORMS WILL BE AVAILABLE ON THE WEBSITE.

HOW TO USE THE TEACHER-ADVISOR HANDBOOK

The Teacher-Advisor handbook is designed to serve as a reference for the SkillsUSA chapter advisor. It is intended to provide suggestions and serve as a guide in organizing and implementing a successful chapter program. It lists dates, programs and activities that should be considered for each month. Listings are suggested only and should be used as guides and references in adapting local programs of work.

The handbook contains suggested monthly chapter calendars, which show possible activities and events that are common to all SkillsUSA chapters. The carryover activities that is essential for the smooth operation and communication of the chapter to the school, to the state and to the national organization are listed first. Next are suggestions for chapter activities for that month.

The handbook contains numerous documents and information that can be utilized as handout sheets for those involved in SkillsUSA. This handbook should serve as a guide and provide ideas in planning and implementing successful chapter programs.

In addition, the handbook contains important master copies of forms that you will be using throughout the year. Remember that these forms are master copies and must be duplicated before using and then replaced in the handbook. The forms will be found in the text and in the appendices in the back of this handbook. If you have any questions regarding the availability of forms or their usage, please feel free to direct questions to the Pennsylvania SkillsUSA Office, 507 Marjorie Mae Street, State College, PA 16803, 814-238-0380; email: skillsusapennsylvania@comcast.net; or to the SkillsUSA Facilitator, Pennsylvania Department of Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333, 717-783-6959 or PO Box 27, LaBelle, PA 15450, 724-785-3673; email gtylka@state.pa.us

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CHAPTER ONE

GENERAL INFORMATION

What is SkillsUSA?

History of SkillsUSA

Purposes

What Members Do

Creed

Motto

The Pledge

Colors

The Symbolism of the SkillsUSA Emblem

WHAT IS SkillsUSA?

SkillsUSA is an organization for young men and women enrolled as full-time preparatory students in secondary and postsecondary vocational courses in trade, industrial, technical and health occupations education.

SkillsUSA members enjoy themselves...they reach out...they change and grow in response to the challenges of school and community life. They are no different from other industrial-technical education students except...they're tuned in to the rewards, satisfaction and fun of SkillsUSA!

SkillsUSA is their special organization because its purposes and activities relate to their own career goals and interests. SkillsUSA is for students with a future; young people who work with their hands and minds, who are proud of the work they do and who want to learn to do it better. SkillsUSA is for those who want to develop themselves as people, learn to express themselves, work with others and make contributions as individuals.

Vocational education is responsible for three major areas: manipulative skill training (teaching students how to use the tools of their future occupation); occupational knowledge (teaching them the history and technology of the field); and attitude. While teachers are comfortable with the first two areas, they often have trouble with the third, even though it's just as important as the others. Students need to develop and maintain positive attitudes toward work (and toward themselves) in order to do a job well, and employers look at attitude even more carefully than they look at skill training.

As a teacher, you want to prepare your students for the "real world." That's where they'll spend the rest of their lives. You know that it takes more than punching a time clock and carrying a lunch pail to "make it" out there. You know because you've been there. It takes leadership, determination, pride, dignity, and all those qualities that are difficult to put your finger on and are even more difficult to teach.

That's where SkillsUSA comes in. When you put SkillsUSA to work in your classroom or shop, you give your students a tremendous advantage. SkillsUSA builds and reinforces self-confidence, positive attitudes toward work and communications skills. SkillsUSA helps your students believe in themselves and in their abilities.

HISTORY OF SkillsUSA

In the 1930s, a national organization called the Future Craftsmen of America grew out of the recognition of the needs of students trained for industrial occupations. The organization failed in its second year of operation but individual states kept the idea alive with organizations of their own. Prior to the organization of the Vocational Industrial Clubs of America (VICA), at least twenty states were involved in vocational youth organization activities on local and state levels. Many states had developed sophisticated programs and some district level programs were conducted.

The turning point for translating a need and an idea into a program of national scope was reached in 1960. At the American Vocational Association Convention, a committee was set up to study the possibility of a national vocational youth organization and make recommendations. From there, with the interest and assistance of educators, the U.S. Office of Education and national labor and management leadership, the momentum increased, the groundwork was laid and the Vocational Industrial Clubs of America (VICA), a national organization for trade, technical, industrial and health occupations education students, was born. Its official beginning was May 1965, at the First Annual Trade and Industrial Youth Conference in Nashville, Tennessee. Two hundred persons participated, 14 states were represented by student delegations and 24 states had adult participants or observers. Twenty-six state trade and industrial associations with 30,000 members joined the national the National Vocational Industrial Clubs of America (VICA) organization during the first year. Its growth since that first year is proof of the need for a program, national in scope, to promote industrial, technical and health occupations skills and the dignity of work and activities which stimulate leadership in youth destined for the labor market.

On July 4, 1999, Vocational Industrial Clubs of America (VICA) officially became SkillsUSA. All states were issued new charters indicating the name change. This revision was edited to incorporate the change.

PURPOSES

SkillsUSA's purposes, as defined by its members, are:

- To unite in a common bond all students enrolled in trade, industrial, technical and health occupations education
- To develop leadership abilities through participation in educational, vocational, civic, recreational and social activities
- To foster a deep respect for the dignity of work
- To assist students in establishing realistic vocational goals
- To help students attain a purposeful life
- To create enthusiasm for learning
 - To promote high standards in trade ethics, workmanship, scholarship and safety
 - To develop the ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process
 - To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence
- To create among students, faculty members, patrons of the school and persons in business and labor a sincere interest in the esteem for trade, industrial, technical and health occupations
- To develop patriotism through knowledge of our nation's heritage and the practice of democracy

(Source – SkillsUSA Leadership Handbook)

WHAT MEMBERS DO

- Serve others and work toward the solution to today's problems in a responsible way
- Serve themselves by developing into happy, mature and productive citizens with an emphasis on both skill and personal development
- Believe in and live by the SkillsUSA Creed which emphasizes the dignity of work, the American way of life, education, fair play and satisfaction achieved by good work and high moral and spiritual standards
- Prepare for a citizenship role through leadership development activities, workshops and conferences
- Develop job skills and personal abilities, such as public speaking, through participation in local, state and national contests
- Learn to work effectively with others
- Plan and enjoy social and recreational activities
- Encourage realistic vocational choice through career days and school "open house" events
- Take advantage of every opportunity to meet and learn to know and understand the needs of employers
- Serve their community by helping the underprivileged, ill, orphaned, aged and unfortunate
- Contribute to community life through beautification and conservation projects •

Plan safety projects for school and community

- Use special skills to create and renovate for their school and community

THE CREED

I BELIEVE IN THE DIGNITY OF WORK

I hold that society has advanced to its present culture through the use of the worker's hands and mind. I will maintain a feeling of humbleness for the knowledge and skills that I receive from professionals, and I will conduct myself with dignity in the work I do.

I BELIEVE IN THE AMERICAN WAY OF LIFE

I know our culture is the result of freedom of action and opportunities won by the founders of our American republic, and I will uphold their ideals.

I BELIEVE IN EDUCATION

I will endeavor to make the best use of knowledge, skills and experience that I will learn in order that I may be a better worker in my chosen occupation and a better citizen in my community. To this end, I will continue my learning now and in the future.

I BELIEVE IN FAIR PLAY

I will, through honesty and fair play, respect the rights of others. I will always conduct myself in the manner of the best professionals in my occupation and treat those with whom I work, as I would like to be treated.

I BELIEVE SATISFACTION IS ACHIEVED BY GOOD WORK

I feel that compensation and personal satisfaction received for my work and services will be in proportion to my creative and productive ability.

I BELIEVE IN HIGH MORAL AND SPIRITUAL STANDARDS

I will endeavor to conduct myself in such a manner as to set an example for others by living a wholesome life and by fulfilling my responsibilities as a citizen of my community.

MOTTO

Preparing for Leadership in the World of Work

THE PLEDGE

UPON MY HONOR, I Pledge:

- To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers
- To base my expectations of reward upon the solid foundation of service, • To honor and respect my vocation in such a way as to bring repute to myself, • And further to spare no effort in upholding the ideals of SkillsUSA.

COLORS

The colors, RED, WHITE, BLUE and GOLD represent the National SkillsUSA Organization.

RED and WHITE represent the individual States and Chapters.

BLUE represents the common union of the States and of the Chapters. GOLD represents the individual, the most important element of the organization.

THE SYMBOLISM OF THE SkillsUSA EMBLEM

THE SHIELD REPRESENTS PATRIOTISM

The shield denotes our belief in democracy, liberty and the American way of life.

THE GEAR REPRESENTS THE INDUSTRIAL SOCIETY

The gear, symbolic of the industrial society, denotes the interdependence and cooperation of the individual working with labor and management for the betterment of mankind.

THE TORCH REPRESENTS KNOWLEDGE

The flaming torch reflects the light of knowledge, which dispels the darkness of ignorance. In the light of the torch, progress will be made toward the vocational goals of the individual.

THE ORBITAL CIRCLES REPRESENT TECHNOLOGY

The circles represent the challenge of modern technology and the training needed to accept and master the challenge of new technical frontiers and the need for continuous education.

THE HANDS REPRESENT THE INDIVIDUAL

The hands portray a search for knowledge and our desire to acquire a skill. In the process of attaining knowledge and skill, we will develop a respect for the dignity of work and become productive and responsible citizens.

CHAPTER TWO

ORGANIZING A CHAPTER

How to Form a Chapter

Chapter Management

The Advisory Committee

Responsibilities of Advisors

HOW TO FORM A CHAPTER

STEP 1

As a teacher or administrator, obtain and become thoroughly familiar with SkillsUSA materials. Carefully review the basic documents of SkillsUSA. The documents are: The SkillsUSA Leadership Handbook, The Teacher's Tool Kit, The SkillsUSA Meetings Kit, The SkillsUSA Professional Development Program and the Skills USA Championships Technical Standards. (These materials may be purchased from National SkillsUSA.)

STEP 2

Discuss the need for a SkillsUSA program in your school with the appropriate school officials. Gain their support. Center the discussion on gaining desirable public relations for the school and vocational students, using SkillsUSA as a motivational device which will make the atmosphere for learning better and fulfill the need for student involvement in community service projects.

STEP 3

Gain interest among key students. The chapter advisor should stimulate interest among several key students and encourage them to become familiar with chapter work and its operation. The interested student should form a "committee to organize SkillsUSA" and elect a chairperson to serve until the chapter is underway and a president is elected. The committee should have representation (perhaps two or three students) from each trade, industrial, technical and health occupations program in the school.

STEP 4

Put the "committee to organize SkillsUSA" to work. Its job will be to:

1. Become familiar with the basic documents of SkillsUSA.
2. Become familiar with the promotional materials in SkillsUSA.
3. Order the necessary promotional materials to carry out a membership campaign.
4. Apply for a charter.
5. Write a suggested local chapter constitution.
6. Plan an organizational meeting of potential members.
7. Plan and conduct the first elections.

STEP 5

Hold an organizational meeting for potential members. The organizing committee should conduct the meeting. Members of the committee can discuss some or all of the topics listed below. Before the meeting starts, have promotional posters and materials in place and have the VCR with the tape you have selected ready to go. Have students positioned to turn off the lights when the video is to be run so there will be no delay in the program.

At this first organizational meeting, the chairperson should call the meeting to order, have those present introduce themselves and proceed with the following agenda:

AGENDA

1. Students from the organizing committee give the following
 - a. History of SkillsUSA
 - b. How SkillsUSA operates
 - c. Purposes
 - d. Presentation of the emblem, creed, pledge and motto and their significance
 - e. Why join SkillsUSA?
 - f. Discussion of activities for the chapter in the school
 - g. Discussion of recreation and fellowship in chapter work
 - h. Explanation of the relationship of SkillsUSA to career, technical and health occupations education, stressing SkillsUSA is a career/technical student organization and that the teacher is an advisor only
 - i. Essentials of a good chapter
2. Specific videos explaining SkillsUSA may be purchased from the Education Materials Catalog through the National Office.
3. The committee should then present its proposed local constitution. If the group understands the proposed constitution, it may wish to vote on its ratification. If there are suggestions for change; the chairperson may wish to refer them to a constitutional committee for alteration. Referral would require that the meeting be adjourned until later.

4. Close the meeting by affirming intention to organize and with a statement of faculty support.

STEP 6

Kick off membership campaign in each of the individual occupational areas. The organizational committee should be prepared to answer questions within each chapter section. Begin collecting dues and recording names of the SkillsUSA membership roster. A roster should be posted in each occupational area, and the representative from that program should be responsible for the collection of dues within the policies of the school. A deadline for dues submission should be set for participation in the officer elections.

STEP 7

Hold elections in each occupational section.

STEP 8

Hold elections for the chapter.

STEP 9

Hold organizational meeting of newly elected officers. The first item of business for the new officers is to petition the state association for a charter. The membership dues and roster should be sent to the National SkillsUSA Office along with the Application for Chapter Charter, SkillsUSA Form 9. The state association will act on your application and will notify your chapter of this action. The state association will then forward your national dues to the National SkillsUSA Office.

STEP 10

Now that an organizational structure exists, the president should appoint standing committees so they can begin to function.

1. Program of Work Committee. When the program of work is adopted, other committees should be appointed.

2. Finance Committee. This committee will determine fund raising activities for the chapter.

3. Public Relations Committee. This committee will work to enhance the functions of the chapter in the eyes of people not directly involved.

4. Social Committee. This committee will plan and recommend to the chapter activities which will bring together members for enjoyment and advancement of fellowship.

5. Community Service Committee. This committee will work to improve or help your community
6. Special committees will be established to carry out specific activities to the program of work or calendar. Some of these might be: SkillsUSA Championship Committee or Christmas Party Committee.

STEP 11

Each chapter section should develop a calendar of work related to its occupational area.

STEP 12

Secure the necessary equipment and materials for conducting meetings and carrying out activities. (See the SkillsUSA Educational Materials Catalogue, order form.)

www.skillsusa.org

STEP 13

Reap the benefits of a dynamic local SkillsUSA organization.

CHAPTER MANAGEMENT

1. Program plan for the year
2. Year's planned budget
3. Organizational structure
4. Motivation
5. Membership recruitment
6. Contributions from outsiders
7. Membership meetings
8. Good publications
9. Record keeping

10. State and national meetings

THE ADVISORY COMMITTEE

The advisory committee is a communication link between the community and the chapter. The chapter should know the community's wants and needs. The advisory committee is in a position to supply this vital information.

An advisory committee is a very important part of the program and its activities. A strong committee can do much to help the chapter build strong responsible citizens and provide employment contacts for the graduates.

An advisory committee may be defined as a group of persons made up of representative people from existing craft committees or others in their own field of work who advise and assist educational planning based on the identified needs of a community, region, state or nation.

Although advisory committees have no administrative or legislative authority, they maintain a very important role in the functioning of chapter activities by providing better understanding of the chapter program in business, industry, the home and the school.

Advisory committees often perform the following functions:

1. Assist in Making a Community Survey - By preparing a program through the use of an advisory committee, the chapter can establish leadership programs based on the identifiable needs of the community and state.
2. Assist in Placement of Students - Members of committees can assist in the placement of students on a cooperative basis or by employing graduates and recommending the employment of graduates to other firms in business and industry.
 - a. Encourage and make arrangements for summer and part-time employment of students.
 - b. Members are usually familiar with the employment needs and may advise the school officials when placement opportunities are declining or occupations and employment opportunities are changing.
3. Evaluation of Programs - There should be a continuous evaluation of the chapter objectives to assure that the chapter is up-to-date and meeting the needs of the students. The committee should be urged to visit the school frequently and to participate in as many leadership and competitive events as possible. Members should make a total evaluation of the local program at least once a year.
4. Assist in Development of a Good Public Relations Program - Public relations is a very important activity of an advisory committee. The program should be designed to:
 - a. Inform public of the purpose and functions of the SkillsUSA chapter.
 - b. Invite teachers, counselors, administrators and students to visit business and industry within the community.
 - c. Participate in "open house."
 - d. Serve as speakers for school banquets and assembly programs. Help to secure speakers from business and industry.
 - e. Arrange for publicity through their contacts with new media, newspapers, trade magazines, radio and TV.
 - f. Assist in securing state or national chapter awards.
 - g. Promote the philosophy behind vocational student organizations.
 - h. Review candidate's achievements in the Professional Development Program.
5. Legislation - Advisory committees often support state and national legislation

affecting vocational education that needs popular support at the local level.

6. Assist in SkillsUSA Fund Raising Activities such as:

- a. Have shop areas fabricate items and sell them.
- b. Sell merchandise through a fund-raising campaign.
- c. Collect items door-to-door, and then get refund for returnables/recyclables; i.e., metal, bottles, paper.

A regular system of appointing advisory committee members should be planned. Members who are appointed for a definite term of office generally serve from one to three years. Terms should be staggered to assure experienced personnel on committees.

Advisory committees should be informal and flexible, changing procedure according to circumstance and working in an atmosphere of friendly cooperation. Each member should have definite duties and responsibilities.

Advice of committees should be sought frequently about problems familiar to them. If the suggestions of the committee members are sensible and sound, they should be adopted whenever possible and reported back to the members.

RESPONSIBILITIES OF ADVISORS

To Students, To Parents, To School, To Self

Anything worth doing is worth doing well. Therefore, it is the advisor's responsibility to cut the pattern for the gold star. Unfortunately, in the past, vocational classes have been used to keep dropouts in school and to baby-sit. They were used as instruction for the delinquent. They were not used to create an atmosphere of education. Today, the advisor, through the SkillsUSA chapter and its members, has an excellent opportunity to boost the image of Vocational Industrial Education in the eyes of the school faculty, administration and community. Of course, the first responsibility of advisors and teachers is to the students and their education, and the second is to the school. Never forget that the conduct and appearance of both the chapter members and advisor help to make or break the school and community reputation.

1. Assume the initiative in establishing a SkillsUSA chapter. Be knowledgeable about the SkillsUSA organization - its goals, purposes, structure, constitution, bylaws. Be familiar with the procedures for affiliation with the state and the national

organization.

2. Provide guidance in the selection of SkillsUSA officers. The advisor may act as chairperson in the process of selecting and electing SkillsUSA officers. The advisor, as chairperson, should exercise diplomacy in not recognizing cliques that are making an effort to elect members who would not make good officers.
3. Provide training for chapter officers.
4. Provide leadership by setting an example of grooming and dress. Students have a tendency to copy the instructor; therefore, it is the advisor's responsibility to set an outstanding pattern. Dress-up day is one way of helping the class image. Select one day on which students will attend school dressed in the style and manner that they would attend a party or Sunday school and Church. This will prompt many favorable comments from faculty, administrators and other students. As a teacher and SkillsUSA advisor, be very aware of your dress, grammar and grooming.
5. Who is to be a SkillsUSA member and who is not to be a member? All students of any one given class of vocational industrial education should be members of SkillsUSA. SkillsUSA membership requirements can be included in the course prerequisites. Each instructor of trade, industrial, technical and health occupations education is responsible for a four-part education program for each student. This four-part education program consists of skills, knowledge, attitudes and leadership. SkillsUSA is a part of the course, which helps to develop work behaviors that display proper attitude and leadership qualities.

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6. Be prompt, professional and reliable. As the advisor, make certain that all reports are prepared, sent in on time and addressed to the correct person and address. Double check for correct information on each form. Complete communication means that the person receiving the message must receive, interpret and give back the information without the loss of meaning, emphasis or original intent. The exact number of copies of each report is another very important feature. Always retain a duplicate copy of any transmission for the file and future reference.
7. Be objective with SkillsUSA meetings. Meetings are not to be called for the sake of calling a meeting. The advisor attends a meeting to keep the proceedings moving along smoothly. Meetings must be efficient and businesslike, accomplishing SkillsUSA business needs.
8. Give of your time for activities other than class and business. Unfortunately, or fortunately, the teacher's job is not over at three o'clock as it is in many areas. Therefore, if you give your time to chapter work, give it freely and ungrudgingly.
9. Stimulate in the student enthusiasm and desire for participation in the trade to

be learned, as well as chapter work.

10. Use chapter work to help relieve the daily pressures for both yourself and members.
11. Assist students in developing a program of meaningful activities and help them in drawing up a calendar of events.
12. Turn in membership promptly at the beginning of the year to assure full service for members.
13. Stimulate involvement and a sense of responsibility.
14. Oversee the keeping of records and financing of activities.
15. Keep the school administration, local industry, government officials, civic leaders and the community in touch with chapter activities. Be a link between the school program and local labor and management.
16. Review qualifications of potential leaders and outstanding students. Encourage these young people to participate in regional, state and national activities, from running for office to taking part in skills contests to seeking Professional Development Program degree awards.
17. Keep members in touch with what is happening in SkillsUSA at the district, regional, state and national levels. Help them understand their role in a national organization and help them tie into national programs.
18. Relate chapter activities to life experiences for members.

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19. Prepare extensively for all contests.
 - a. Know all contest rules. An advisor must be able to find and interpret all SkillsUSA contest rules. Understanding the rules will help the advisor prepare the students for SkillsUSA meetings and keep down embarrassing discussion with persons in charge of the meetings. New rules are not created at SkillsUSA meetings or competitive events by the state staff or teacher trainers; everything is covered in the rulebook. Keep up-to-date on current rules and regulations. Refer to Competitive Events Guides. (Skills USA Championships Technical Standards and Pennsylvania Skills Championships Technical standards)
 - b. Double check and make sure that all registrations are correct. Each SkillsUSA competition requires a registration. If every detail is anticipated and taken care of, the contest will run smoothly, tempers will not flare, and there will be no hard feelings. Again, someone loses face when proper procedure is not followed and you can rest assured that it will not be the consultant. Check this list before you attend a contest:

- 1) Has the correct amount of registration money been sent?
- 2) Are all registered students paid SkillsUSA members?
- 3) Were the yearly membership dues sent in on or before the designated deadlines?
- 4) Have all projects been properly registered for category, designation, student information, etc.?

c. Have a local contest to select the best projects and students to participate in district competition. All contestants must be selected via a shop competition. Local contests can be handled in the same manner as district and state contests. Keep the same objectives in mind. Use the local contest to stimulate the students to do better work and turn out better projects, to cut down the number of students and projects going to district competition and to upgrade the quality of district and state entries and competitors.

d. Meet with students (and parents, if possible) prior to a SkillsUSA trip in order to review the schedule, rules and regulations. Set rules of travel and conduct. Discuss food, safety and lodging. Stress proper conduct at school and on the trip. Report both good and poor conduct to parents.

e. Be responsible for students at all times during trips. Be able to account for your students at all times. Protect good students from “unruly” ones and call parents long-distance if necessary. Always travel in groups, by bus or convoy with planned stops. Provide school officials with a list of who will be riding

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where and who will be driving each vehicle. Have the name, phone number, business phone number, address, etc., of each parent of each student on the trip.

f. Set an example of being a good sport. Do not show anger or temper in front of students. If your contestant loses, or if you disagree with a ruling, talk it out with a consultant, judge or teacher-trainer. Things may be altered for the next contest.

g. Foster good public relations about your trip. Ensure that all of the school and the community are informed of your trip, especially any winners you have.

20. Make independent, responsible student leaders. As advisor, you are not to do the students’ work. You are a leader in the background - give training, support and enthusiasm. Abide by the philosophy: The learner learns by doing.

21. Do not teach contests or projects. Contests and projects are incidental to the

course. Primarily teachers are concerned with skill, knowledge, attitude and leadership. Teach contests and projects only when they lend themselves to the specific teaching -learning situations.

22. Encourage students - give credit when credit is due. The smallest achievement on the part of the student merits a favorable comment from the teacher. If responsibility is designated to any one person or group, also designate a certain amount of authority to accompany the responsibility. Recognize designated titles or positions bestowed on student or students by furnishing trappings (vestment, attire and emblem of office) to accompany officers or calling the titles by name.
23. See that all SkillsUSA supplies and equipment are present for meetings. These supplies include the banner, flag, officer's stand, etc.
24. Keep members busy. Happy people are busy people so create lots of committees and get everyone participating so each member feels he or she is offering something to the chapter.

The prestige of the school and community is in the hands of you, as the advisor, and the members.

CHAPTER THREE

CALENDAR

Current SkillsUSA Calendar of Activities (Insert

Annually) Developing a Local Calendar

Monthly Calendar Sample

Suggested Activities

Chapter Calendar Sample

Ideas for Individual Shop Activities

Include the State Officers' Community Service Initiative

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CURRENT LOCAL CALENDAR OF
ACTIVITIES (Insert annually)

The growth and development of a local SkillsUSA chapter depends largely on the effectiveness, organization and implementation of the chapter calendar and activities.

A good calendar will put five important functions into action: planning, organizing, staffing, directing and controlling. The use of these functions increases the effectiveness of the chapter because the efficiency goes up when more people get involved.

Experience has proven that the actual development of a chapter calendar is not too difficult; however, the pitfall usually is in reaching the established activity goals. This failure generally results from not enforcing, directing and controlling the activities.

The new advisor may want to center the first chapter calendar on state and national leadership events to gain insight for expanded future local development. Whenever a calendar is developed, the activities that appear on the calendar should be clear, concise, and contribute to the overall objectives of vocational education. The advisor must skillfully direct student involvement toward this objective; otherwise, these activities will lose their effectiveness as a learning tool.

The sample activities schedules found in this handbook should only serve as guidelines for your chapter calendar. You are encouraged to develop activities that will involve as many of your SkillsUSA members as possible and establish each activity to contribute to the purposes of your SkillsUSA chapter.

When your calendar is developed, share it with as many people as will be involved, and ask each chapter section, shop or lab to post it on a bulletin board.

The following are some points that should be considered when planning a calendar activity:

- How much will it cost to run? Include an estimated budget and, when recording, include the actual budget.
- If it fails, how much could we lose? Why?
- What is the maximum possible profit? How?
- What has been the previous success of a similar project? Document evidence from past records.
- Is the community ready for such an activity? Document this statement. •

How many hours of planning and work are required? Include a breakdown.

- Will the project conflict with other events in the community? Document this statement.

- Are outside agencies needed to complete this project? Which ones? How much

time (in hours)?

- What are the legal aspects of this activity? Are there special permits to acquire?

DATE	STATE	REGIONAL	CLUB	CHAPTER
1				
2				
3				Breakfast Meeting
4				
5			Leadership Development	
6				
7				
8				
9				
10				
11			Fund-raising Projects	
12				
13			Community SkillsUSA Information Meeting	
14				
15				
16	Membership to State			
17				
18				
19	State advisors Conference			
20				
21			Newsletter (Final copy due)	
22				

23			Homecoming float	
24				
25				
26		Fall Convention		
27				
28				
29			School assembly	
30				
31				

SUGGESTED ACTIVITIES

Your chapter for fund-raising, civic, social or service projects may use the following list of suggested activities. The list was developed nationwide, so some suggestions may not be acceptable to your local school or school board policy. Be sure to check with appropriate local authority before beginning the activity.

1. Sell coat hangers 45. Paint
2. Have a school dance, party, hayride, etc. 46. Sell school supplies
3. Sponsor industrial tours 47. Have football or basketball games 4. Sell popcorn 48. Special show on radio 5. Sell candy 49. Sell a product you make 6. Sell cakes and pies 50. Bingo party
7. Shine shoes 51. Special events between chapter 8. Sponsor a volleyball tournament 52. Show special movies
9. Clean houses 53. Christmas tree sales
10. Provide services for the public 54. Membership drive
11. Take up a collection 55. Exhibit of trades
12. Fix-it day 56. Selling paper and rags 13. Do brake work 57. Beauty contest
14. Fix flat tires 58. Poster contest
15. Have a bazaar 59. Selling used clothing
16. Baby-sit 60. Selling pottery
17. Repair autos 61. Junk drive
18. Repair radios 62. Cake walk
19. Make tools 63. Sell pennants, ribbons, programs at games 20. Do extra jobs after school 64. Have a float in a parade 21. Have a raffle 65. Sell brooms
22. Sell bottles 66. Help the janitor
23. Sell newspapers 67. Clean yards
24. Have scrap iron drives 68. Sponsor a faculty basketball game 25. Make sketches 69. Track meet
26. Sell pens and pencils 70. Sell cushions and umbrellas 27. City guides 71. Turkey shoot
28. Sell birthday cards 72. Sell school directories 29. Do hairstyling 73. Donkey baseball game 30. Sell beauty products 74. "Rent-a-kid" day
31. Install juke box in cafeteria 75. Have a play
32. Fish fries 76. Guest speakers and special programs 33. Sell doughnuts 77. Sell Christmas cards
34. Modify engines 78. Form a company and sell product 35. Book sales 79. Pancake feed
36. Repair and fix-it shop 80. Hootenanny
37. Sponsor a barbecue 81. Sell records
38. Sell confetti for football games 82. Boxing match
39. Take care of pets 83. Grab bags
40. Clean garages 84. Chess tournament
41. Buy stock 85. Consumer education program 42. Sponsor an ice cream party 86. Car smashing
43. Mow lawns 87. Watermelon sale
44. Sell tamales or pizza 88. "Good Citizenship" project

89. "School Improvement" project 138. Presentation of associate membership to 90. Study of parliamentary procedure principal

91. Open forums 139. Welcome new teachers 92. Debates 140. Help new teachers 93. Attendance at State Delegate Assembly 141. Act as guides at PTA and Parents' Night 94. Pay Dues 142. Develop a stay-in-school program 95. Attendance at State Leadership Conference 143. Thanksgiving charity drive 96. Visit to state legislature 144. Christmas charity drive 97. Parents' banquet 145. Operate babysitter service for special 98. Dances programs

99. Hayrides 146. Safety poster contest 100. Christmas caroling 147. Sponsor safety campaigns 101. Skating parties 148. Sponsor school safety programs 102. Talent night 149. Participate in National Safety Week 103. Entertainment of future members 150. Collect toys for needy children 104. Have chapter meetings 151. Sponsor safe driving campaign 105. Active member participation 152. Fashion show

106. Newsletter 153. Sponsor and maintain safety bulletin 107. Handbook 154. Arrange for showing of safety films as 108. Follow-up of former members school wide assemblies 109. Workshops 155. Arrange for showing of health films to 110. Use of official ceremonies school student body 111. Mr. and Miss SkillsUSA contest 156. Suggest programs for safety improvement 112 Ecology survey in school

113. Promote community police relations 157. Develop and distribute a poison control list 114. Mixer for students and their parents for home reference 115. Spring picnic 158. Develop and distribute a home fire safety 116. Establish a scholarship checklist

117. Attendance at major league athletic event 159. Visit nursing home, hospital or orphanage 118. Trip to another city 160. Sponsor a voluntary vehicle safety check 119. Development of chapter lane for school

120. Cleanup, paint-up project 161. Promote and organize a youth manual for 121. Needy family project highway safety

122. "Get-out-the-vote" project 162. Develop an active school wide shop & 123. Faculty recognition job safety program 124. Ushering at various events 163. Sponsor a cleanup week 125. Community fund drives 164. Use animated safety rules 126. Assist other schools 165. Entertain prospective members 127. Education exhibits 166. Use members to "talk-up" program 128. Faculty fetes 167. Officers speak at assemblies 129. Assembly programs 168. Sponsor a get-acquainted social 130. Radio and TV programs 169. Participate in school assemblies 131. Open house to show classroom activities 170. Keep an awards cabinet, photo panel and 132. Donations to "March of Dimes" fund trophy case

133. Assist with community fund drive 171. Present program on the school public 134. Assist with community fund drive address system

135. User at graduation 172. Be on radio and TV 136. Demonstration of regular chapter meeting 173. Local officers present brainstorming sessions at open house 174. Make announcements of trips to be taken 137. Presentation of honorary membership to 175. Show films of state meetings members of local industry

176. Sponsor vocational week

177. Post a chapter calendar 221. Establish an occupational library 178. Place posters in halls 222. "Careers in Industry Program" 179. Place chapter news in school paper 223. "Careers in Health Occupations" 180. Have an open house and invite the public 224. Sponsor career day or week 181. Send outstanding chapter members to 225. Program occupational information tapes speak to junior high students 226. Concessions
 182. Sponsor programs and projects 227. Sell greeting cards 183. Gain and maintain a respectable reputable 228. Rummage sales program 229. Assist churches with special projects 184. Plan summer programs to help keep 230. Operate booth at carnival prospective members interested
 185. Sponsor local chapter newspaper
 186. Chapter officers talk to class groups
 187. Visit other chapters
 188. Follow-up of former members
 189. Chapter dance including graduates from previous years
 190. Assist in organizing new chapters
 191. Members participate with other chapters
 192. Hold joint meetings with other vocational student organizations
 193. Invite other chapters to a dance
 194. Sponsor intrachapter activities
 195. Improve relations of chapter with school and students
 196. Encourage special events between chapters
 197. Hold inter-chapter events
 198. Hold joint sunrise breakfast
 199. Work with chapter and exchange speakers
 200. Employer-employee banquet
 201. News articles in local papers
 202. Homecoming float
 203. Display during National Education Week
 204. Radio program describing the purposes and activities of the chapter
 205. Display at county fairs
 206. Display of chapter awards
 207. Make announcements of trip
 208. Develop speakers' bureau
 209. Speak to service organizations
 210. Usher at civic events
 211. News articles about local sponsors
 212. Publish articles on student-of-the-week
 213. Arrange for students to appear on TV
 214. Wear blazers to school functions
 215. Visits to industrial and business establishments
 216. Visits to labor union halls
 217. Guest speakers
 218. Open forums
 219. Debates
 220. Movies on career development

CHAPTER CALENDAR SAMPLE
Chapter Calendar of Activities Sample

Month Day Type of Meeting or Activity

—

September	_____	1. Organizational meeting (orientation)
	_____	2. Start preparing scrapbook
	_____	3. Collect membership dues
	_____	4. Plan year's projects
	_____	5. Election of officers
	_____	6. Select committee chairpersons and committees
	_____	7. Election - public relations (officers' pictures in newspaper)
	_____	8. Selection of regional and state officer candidates
	_____	9. Selection of voting delegates and participants in the fall conference
	_____	10. Intensive membership drive
	_____	11. First phase of membership leadership development program
	_____	12. Select career achievement participants
	_____	13. School administration - invite to orientation
	_____	14. Drug use seminar
	_____	15. Consumer education program
October	_____	1. Mail membership reports
	_____	2. Chapter party (entertain new members)
	_____	3. Dinner meeting (with guest speakers)

- _____ 4. Homecoming parade float or project
 - _____ 5. Fund-raising project
 - _____ 6. Attend regional fall conference
 - _____ 7. Continued leadership development
 - _____ 8. Report to membership on regional conference
 - _____ 9. Invitation to civic organizations to attend Skills USA-
VICA information meeting (dinner meeting)
 - _____ 10. School assembly on vocational and SkillsUSA
 - _____ 11. Chapter newsletter
 - _____ 12. Inter-chapter visit
 - _____ 13. Dance
 - _____ 14. Career achievement review
 - _____ 15. School wide Skills-USA VICA Council meeting
- November _____ 1. Needy family project (Thanksgiving-news coverage)
- _____ 2. Float in Christmas Parade
 - _____ 3. Dinner meeting
 - _____ 4. Continued Leadership development
 - _____ 5. Fund-raising project
 - _____ 6. Visit a neighboring SkillsUSA chapter
 - _____ 7. Establish occupational library
 - _____ 8. Get-out-the-vote participation
 - _____ 9. Hayride or skating party
 - _____ 10. Talent hunt

- _____ 11. Leadership development
- _____ 12. Career achievement review
- _____ 13. Personal appearance and hygiene seminar
- _____ 14. School wide SkillsUSA Council meeting
- _____ 15. Occupational safety speaker

December _____ 1. Christmas party (dance with other chapters if possible)

- _____ 2. School project (bulletin boards, etc.)
- _____ 3. Community service (toys project - news coverage)
- _____ 4. Needy family project
- _____ 5. Orphan's Christmas program
- _____ 6. Collect toys for need children
- _____ 7. Leadership development
- _____ 8. Combined Jaycee-SkillsUSA Christmas project
- _____ 9. SkillsUSA chapter newsletter
- _____ 10. Career achievement review
- _____ 11. Study public speaking
- _____ 12. School wide SkillsUSA Council meeting
- _____ 13. Sponsor hunting safety program

January _____ 1. Dinner meeting

- _____ 2. Parents' appreciation night
- _____ 3. School open house
- _____ 4. Chapel or religious program

- _____ 5. Chapter interaction with church youth group
- _____ 6. Teacher appreciation meeting
- _____ 7. Selections for SkillsUSA advisor recognition
- _____ 8. Career achievement review
- _____ 9. Select regional leadership participants
- _____ 10. Inter-chapter meeting
- _____ 11. School wide SkillsUSA Council meeting
- _____ 12. Guest speaker from Kiwanis Club
- _____ 13. Invite former SkillsUSA members to a meeting
- _____ 14. Pollution concern - interaction with local optimists
- _____ 15.

- February _____ 1. Contest eliminations for regional conference
- _____ 2. Candidate selection for national office
- _____ 3. Delegate selection for regional spring conference
- _____ 4. Fund-raising project
- _____ 5. Career achievement review
- _____ 6. Leadership development
- _____ 7. Visit to local government
- _____ 8. Visit to local court session
- _____ 9. Teacher appreciation - National Education Week
- _____ 10. Visit industrial establishment
- _____ 11. Combined meeting with another vocational student organization

_____ 12. Inter-chapter basketball game

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_____ 13. Sophomore tour of vocational areas

_____ 14. Chapter Advisory Committee interaction meeting

_____ 15. Vocational Education Week-National SkillsUSA– Week

March _____ 1. Local newsletter

_____ 2. Leadership development

_____ 3. Inter-chapter dance

_____ 4. Combined meeting with local Junior Chamber of
Commerce

_____ 5. Attend regional conference

_____ 6. Community service project

_____ 7. Roller skating party

_____ 8. Establish chapter week activities

_____ 9. Participation in local radio-TV program

_____ 10. Plan employee-employer banquet

_____ 11. Career achievement review

_____ 12. First aid program – local Red Cross

April _____ 1. Employee-employer banquet

_____ 2. Ways and means project - car wash and wax

_____ 3. Spring program for nursing home patients

_____ 4. Attend State Leadership Conference

_____ 5. Career achievement review

_____ 6. Guest speaker from employment service

_____ 7. Industrial visitation

_____ 8. Community cleanup with local Lions Club

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_____ 9. Guest speaker from management and labor organization

_____ 10. Leadership development

_____ 11. Sponsor highway safety assembly

_____ 12. Fund-raising program

_____ 13. Campaign for next year's officers

_____ 14. SkillsUSA members and parents banquet

_____ 15. Participation in school recognition assembly

May _____ 1. Participation in school recognition program _____

2. Appreciation meeting for SkillsUSA advisors

_____ 3. Final career achievement review

_____ 4. Choose participants for National SkillsUSA

meeting

_____ 5. Plant tree for graduating SkillsUSA class

_____ 6. Meet with local apprenticeship officials

_____ 7. Recognition meeting for guidance counselors

_____ 8. Leadership development

_____ 9. SkillsUSA dance

_____ 10. Inter-chapter visit

_____ 11. Spring SkillsUSA party

_____ 12. Program for new vocational students

_____ 13. Basic leadership program for new vocational students

_____ 14. Drug seminar

_____ 15. Election of chapter officers

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June _____ 1. Delegates attend National Leadership Conference _____

2. Swimming safety demonstration

1. Guest speakers 9. Job employment activities 2. Films 10. Shop management organization 3. Field trips 11. Fix-it activities

4. Open house 12. Publish or contribute to school paper 5. Social activities 13. Student-of-the-month 6. State-sponsored activities 14. Extra school-student interchange program 7. Competitive skill contests 15. School safety program 8. Luncheons

CHAPTER FOUR

JULY/AUGUST ACTIVITIES

Organization Meeting(s) of Local Officers

Suggested Monthly Activities Schedule

Professional Development Program

Time invested in SkillsUSA program planning during July and August will return maximum value during the school year. Newly elected student officers need direction to become confident and comfortable in their new roles and to begin to function. They also need to become aware of their new responsibilities. The advisor and officers should acquaint themselves with local, district, regional, state and national events and carefully note deadlines which must be met. They also need to prepare a tentative calendar of activities to submit for general membership approval early in the school year.

SUGGESTED MONTHLY ACTIVITIES SCHEDULE

July/August

Organization Meeting of Local Officers

- Orientation to responsibilities

(See Officer Responsibilities - Leadership Handbook) • Development of a local

calendar (See Chapter 3 for suggested forms) • Professional

Development Program

SkillsUSA PROFESSIONAL DEVELOPMENT PROGRAM

To the Advisor

Introduction:

The Professional Development Program is a six-unit learning package that helps student's master employment skills and a positive attitude toward work as they are recognized for individual achievement. The program is based on competencies that have been determined by business and industry representatives to be important for success on the job. Students can complete Levels 1-5 in a two-year vocational-technical program. Vocational program graduates who have worked full-time in their occupation for at least six months can complete level 6.

LEVELS 1-4:

Levels 1-4 are designed for high school vocational-technical students. There is a separate Professional Development Program that has been specially prepared for postsecondary students. Activities take place in the classroom, the laboratory or in the community. The vocational-technical instructor or a school wide SkillsUSA coordinator administers the program. The state SkillsUSA office may be called upon by local programs for assistance in completing certain requirements in Levels 1-4 of the program.

students may contact the state office to determine the names of the state director, the state corporate member(s) and the regional director. A club may also contact the state office to request a speaker.

LEVEL 5 - THE AMERICAN SKILLSUSA DEGREE:

The State SkillsUSA Association awards the American SkillsUSA Degree to students who have completed a Level 5 of the SkillsUSA Professional Development Program. Candidates for the American SkillsUSA Degree must send a completed application to the state office at least 30 days prior to the state conference. American SkillsUSA Degrees are awarded once a year during the state conference awards ceremony.

The state SkillsUSA advisor must:

1. Receive American SkillsUSA Degree applications and retain these on file.
2. Review completed applications to determine how many students will be tested for the American SkillsUSA Degree during the state conference.
3. Select a state Professional Development Program committee of at least three people to administer American SkillsUSA Degree tests during the state conference.
4. Establish a room at the state conference where students can turn in American SkillsUSA Degree notebooks. Notebooks should be submitted at least 24 hours prior to the American Skills-USA Degree test. Only students whose notebooks meet all degree requirements will be permitted to take the American SkillsUSA Degree test.
5. Develop a state American SkillsUSA Degree test and testing procedure based on the guidelines provided by National SkillsUSA. Establish a testing room at the state conference and notify applicants of the date, time and location of the test.
6. Administer the test and post the results.
7. Award American SkillsUSA Degrees during the awards ceremony on the final day of the state conference.

The state association must send the names of American SkillsUSA Degree recipients to National SkillsUSA by May 1st in order to have them included in the national conference program.

Level 6, the International SkillsUSA, is the highest honor awarded to student members of SkillsUSA. To be eligible, a candidate must have earned the American SkillsUSA Degree while still a full-time vocational student.

Candidates must submit an application, complete all requirements as outlined in the Level 5-6 student workbook and then submit an International SkillsUSA Degree notebook to the state association office by April 1. The state office then forwards approved notebooks to National SkillsUSA by May 1. The National Professional Development Program Committee will review these.

The state SkillsUSA advisor must:

1. Receive International SkillsUSA Degree applications and retain these on file.
2. Receive International SkillsUSA Degree notebooks by April 1. Review notebooks carefully to be sure all requirements have been met. Return incomplete notebooks to candidates for further work.
3. Forward International SkillsUSA Degree notebooks, along with photocopies of application forms, to National SkillsUSA by May 1. The National Professional Development Program Committee will review these.

NOTE: National SkillsUSA will notify both the state office and the successful candidate when notebooks are approved, so these individuals can make arrangements to attend the National SkillsUSA Leadership Conference and receive the award. International SkillsUSA Degrees will be awarded only at the National SkillsUSA Championships awards ceremony held in June. National SkillsUSA reserves the right to reject notebooks that do not meet requirements as outlined in the Level 5-6 student workbook.

12 Steps to Success with the Professional Development Program:

- Step 1. Form a SkillsUSA club or section.
- Step 2. Review the Professional Development Program materials thoroughly.
- Step 3. Become thoroughly familiar with the structure of the program. Step 4. Determine the role of the program advisory committee.
- Step 5. Determine the program timeline.
- Step 6. Establish an efficient record keeping system.
- Step 7. Introduce the PDP to your students.
- Step 8. Select a method of instruction.
- Step 9. Evaluate the program's progress.

Step 10. Modify the program and teaching strategies as need for special needs students.

Step 11. Present the PDP awards

Step 12. Instruct your students on how to properly wear and display the PDP pins and patches on the SkillsUSA official dress.

CHAPTER FIVE

SEPTEMBER ACTIVITIES

Introduction A Guide to Program Planning Suggested Monthly Activities Schedule

Using Committees for a Better Chapter

Suggested Membership Organization Ideal Committee Members Are Meeting
Agenda

Committee Report Form Membership Drive

Committee Evaluation Directions for Membership Rosters

Selection of Teams for Opening and National SkillsUSA Membership Closing
Ceremonies and Chapter Roster Form Business Procedure

Application for Chapter Charter Leadership Activities School Codes

Public Speaking

Organizational Structure Parliamentary Procedure Council of

Presidents A Starting Point

Order of Business How to Teach Parliamentary Procedure Essentials of a Good

Meeting Student Self-Concept Chapter Officers Fund Raising

Helpful Hints for SkillsUSA
Officers

SEPTEMBER INTRODUCTION

September marks the beginning of a new and exciting school year as well as the beginning of the year's SkillsUSA activities. Hopefully, you may have had an opportunity to work with your new officers and they should be ready to put their plans in to action. During this time, the major activities are conducting membership drives, developing organizational structure, forming committees and finalizing plans for the future if the chapter is to be successful.

SUGGESTED MONTHLY ACTIVITIES SCHEDULE

Membership Organizational Meeting

Suggested Agenda (Election of officers should take place during May)

Leadership Materials:

- Membership drive – Membership forms and directions
- Organizational structures
- Order of business and meetings
- Essentials of a good meeting
- Meeting evaluation
- Chapter officer candidate information and forms
- Hints for SkillsUSA officers
- Council of presidents
- Guide to program planning
- Using committees
- Ideal committee members
- Committee report form
- Committee evaluation

Leadership Activities:

- Ceremony teams
- Public speaking – refer to any good speech book
- Parliamentary procedure
- Student self-concept
- Fund-raising
- Job interview contest – see Skills USA Championships Technical Standards
- Civic Project – Select and begin with community project
- Public Relations – Begin positive public relations
- Report on September meeting
- Publicize for membership drive
- Publicize civic project and upcoming social activities

Social time – for getting acquainted

- use name tags
- serve refreshments

Student presentation of, purpose of, and need for, a chapter – Leadership Handbook

Student presentation of SkillsUSA history – Leadership Handbook

Presentation of proposed local calendar – prepared by committee in July

Questions and suggestions

Schedule next meeting – for members only

Agenda

Ratification of constitution (new chapter)

Elect officers if not accomplished in May or if a new chapter

Remember: **A MEETING AGENDA SHOULD BE PREPARED WELL IN ADVANCE OF THE MEETING!**

MEMBERSHIP DRIVE

The recruitment of active members is an essential function of any chapter. The membership recruitment drive cannot be a one-time effort; it must be an ongoing process to be successful. SkillsUSA membership is available at the state and national level any time during the calendar year. However, cut-off dates have been established for participation as an officer candidate or a contestant. The cut-off date for an established chapter is February 1. The local chapter must leave its doors open to ensure potential and new members the opportunity to participate in the worthwhile activities of the organization.

The annual or regular membership drives are still important. The drives should involve many people to spread the information about SkillsUSA. One person who should be utilized is the local Vocational Director. The director should be requested to speak at a membership drive assembly. The school officers should invite the director and staff to become professional members of SkillsUSA.

Here are some helpful hints for attracting prospective members:

- Invite the students to a regular meeting as guests. Make sure they get a copy of the agenda so they will know what to expect.
- Give them enough advance notice to assure no conflicts in scheduling. •

Have members personally take them to the meeting.

- The members should assume the responsibility of introducing their guests to as

many members as possible.

- Have them formally introduced during the meeting as guests and prospective members.
- The president should make them feel welcome and extend an invitation to join.
- At the conclusion of the meeting, all prospective members should be asked to meet with the membership chairperson for a brief orientation to the chapter and its activities.
- The prospective members should be brought to the next few meetings to make them feel needed and comfortable.
- All guests' names should appear in the school newspaper or other publication.
- All new members' names should be immediately placed on the local, state and national rosters.
- Involve new members in committees and chapter projects.

Membership must be completed online at
www.skillsusapennsylvania.com

The Dues are (2010-2011):

<u>Type</u>	<u>National</u>	<u>State</u>	<u>Total</u>	Student	\$8.00	\$5.00	\$13.00
Professional	\$14.00	\$5.00	\$19.00	Alumni	\$10.00	\$10.00	\$20.00
Collegiate	\$2.00	\$2.00	\$4.00				

All checks should be made payable to SkillsUSA, Inc. and mailed to:

SkillsUSA Inc.
Attn: Membership
14001 SkillsUSA Way
Leesburg, VA 20176-5494

Dues should be paid by District competition or February 1, whichever comes first. Instructions to register will be on the website: [www.skillsusapennsylvania.c](http://www.skillsusapennsylvania.com)

SkillsUSA MATERIALS AND RESOURCES

Each local chapter should establish a reference library of SkillsUSA educational materials and basic supplies. This will make it easy for the chapter to run a variety of activities.

Educational Materials Catalog

SkillsUSA offers educational materials videos that support a well-rounded program in our *SkillsUSA Educational Materials Catalog*. Each chapter should have the following:

SkillsUSA Leadership Handbook

Advisor's Success Kit (ASK) CD-ROM

SkillsUSA Championships Technical Standards

Professional Development Program (PDP)

SkillsUSA Supplies

The SkillsUSA store catalog offers the equipment needed to run a chapter: a gavel, SkillsUSA banner, American flag, SkillsUSA ceremonial emblem, a treasurer's book, a secretary's book and a SkillsUSA scrapbook. Chapter members can also order blazers or competition clothing from the catalog. Also included are award and recognition items, mugs, pens, T-shirts and a variety of SkillsUSA logo items.

How to Introduce SkillsUSA to New Students and Parents

SkillsUSA has developed a script to help instructors more easily explain SkillsUSA to new students at the start of the school year. It is posted online so teachers can download it and then personalize it as desired:

www.skillsusa.org/educators/cbapmanage.shtml

SkillsUSA Fact Sheet:

www.skillsusa.org/about/factsheet.shtml

Information for parents:

www.skillsusa.org/supporters/parents.shtml

Sample letter to send home to parents:

www.skillsusa.org/educators/cbapmanage.shtml

Still Have Questions?

Call the Membership Department:
Phone: 800-355-8422, Monday to Friday,
Hours: 8:30 a.m. to 4 p.m. EST
Membership Fax: 703-777-1306
E-mail: anyinfo@skillsusa.org
Web: www.skillsusa.org

SkillsUSA Catalogs

To request a catalog or place an order:

SkillsUSA Educational Materials Catalog

14001 SkillsUSA Way

Leesburg, VA 20176-5494

Telephone: 800-321-8422 or 703-777-8810

E-mail: Keith.Ashby@skillsusa.org

Order online: www.skillsusa.org/store

SkillsUSA Store

22923 Quicksilver Drive, Suite 107

Sterling, VA 20166

Telephone: 703-956-3723

Business Hours: 8 a.m. to 5 p.m., Monday-Friday

E-mail: skillsusastore@agroup-inc.com

Order online: www.skillsusastore.org

Online Training for New Advisors

SkillsUSA offers free online training to help instructors learn more about SkillsUSA and implement the program. Visit the **SkillsUSA Advisor Essentials Training Library**: www.championsforchange.org/changeinprogress.html

Need More Membership Kits?

All membership materials are posted on the SkillsUSA Web site at www.skillsusa.org/join/joinbymail.shtml. This is an easy way to share SkillsUSA materials with others. To receive additional packets by mail, call 800-355-8422 or send your request to anyinfo@skillsusa.org.

SkillsUSA Web Site

The SkillsUSA Web site is an excellent source of information on programs, opportunities and training sponsored by the national organization. Go to: www.skillsusa.org.

- Information for teachers: skillsusa.org/educators/index.shtml
- Chapter basics: skillsusa.org/educators/cbapmanage.shtml
- Downloadable logo art: skillsusa.org/about/logos.shtml
- State Web sites: skillsusa.org/about/dir4.shtml
- SkillsUSA Championships: skillsusa.org/compete/skills.shtml

Membership Payments

Please note: All SkillsUSA membership payments are now received at the SkillsUSA headquarters in Leesburg, Va. Be sure to use the correct address:

SkillsUSA INC.

14001 SkillsUSA Way

LEESBURG, VA 20176-5494

ORGANIZATIONAL STRUCTURE

The conduct of a local club activity is the responsibility of every member. Every member must have a function to perform. A balanced organizational structure is necessary to equalize the workload as well as pinpoint responsibility. When the students know what is expected of them, they can better use their abilities to plan and execute their own activities and at the same time, grow in leadership ability. An effective organizational structure allows for the mixing of people and personalities which is good human relations training.

It is a good idea to make a poster-size or larger organizational chart to post on the bulletin board and duplicate smaller copies of the chart so that each member may have his/her own copy. Members are less likely to shirk their responsibilities when all the members are aware of everyone's assigned duties. Advisors must be careful to enforce the chain of command in all decision-making situations.

The national organizational structure shows the relationships of the local, state and national organizations. It is important that every member understands just how the total organization functions.

National, state and local club structures are found in the SkillsUSA Leadership Handbook.

COUNCIL OF PRESIDENTS

	AM	PM
Individual Shops		Individual Shops

ORDER OF BUSINESS

Every chapter should have an established order of business and follow it at all regular meetings. Members then know what to expect and can participate more effectively. The following order is suggested for regular meetings; however, it can be changed to better fit the needs of a particular chapter situation. When an order of business is prepared, maximum participation will be secured if important items are not overlooked.

I. Opening

A. Call to order (two raps of gavel)

B. Opening

C. Pledge of allegiance (When three raps of gavel are given; members stand up, after the pledge has been said, one rap of the gavel indicates that members should be seated.)

D. Invocation

- E. Roll call
- F. Minutes
- G. Treasurer's report
- H. Recognition of guests
- I. Correspondence
- II. Reports
 - A. Officers
 - B. Standing committees
 - C. Special committees
- III. Business
 - A. Unfinished business
 - B. New business
- IV. Program
 - A. Speakers (be sure to give an approximate length of time which a speaker may use for his speech)
 - B. Educational activities (films or demonstrations)
 - C. Granting of honors and awards
- V. Ceremonies
 - A. Initiation (new members)
 - B. Installation of officers
 - C. Granting honorary memberships
- VI. Closing
- VII. Entertainment

ESSENTIALS OF A GOOD MEETING

1. It should be planned in advance.
2. It should be open and closed on time.
3. It should move along with pep and enthusiasm so that members will not become bored and time will not be wasted.
- 4 The presiding officer should proceed according to the order of business.
5. Good business procedure should be used.
6. Official equipment should be used in the opening and closing ceremonies.
7. It is essential that committee reports be well prepared.
8. Each officer must know his/her duties and responsibilities.
9. Interest of all members must be held throughout the meeting.
10. All members should be given a chance to take part.
11. Business and entertainment should be included whenever possible and appropriate.
12. It commands the interest and attention of all members.
13. It proceeds with a minimum of active participation by the advisor.

MEETING EVALUATION

**COULD
YES IMPROVE NO**

1. Was the meeting well planned in advanced? ____ ____ ____
2. Did the meeting help achieve SkillsUSA ____ ____ ____ objectives?
3. Was there a good balance between program, work, ____ ____ ____ social and business?
4. Did every member have an opportunity to partici- ____ ____ ____ pate individually or through group activities?
5. Did the meeting provide opportunities for members ____ ____ ____ to work and think together?
6. Have many members had opportunities to serve in ____ ____ ____ leadership roles?
7. Was the meeting imaginative and varied? ____ ____ ____
8. Were persons participating in the meeting adequately ____ ____ ____ prepared?
9. Did the meeting challenge each member to greater ____ ____ ____ efforts toward broader objectives?
10. Did the meeting start and stop on time? ____ ____ ____ 11. Was the meeting held on the scheduled date? ____ ____ ____
12. Were provisions made for physical comfort at ____ ____ ____ the meeting?
13. Did the meeting have a cooperative atmosphere? ____ ____ ____ 14. Was good business procedure used when appropriate? ____ ____ ____ 15. Was time used wisely? ____ ____ ____

CHAPTER OFFICERS

It is important for the growth of the chapter to have a well-qualified and dependable group of officers. With capable officers, the business of the chapter will be conducted properly, an effective program of work which includes all members will be maintained, records and minutes will be up-to-date and complete, good publicity will be forthcoming and all members will grow professionally.

Every consideration should be given by the membership in electing officers. It is a mistake to look only for the most popular members. Qualifications for the position to which the member will be elected should be the prime consideration. Choose people who are willing to work hard and perform the duties of the office to the best of their ability. Each person should become familiar with the duties of the office prior to accepting the position.

All chapter members should have a general understanding of the duties and responsibilities of each office as well as knowledge of the qualities of leadership to look for, since only with this understanding and knowledge can a good slate of officers be elected.

A leader is one who can get others to do what is to be done at the right time and in the right way. Most importantly, things are done because the members want to do them. Leaders can communicate ideas and feelings and yet are willing to listen and understand the need for democratic procedure. Officers respect the rights, the abilities and the dignity of every member. They are able to convey enthusiasm and inspire confidence. They have the courage of their convictions but are open-minded. They are vitally interested in everything that concerns the chapter and the community and are willing to put the good of the chapter before their personal desires.

Officers should be familiar with the chapter constitution and bylaws and with the annual program of work. Each officer should own an official handbook and know his/her part in all ceremonies, be familiar with chapter business procedure and cooperate with other officers and members at all times.

Chapters may want to consider electing a slate of officers each semester to allow maximum opportunity for leadership development.

The official publication of the FFA, *New Horizons*, recently contacted the presidents of each state FFA organization and asked each president to list those things he/she felt were important to be an elected officer. The resulting answers offered a wealth of information to all leaders and potential leaders. Here is what they had to say:

1. You'll need to do considerable outside reading.
2. Being a good speaker and parliamentarian are important traits for a good officer.
3. Practically all of the state presidents recommended keeping abreast of current events within the organization. It is important to be familiar with general current events, too.

4. Clothing – every club member is an ambassador for the organization. Proper dress is important.
5. Official publications – officers are expected to know more about their club than rank and file members.
6. Speaking aids – public speaking is your chance to shine for the club. Several “canned” speech outlines should be prepared and committed to memory.
7. The state presidents also recommended a date book, note cards, a sharp pencil and a correspondence file to make your public appearances fresh and impressive.
8. One officer who does a lot of traveling got a state road map and circled each chapter with a colored pencil.

Your new officers are encouraged to try on these tips for size and they are backed by the solid recommendations of experience.

Frequently, the vocational club offers a first opportunity for many students to assume an active leadership role. Thus, unless proper precautions are taken, potentially good officers may be reluctant to voluntarily try to achieve an office. This may be due to an improper background, lack of self-confidence, embarrassment or a host of other reasons. In these cases, individual attention and encouragement may stimulate the student to try. Frequently the student merely needs to be told, “You can do it,” to bolster his/her self-confidence and to let him/her know that you have faith in him/her. Remember, whether or not a student is elected, the individual will profit from the experience of trying. Every member of the club should have the opportunity to try for an office. Therefore, nominations from the floor may be a poor practice. This frequently results in a popularity contest or “railroad” job and prevents some students from having a chance. If this method of candidate selection is used, a reluctant nominee must have the right to decline the nomination.

A more positive approach to selecting candidates involves students voluntarily completing candidate forms. This form provides the assurance that the student wants the office and provides the advisor with a list of candidates prior to the final election. This method also provides the opportunity for students to solicit votes prior to the election. An optional feature of this method could be the appointment and operation of a screening committee. This committee’s function is that of comparing the candidate against the qualifications for the office. The committee is usually composed of past officers, advisory committee members and other outsiders. Active club members should not be appointed to this committee.

Of course, before any method of selection of candidates is used, the advisor must spell out the duties and qualifications of each office to all members so that all may know what to look for in candidates.

HELPFUL HINTS FOR SkillsUSA OFFICERS

As an officer, you represent an organization of vocational students and wherever you go people will be watching you. Local officers should be well informed and be proud of the organization they represent.

Never let your conduct be questionable. Always leave a favorable impression since the impression people form of you is the impression they will have of your organization and its members.

The following suggestions are offered as guides to your conduct:

1. Always wear the appropriate official dress when appearing before groups as an official representative.
 - a. Be sure that both you and your clothing are neat and clean.
 - b. Do not smoke.
 - c. Do not drink alcoholic beverages.
2. Be courteous, modest and cooperative.
 - a. Use “please” and “thank you” frequently.
 - b. Be careful what you say and how you say it.
 - c. Never make commitments that you cannot keep.
 - d. Make no commitments for others unless you know that you have the authority to do so.
 - e. Use your time and money for the best benefit to yourself and your organization.
3. Arrive on time for appointments and/or meetings. It is better to be early and you must never be late.
4. Learn to remember names of people you meet. If you did not understand a name, ask to have it repeated (or spelled) for you and then repeat it aloud yourself. It might be helpful to write down such names for future reference.
5. Be prompt in handling your correspondence.
 - a. Send “thank you” notes promptly.
 - b. Keep a copy of all official correspondence.
6. Learn all that you can about your local and state organization and its vocational goals.

7. Know as much as you can about other vocational student organizations and the occupations they represent.
8. When visiting a local chapter:
 - a. Be informed about the chapter before your visit.
 - b. Ask to be introduced to school administrators and other officials.
 - c. Allow enough time to meet and talk with some of the members.
 - d. Extend greetings from the state advisor or other adult officials.
 - e. Compliment individuals and the chapter at-large on worthy accomplishments; give suggestions for improvement if appropriate.
 - f. Tell what other chapters are doing.
 - g. Encourage local chapter leadership development.
 - h. Encourage the chapter to participate in state activities.
9. When making a speech:
 - a. Follow suggestions as outlined when visiting a local chapter.
 - b. Speak for no longer than eight minutes.
 1. Five minutes is long enough if a speech is well planned and delivered well.
 2. Banquet programs, especially, tend to be too long.
 - c. Do not use any jokes or stories that could offend anyone.
10. To work effectively with your advisor:
 - a. Be familiar with your duties in relationship to your organization's adult leaders.
 - b. Maintain good communications with adult leaders
 - c. Keep your local chapter advisor informed of your activities.
11. For more information:
 - a. Refer to the SkillsUSA Leadership Handbook.
 - b. Observe your current state and national officers.

A GUIDE TO PROGRAM PLANNING

The programs of the vocational student organization, whether local, state or national, give us opportunity for continued learning. The job you have as program planner is primarily one of bringing order and sequence, as well as enjoyment, knowledge and fulfillment to the activities of your group. The attitude that you will be working with people rather than doing things for people will do much to build confidence and insure success, and will enable you to share responsibilities with others. As chairperson or as a member of the program committee, here are some ideas to keep in mind.

I. CONSIDER

A. What are the ingredients of a good program. It should:

1. Be interesting to members.
2. Have a variety of subjects and methods of presentation during the year.
3. Have as many members as possible participating in some way to assure program success.
4. Start and end on time and not be too long.
5. Have a stimulating speaker, interesting film, etc.
6. Make provisions for fellowship.
7. Get members doing things.
8. Have comfortable and attractive physical facilities.
9. Have a variety of places to meet.
10. Develop:
 - a. Knowledge (about aspects of the school system and related subjects)
 - b. Understanding (of forces affecting students, teachers, administrators, personnel, schools club members)
 - c. Skills (in performing technical assignments of one's job and in building a better organization)
 - d. Attitudes (of pride in your work and in your organization)
11. Add something to each person's life (intellectually, spiritually, a sense of belonging).

- B. What can each member of the program committee contribute to help build a good program?
- C. What can each member of the organization (using one's own particular skills and experiences) do to contribute to a program?
- D. What teachers, students or administrators have special interests, abilities or hobbies to be used for a program?
- E. What community resource people are available? (Businesspersons; college or university professors; musical groups; book reviewers; professional people in the community such as writers, artists, musicians, actors or actresses; government employees – mayor, police chief, judges.)

II. TRY TO DETERMINE PROGRAM INTERESTS OF YOUR MEMBERS BY:

- A. Informal conversation.
- B. Direct questioning.
- C. Written questionnaires.

III. BUILD OBJECTIVES AND SUBJECTS INTO A PROGRAM:

- A. Does the group have any special objectives for the coming year? (Getting more members, developing more enthusiasm in membership, planning to host a regional meeting.)
- B. Should there be a theme or "a la carte" subjects?
- C. What variety of methods of presentation can be used throughout the year such as lectures, films, field trips, luncheon or dinner meetings with special program features?
- D. Coordinate "little" things (name tags, favors, etc.) that contribute to the atmosphere of the particular occasion.

IV. GET MEMBERS TO MEETINGS:

- A. Prepare attractive, interesting and clever notices of meetings to create interest.
- B. Reminders, follow-up phone calls or announcements the day before the meeting.
- C. Help in forming car pools, if necessary, for an evening meeting.

V. PLAN FOR SOMETHING TO HAPPEN AS A RESULT OF EACH MEETING:

- A. Does a forthcoming project (rummage sale, occupation handbook, field trip) require additional attention or organization?
- B. Is there any school project (open house, alumni day, career day) requiring your cooperation?
- C. Does the membership drive need an extra amount of effort in the following days?
- D. Should committees be working harder on the regional meetings, program planning, ways and means, etc.?
- E. Did the meeting serve to develop more unity among the members, a stronger sense of loyalty?

VI. EVALUATE EACH PROGRAM – A TOOL FOR BUILDING BETTER FUTURE PROGRAMS:

- A. Observe casually and informally how members reacted to the program.
- B. Program committee might wish to meet briefly after the meeting to discuss the success of the program.
- C. Ask members to fill out program evaluation forms, anonymously, if desired.
- D. Group discussion by all members of organization about their reaction to a program or series of programs.
- E. Analyze why certain programs were better than others (because they were more timely, presented better, novel, more interesting or effective).

VII. MISCELLANEOUS AFTERTHOUGHTS

- A. In planning program, THINK BIG! Don't be hesitant to ask the busiest, more popular and prominent person in the community if he or she is your first choice. Think creatively and imaginatively!
- B. Give the chapter's activities wide publicity through all available media.
- C. Promote professionalism instead of pettiness.
- D. When people do not or cannot participate in planning and deciding about matters of deep importance to them, apathy and indifference result. Involve as many members as possible in activities and programs.
- E. Recognize people who have helped in any way with the program of activities.
- F. Involve craft advisory committee in developing program for the year. Be sure **to** recognize members who have contributed their time throughout the year.

G. Involve local businesses and industries to help promote objectives of the chapter.

USING COMMITTEES FOR A BETTER CHAPTER

Committee – committee – committee! That’s all we seem to hear when it comes to chapter work. Ever stop to think what a committee is, what it does, or why we use them?

A committee is a group of people delegated to consider, investigate, take action on, or report on some matter. Other names for committees have been suggested and used, but for some reason, “committee” seems to fit best.

The real work of any chapter is done in the various committees. The committees are the real workhorses of the chapter, and the chapter cannot be successful without these action groups. A Chapter properly organized not only will do more efficient work, but also will provide each member with an opportunity to secure training in leadership. Chapters properly organized and running smoothly are democratic organizations. Progressive organizations delegate responsibility to all members.

There are two basic types of committees. One of these is the standing committee. This type is usually appointed for the duration of the year and performs duties that have been spelled out in advance. Some of these committees might be (1) program committee, (2) finance committee, (3) special events committee, (4) civic affairs committee and (5) publicity committee. The other basic type of committee, the special committee, is selected for a single or immediate purpose. Once its purpose is accomplished the committee is dissolved and ceases to exist. Examples of this type might be (1) orientation committee, (2) a specific activity committee and (3) membership recruitment committee.

Most of the committee organization should be completed before the end of the first month of school. The committee organization should divide the responsibilities and lighten the load of officers and committee chairpersons. It should provide leadership-training opportunities for all members.

The successful committee relies upon the combined activities for all the members of the committee. Each member must realize what his/her responsibilities are, and be well informed as to the task to be performed.

The recorder of a committee should be selected immediately so that he/she may begin to keep proper records of the proceedings. A committee’s report is to indicate the will of the majority of the committee members. Refer to the sample Committee Report Form in this chapter.

The newly elected officers make up the chapter's executive committee. The executive committee should meet early in the year and select the chairperson for each of the standing committees, subject, of course, to the acceptance by the member selected. Committee chairpersons, whenever possible, should come from the older or more experienced members of the chapter. The chairperson is to the committees what the president is to the chapter. The president, vice president and secretary should seldom serve as chairperson of committees since they have other responsibilities. Each chairperson should be qualified by experience to head the committee for which he/she is selected.

The number of members making up a committee should be at least three. Methods of selecting the members may vary. One good way to complete the membership of committees is to let all the members list on the slip of paper their first, second and third choices of committees. The executive committee and the committee chairperson can then assign the more experienced members to the committees of their first choice if possible, if not, to their second choice. The new members, after careful explanation by the advisor of the various committees and their functions, may be given a choice of the committee on which they would like to serve. All members should serve on at least one standing committee.

Another good way to set up the committees is for the chairperson of the committees, with the guidance of the president and the advisor, to tentatively select the members to serve on the various committees. When this tentative selection has been made, each chairperson should contact his or her potential members and ask if they are willing to serve on the committee.

The vice president should see that each committee selects a recorder as soon as its membership is complete. When the committee membership is complete and the recorder is selected, this information should be given to the chapter secretary and the secretary, in turn, should record it on the appropriate page in the secretary's book. When the chapter committee organization is complete, the secretary should post it on the bulletin board of the classrooms.

Committee work and problem solving in a group have their advantages because each member of the committee is directly exposed to points of view and prejudices other than their own. For the first time, members may be made aware of their own limited viewpoint. The person may be stimulated by the suggestions of others especially when the committee is made up of people with a variety of backgrounds and habits of thought. The members of a committee should not, however, be too unequal in their knowledge and experience in relation to the work of the committee.

Following committee action, the committee members should evaluate the group to determine the adequacy of the committee for the task. A suggested committee evaluation is on the third following page.

IDEAL COMMITTEE MEMBERS ARE:

INITIATORS – They suggest or proposed new ideas or a changed way of regarding the group problem or goal, purpose, alternate solutions. They are idea persons.

OPINION SEEKERS – They ask for value judgment, feeling, sentiment, thought, attitude, interpretations, “How does it seem to you, how do you feel, etc.”

OPINION GIVERS – They make value judgments, express thoughts, attitudes, make interpretation, diagnoses, “It seems to me, I think, I feel, etc.”

INFORMATION SEEKERS – They ask for clarification, facts, evidence examples and experience pertinent to the problem at hand.

INFORMATION GIVERS – They give facts or generalizations, which are “authoritative.” They cite evidence, experiences pertinent to the problem at hand.

ELABORATORS – They spell out suggestions, offer a rationale for suggestions made and try to decide how an idea or suggestion would work, if adopted.

EVALUATOR CRITICS – They question the “practicality,” “the logic,” the “facts” or the “procedure” of a suggestion or of some unit of group discussion.

SUMMARIZERS – They define where the group is now in its thinking or acting process. Main threads of development are pulled together to clarity.

RECORDERS – They write down suggestions, make a record of decisions or the product of discussion. “The group memory.”

INTEGRATORS – They show or clarify the relationships among various ideas and suggestions, try to coordinate activities of various members or subgroups.

ORIENTERS – They define the position of the group with respect to be goals or raise questions about the direction, which the group thinking is taking.

PROCEDURAL TECHNICIANS – They expedite group movements by doing things for the group; e.g., distributing materials, rearranging the seat

COMMITTEE REPORT FORM

Name of Committee: _____

Chairperson: _____ Date: _____

Committee Members: _____

Present: _____

Absent: _____

Purpose of Meeting: _____

Recommended Action to be taken: _____

Comments: _____

Chairperson Secretary

COMMITTEE EVALUATION

Did committee meet when all members could attend?

Was the committee work area adequate?

Were ample work supplies available?

Was the purpose of the meeting to accomplish work?

Are all ideas recorded, regardless of importance?

Are decisions based on all offered opinions?

Do the decisions reflect chapter goals?

Are the decisions made without regard to the feasibility of the idea?

Can the chapter actually carry out this decision?

Does the advisor have an opportunity to judge decisions?

Are all members active in the decision-making process?

Will the decisions be correctly reported to the general membership?

SELECTION OF TEAMS FOR OPENING AND CLOSING CEREMONIES AND CHAPTER BUSINESS PROCEDURE

Each shop or lab area should have teams for Opening and Closing Ceremonies and Chapter Business Procedure. These teams can be selected in many ways. One way would be for the officers to make up the team. Another way would be to ask for volunteers and then select the best students on the basis of speaking ability and subject knowledge. These teams would then compete against other shops or labs in the school.

To establish a school team, a run-off could be held between the top teams in the school. The team that wins could represent the school or the judges could select an All-Star Team. The All-Star Team would be composed of the strongest students from each team.

The school is permitted to enter one team for each contest at the district level. The top team in each of the eleven districts will then compete at the state level. The first place team in the state will then represent Pennsylvania at the National Conference.

LEADERSHIP ACTIVITIES

September is the most important month for developing leadership qualities. One activity that should be used from the beginning is Parliamentary Procedure. This will enable all meetings to be carried out in a professional manner.

Two other leadership activities are the development of a chapter scrapbook and a safety scrapbook. Both of these activities are learning situations and can be used as chapter projects. The chapter scrapbook should include all newspaper articles and all materials pertaining to chapter activities. The safety book should include all items of safety that the chapter observed or developed during the year. These items can be used as documentation for safety compliance in the event of an accident. Both of these books can be used as public relations material.

All three of the activities can be used as background materials for other chapter activities. A contest is held at the local, state and national levels for the three leadership activities mentioned above.

The Outstanding Chapter contest is designed to encourage the development of local chapter activities that will benefit the student members, the school and the community. See Skills USA Championships Technical Standards for further information on these activities.

PUBLIC SPEAKING

VOICE PROJECTION

PRONUNCIATION

WORD EMPHASIS

GESTURES

POSTURE

PERSONAL APPEARANCE

SPEECH OUTLINE

WHEN SPEAKING . . .

TELL THEM WHAT YOU'RE GOING TO TELL THEM TELL THEM

TELL THEM WHAT YOU TOLD THEM

I. INTRODUCTION

- A. Topic of discussion
- B. Attention device
- C. Set pace

II. BODY

- A. Present ideas
- B. Support your ideas
- C. Present information

III. CONCLUSIONS

- A. Cement ideas
- B. Actions to be taken

IV. SUMMARY

V. QUESTIONS & ANSWERS

PARLIAMENTARY PROCEDURE

“Is it relevant?”

Young people frequently ask this question today. What they mean is: “How does it relate to me?” “How can I relate this to what I perceive as my life situation?” “Is it really worth my time?”

You may run into this attitude among your students when you attempt to introduce them to parliamentary procedure. You may find they reject the idea of a formal approach to conducting chapter meetings. If this happens, it will be necessary to show the relevance of parliamentary procedure. Even if your students do not have a negative attitude, it would be wise to clarify its value.

You should help your students to see that parliamentary procedure is based upon several democratic principles. A facility with parliamentary procedure will thus be necessary in helping students to understand their system of government, watch how it operates and learn to have input.

The first democratic principle upon which parliamentary procedure is based is that debate in a society must be fair to all concerned. The right to debate must also be free to those so entitled.

Another parliamentary principle guarantees to the majority the right to decide. At the same time, the minority is guaranteed the right to express its opinion and the protection afforded by parliamentary law. The majority, according to democratic principles, is given the opportunity to rule, but it must rule fairly and justly. When this is done, the minority group will respect the manner in which decisions are made even though its members may disagree with the decision. Even if the minority disagrees with the decision, parliamentary law dictates that members must abide by the decision once the vote has been taken.

Democratic principles give purpose to parliamentary procedure. That primary purpose is to assist groups in achieving their objectives. Parliamentary law may be thought of as a code of ethics to be followed by individuals in a group as they conduct business. Following such a code permits a group to conduct its business in the most effective and efficient manner.

Parliamentary procedure, then, is for the purpose of providing a democratic way of arriving at group decisions.

A STARTING POINT

A starting point for teaching parliamentary procedure would be to make clear the way in which parliamentary procedure supports the democratic process. You will want to provide some example of how parliamentary procedure relates to SkillsUSA and to the student's own experience.

It would be worthwhile to point out that parliamentary procedure:

- Assists one in living up to the SkillsUSA motto of "Preparing for Leadership in the World of Work." Regardless of the vocation an individual has chosen, he/she owes it to himself/herself and to his/her chosen field of work to demonstrate his/her full potential of leadership qualities. In doing so, he/she renders a service to his/her fellow person and to his/her country. At the same time, he/she can achieve self-satisfaction.
- Helps one develop the ability of influencing others to accept his/her ideas. When one works within the democratic process where the majority rule is practiced, it becomes important for a person to develop and present his/her own ideas. If he/she can influence others to accept these ideas, he/she becomes a more effective leader.

- Makes it possible for one to be an active leader and/or follower in school and other organizations. Leadership abilities developed in SkillsUSA can also be used in other organizations either now or in future life. These abilities enable one to lead others capably or to follow those in leadership roles. An organization cannot function well unless it has capable followers as well as leaders.
- Fulfills one of the purposes of SkillsUSA that is “to develop patriotism through knowledge of our nation’s heritage and the practice of democracy.”

HOW TO TEACH PARLIAMENTARY PROCEDURE

Teacher and students should enjoy teaching and learning parliamentary procedure. Students will enjoy it if they are motivated and the degree of motivation will be greatly influenced by the teacher. The teacher will be better able to motivate if he/she has a plan for teaching.

(Parliamentary Procedures were reprinted with permission from Directions – A Guide for SkillsUSA Club Advisers, pp. 31-32. Copyright 1973 by Skills USA-Vocational Industrial Clubs of America, Inc.)

Many good plans are available. Some of these include:

O. Garfield Jones, Parliamentary Procedure at a Glance. Available from National SkillsUSA, P.O. Box 3000, Leesburg, Virginia 22075.

Robert’s Rule of Order, Newly Revised. Available from National SkillsUSA

(Video) The Rules of the Game. Available from National SkillsUSA.

Advisor Reference and training Module - #10. “Plan and Conduct SkillsUSA Meetings. Available from National SkillsUSA.

STUDENT SELF-CONCEPT

“No one can make your feel inferior without your consent.”

Eleanor Roosevelt

One’s self-concept, a psychological gather of life’s experiences, determines our success and failures and for the most part determines our future. How one feels about one’s self is significant in one’s ability to achieve (in any effort) and become a successful social animal in our society. Our self-concept (for the most part) determines whether we are shy or aggressive, comfortable in social situations, student leaders or student followers, high achievers or low achievers, and our success in many of the social situations we encounter in everyday living.

The study of one’s self-concept and an understanding of how we feel about ourselves is a helpful exercise. If we understand the process whereby we make decision about ourselves, then we can more readily accept those techniques used by leaders to improve their self-image and the reaction to that image by others.

References:

Self-Concept and School Achievement. W. R. Purkey, Prentice-Hall, Englewood Cliffs, New Jersey.

Building Self-Esteem. L. S. Barksdale, Available in Ohio SkillsUSA

Office. Techniques for Teachers – See Self-Concept and School

Achievement.

You can take steps to create a more favorable “image” by increasing activities that tend to raise your rating and decreasing those that lower it. While circumstances will vary, the following nine suggestions are some of the most widely accepted criteria among public relations experts for creating a favorable personality “image.” They are basic and you are already familiar with them, but they are still true.

1. Be friendly and look for good in all persons you meet or know. Smile and mean it. The irate patron, sullen neighbor or silent employer may all be waiting for you to make the first move. Take the initiative and make friends. Many people are considered unfriendly when in truth they are simply very shy.
2. Be neat in personal dress, as well as with the appearance of your work area. Whatever public you are dealing with, you will create a better “image” if you take a few minutes each day to check your appearance and that of your surroundings.
3. Watch your mannerisms, since other people judge you more than you may suspect by little habits such as scratching, yawning and fidgeting. These and similar mannerisms can alienate your friends, as well as the public. Be sure to watch this when on television, since then you are appearing before huge audiences.
4. Keep your word whenever you make a promise. Deliver, even if it is a promise to a child.
5. Listen when another person speaks. We all want the same attention, so look the person in the eye when he or she talks to you so there is no doubt about your undivided attention.
6. Give thanks whenever indicated. This is nothing new, but very important. Just recall your own feelings when someone expresses their appreciation to you.
7. Learn to be a good host(ess). Put people at ease when they are your guests and be considerate of their comfort.
8. Be punctual for business as well as social obligations, since this is a mark of respect to others, as well as an indicator of your reliability in other directions.
9. Use good English, since brutal assaults upon your language can mean a loss of prestige, popularity and business success. A little more reading, a bit more attention

to radio and TV announcers will help you avoid the more flagrant errors of grammar and pronunciation.

How the Unsuccessful Student Sees Self

"A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convicted of it."

Alexandre Dumas

Problems in Evaluating Self

"First of all," he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view."

"Sir?"

". . . until you climb into his skin and walk around in it."

Harper Lee, "To Kill a Mockingbird"

Human Evaluation

"If you have never praised me, you have no right to criticize me."

Charles B. Dygert

"Let me not condemn my neighbor until I have walked a mile in his moccasins."

Indian Proverb

The Art of Changing Yourself

Man alone, of all the creatures of earth, can change his own pattern. Man alone is architect of his destiny.

William James declared that the greatest revolution in his generation was the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

History and literature are full of examples of the miracle of inner change. Do you know the Persian story of the hunchback prince who became straight and tall by standing each day before a statue of him made straight?

Change requires the substituting of new habits for old. You mold your character and future by your thoughts and acts.

Change can be advanced by associating with men with whom you can walk among the stars.

Change can be inspired by selecting your own spiritual ancestors from among the great of all ages. You can practice the kindness of Lincoln, the devotion of Schweitzer, the vision of Franklin.

Change can be achieved by changing your environment. Let go of lower things and reach for higher. Surround yourself with the best in books, music and art.

“Change can be accomplished most of all through the power of prayer, because with God all things are possible.”

Wilfred A. Peterson

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FUND RAISING

The importance of a chapter's financing is indisputable. Financial activities involve funds to offset the financial obligations of the chapter. These obligations often include expenses for such items as travel, funds for delegates and committee members, field trips, professional and social meetings and communications. Individual chapters determine the number and types of financial activities in which they wish to participate. Many chapters assess membership dues but the major portion of local money should come from financial activities and projects. Members are usually more enthusiastic about paying dues when they know their chapter earns the money it spends. Ideas range from special sales to fashion shows, but the type of project is of little consequence when compared to the pride members develop in a chapter that pays its own way as much as it can.

Careful planning, well in advance, is the secret to the success of any sales project. School policy should be investigated regarding this type of activity and the administration's approval should be obtained before undertaking any project of this nature.

The next step is establishing a sales goal. Finance, publicity, and selection are all-important. Any merchandise or product sold should be of top quality, because it, along with the manner in which the activity is conducted, is a reflection of the chapter and entire organization. A chapter fund-raising activity benefits everyone participating in at least four ways, as it:

- Provides a practical method for selling experiences
- Provides for planning and conducting a sales promotion event
- Provides funds to carry out a beneficial chapter program
- Provides an avenue to tell about the organization

Fund Raising Tips

1. Provide adequate sales training

- A. Self-introductions
- B. Selling techniques
- C. Product knowledge

2. Limit sales campaigns to sort, concentrated periods of time. Students may lose interest if sales are permitted to drag on.

3. Select fast-selling, proven items, items that may be used up by the consumer in a short time.
4. Implement the sales campaigns just prior to an immediate goal; i.e., trips, projects, etc.
5. Organize the campaign. Divide members into teams and map out sales areas. Provide good-natured competition.
6. Collect money on a daily basis.
7. Have an end-of the campaign success party.
8. Publicize the campaign.
9. See that all students benefit from the profits.
10. Provide thermometer graphs and keep them up-to-date.
11. Provide for student leadership.
12. Raise the bulk of your needed funds early in the year.