



Career Program Areas Planning for Progress Handbook (P4P)

The Planning for Progress award area has been developed for students and advisors to use as a teaching and learning tool. Please use this P4P handbook to guide your learning objectives.

Section I Introduction to Planning for Progress (P4P)

Section II Career Planning Preparation Activities

Section III Career Planning – CPA

Section IV Career Progress Preparation Activities

Section V Career Progress – CPA

Section VI Occupations and Careers Related to Award Area Titles

Section I: INTRODUCTION TO PLANNING FOR PROGRESS

The Planning for Progress Career Programs consists of two distinct and separate activities:

1. Career Planning – designed for first-year students to explore and plan a career
2. Career Progress – designed to follow Planning, but participants are not required to have participated in Planning, either formally or informally to utilize Progress for the intended purposes. For second and third-year students.

This systems approach is designed to assist students in developing a winning strategy to enhance communication between students and advisors; students and industry leaders; students and other students; and students with other individuals interested in this entire learning experience.

This P4P handbook focuses on personal, career and community activities necessary to facilitate the development of a well-rounded citizen ready and capable of entering the workforce.

The overall objectives of the Planning for Progress activities are to:

- Develop leadership skills
- Enhance existing curriculum at PAS member institutions
- Assist PAS members in establishing meaningful and measurable goals
- Foster communication between students and industry stakeholders
- Increase participation of P4P at the local, state and national level
- Develop competence in important skills necessary for employment
- Become competent in the management decision making process
- Gain a competitive advantage in the employment marketplace
- Facilitate the importance of the life-long learning
- Follow specific guidelines and rules for competition
- Promote the competitive spirit, and
- Uniting Education & Industry in Support of Agriculture

Career Planning and Career Progress have the exact same event titles and are established from the AFNR Career Clusters.

The Planning for Progress award disciplines include:

- Agricultural Education Systems
- Agribusiness Management and Marketing Systems



Career Program Areas Planning for Progress Handbook (P4P)

- Agricultural Processing and Biotechnology
- Horticulture, Environment and Natural Resource Systems
- Plant Systems
- Power, Structural and Technical Systems
- Retail Agribusiness Systems
- Ruminant Animal Systems
- Non-Ruminant Animal Systems

Section II: CAREER PLANNING PREPARATION ACTIVITIES

Objectives:

The Career Planning area addresses the following objectives:

1. Identify personal and technical competencies for employment
2. Develop a process to establish short and long term career goals
3. Develop an educational training plan to achieve career goals
4. Assist students in evaluating progress toward goal attainment
5. Develop industry networking and interviewing skills
6. Develop technical writing skills
7. Uniting Education & Industry in Support of Agriculture

Career Planning General Information

Hopefully, Planning is a tool for students to enhance career exploration. Using the Career Planning Application students can study agricultural occupations to gain an understanding of the tasks performed by workers and to discover what knowledge is needed to perform these tasks. Increased knowledge, technical skills and leadership/human relation skills required for advancement are emphasized.

Based on four or more interviews, students develop individual career and personal goals as well as develop a competency list for attaining these goals. Use this Planning for Progress Handbook (P4P) for guidance and a step by step "how to" for this award area.

Students who are in the first year of their present curriculum are eligible to compete in the national conference. This allows students who have changed program or major to participate in the first year of their new program.

Beginning the Career Planning Process

The Planning process begins by engaging in a series of sequential instructional activities. The activities can easily be incorporated as a unit of study within existing curriculum, into a Capstone course or by implementing the process as a class project. Since Career Planning is a first-year student activity it is recommended the following activities be completed during the first quarter/semester of enrollment in an AFNR field of study.

Activity 1: Planning a Career

- Establish rationale for career planning



Career Program Areas Planning for Progress Handbook (P4P)

- Discuss objectives of career planning
- Select or explore an occupational field based on individual interest or desire

Activity 2: Career Choices in Agriculture

- Discuss considerations influencing career choices
- Establish tentative career path
- Research specific path chosen
 - Utilizing industry contacts, identify competency or skill sets necessary
 - Educational training required to attain competence
 - Advancement potential from entry level
 - Geographic location

Activity 3: Goals Discussion

- Discuss short and long term career goals as a measurement tool
- Develop short and long term career goals based on discussion and conclusions from Activities 1 and 2.
 - Personal: Personal Goal Setting
 - Career: Getting Personal; Writing a Personal Statement

Activity 4: Conducting the Industry Survey

- Hand out blank copies of Career Planning application obtained from the National PAS handbook or direct students to the application at: www.nationalpas.org
- Review interview techniques
- Discuss how to ask interview questions and interview etiquette
- Discuss effective listening skills
- Identify and select occupation(s) of interest within the 9 Planning areas. Refer to the Occupations and Career List provided at the end of this handbook. Consult your PAS advisor or the CPA Coordinator if the career path of interest in does not appear on the list.
- Identify industry representatives to interview (minimum of 4) and complete interviews
- Encourage all students to use the Career Planning form to complete the occupational survey of industry professionals – class assignment or term project may be a beneficial method of personal evaluation
- Based on interviews, identify competencies needed for occupation success

Activity 5: Results Discussion

- General class or individual discussion on the skills and competencies required for success in specific occupations or industry sectors
- Identify competencies common to a variety of occupations through group interaction.

Activity 6: Goal Identification, Measurement and Timeframe

- Following industry interviews, establish individual competencies



Career Program Areas Planning for Progress Handbook (P4P)

- Re-evaluate short term goals, adjust if necessary
- Re-evaluate long term goals, adjust if necessary

Activity 7: Complete the Project

- Advisor/Advisee conference
- Complete the Career Planning application
- Identify course and types of occupational experience settings to achieve goals and develop knowledge base form competency list.
- Finalize the initial career plan

Activity 8: Information Dissemination

- Utilize completed form as a course project or class assignment
- Use a formal procedure (public speaking) to explain career plan
- Gather feedback from mentors, advisors and peers

Activity 9: Participate in Local and/or State Career Planning Award Area

- Encourage students to participate at the local or state competitive event level using the Career Planning application
- Utilize advisor or judge feedback to make changes to the Career Plan, the application and to prepare for using the application for PAS National Conference activities or to include in a learning or career portfolio

Activity 10: Participate at the National PAS Conference

- Encourage students to participate at the National Conference
- Contact National Award Area Event coordinator about any questions relating to participation, rules, etc.
- Utilize advisor and/or judge feedback to update and make changes to the Plan, Goals, Competencies, the entire application for that matter. Prepare for using parts of the application for inclusion in a career portfolio. Certain pages will serve as the basis for the Career Progress application for future use.

Activity 11: Explain the relevance of Career Planning to Career Progress.

- Utilize this entire P4P handbook to analyze how Career Planning precedes Career Progress as a teaching and learning tool
- Demonstrate how to take the Plan to measure Progress following initial Progress summary

Special note for Planning Application Page 11

As the Planning application Page 11 states, this is where the individual competencies are written.

The far left longest column is for the competencies students need to develop as a result of the industry interviews on application pages 4,6,8 and 10. No more than 20 can be used and they must fit on one line.

Then, use the number system to place skill and knowledge levels in the Beginning Level and Current Level

Updated August 2018



Career Program Areas Planning for Progress Handbook (P4P)

columns. The Beginning Level should be the first semester of postsecondary training and the Current Level is now, whether that is state conference or National conference.

Then, in the right three columns, place an X in the box or boxes if the knowledge level has increased from Beginning to Current Level. If competency numeric score Beginning Level starts at 4 and the Current Level becomes a 3, the student has an increase in competence. One competency line could have all three boxes with an X. If the knowledge level Beginning is 4 and remains 4 for Current, no boxes would have an X since the level of competence did not improve.

Should questions come up about how to complete the application, please consult with the Career Planning Coordinator.

Section III: CAREER PLANNING – the CPA and conference participation

Goals and Objectives

The Career Planning area in a competitive format is designed to:

- Engage in a process of studying and exploring possible agricultural career options
- Involve a cooperative effort between local schools and local agricultural businesses and industry.
- Provide incentives to develop and improve curricular and instructional techniques.
- Evaluate participant and program efficiency.
- Recognize individual accomplishments.
- Encourage cooperation between education and industry.
- Strengthen the PAS organization by encouraging active participation.

In the Career Planning area participants will be:

- Studying agricultural career options
- Engaging in conversations about specific careers with educational institutions and agricultural businesses and industries.
- Making informed decisions about their possible career path.
- Developing competence and confidences in progressing toward a desired career choice.
- Measuring and evaluating progress in attaining career goals.

Section IV CAREER PROGRESS PREPARATION ACTIVITIES

Objectives

1. Develop a more in depth knowledge base of a specific career area.
2. Identify and develop personal and technical competence for employment.
3. Develop and execute an educational plan to achieve career goals.
4. Assist the student in evaluating progress towards their career goals.
5. Develop competence in the management decision making process.
6. Develop and enhance technical writing skills utilizing a Case Study.
7. Uniting Education & Industry in Support of Agriculture.

Instruction

Updated August 2018



Career Program Areas Planning for Progress Handbook (P4P)

After the student has completed the process of retaining or revising his/her short and long term career goals, an individual plan of action can then be developed to achieve the goals as identified during the Career Planning procedure. This plan of action should include educational, occupational and technical, and personal development activities which will enable the student to attain the written career goals and achieve a high level of knowledge from the competency list.

As with Career Planning, a student need not compete at the local, state or national level in order to achieve the objectives of these learning activities. However, we encourage all students to use this document as intended, as a method to measure whether Career Progress has been made based on the Career Planning program of activities. Career Progress is a second and third-year student activity.

Use the application form from National PAS to complete the written work. The Career Progress portion of P4P may begin when a student completes the Career Planning exercises documented in this handbook. Such a plan will normally include formal study, supervised on the job training and perhaps unsupervised work experience. You do not have to develop or complete the Career Planning process to utilize the Progress process, nor are you required to have a Planning form on file to compete in Progress.

Again, a second or third-year student would not need to have participated in any Career Planning exercises to use Career Progress as a learning tool. Participation in Career Planning is helpful, but this handbook is designed to use Career Progress as a standalone model to measure and evaluate growth or assist the individual in making knowledgeable choices regarding goal measurement, goal attainment, management decision making, competence and ultimately, career choice.

Activity 1: Evaluation Strategy

- Establish rationale and methods to evaluate personal and professional progress
- Identify evaluation criteria using:
 - a) Short and Long Term Goals, review Section III, Activity 3
 - b) Competencies
 - c) Human Relations
 - d) Leadership
 - e) Financial Management
 - f) Occupational Experience
- Discuss methods of evaluation:
 - a) Self-evaluation
 - b) Advisor/Instructor evaluation
 - c) Employer evaluation
 - d) Award Area Judge's evaluation from Career Planning if participation occurred.

Activity 2: Validate Plan to Achieve Progress

- Develop a personal resume
- Prepare a resume and references



Career Program Areas Planning for Progress Handbook (P4P)

Critical time for student's to decide whether they are on task relating to program of study, goal attainment strategy, competency development and occupational work setting objectives.

- Review and evaluate whether the educational program of study and work experience settings will allow student to acquire necessary competencies and meet existing career goals.
- Continue program of study and work experience if career plan is leading to career progress.
- If career progress is not apparent, suggest program change that will facilitate the need to change goals and develop alternative course of action for employment experience. (Revise goals and competencies as needed)
- Identify or continue process of seeking employment opportunities that will allow student to measure goal strategy and provide practical experience

Activity 3: Occupational Experience

- Obtain work experience or continue at an established work site
- Develop a training plan based on goals and competencies
- Evaluate present competency levels

Activity 4: Training and Occupational Experience Planning

- Discuss training plan with employer and advisors
- Revise training plan to meet student and/or employer needs
- Revise competency list as needed
- Revise goals as needed

Activity 5: Occupational Experience Evaluation

- Post work experience evaluation of student.
- Cooperatively evaluate competency achievement
- Revise and/or update competency list
- Acquire narrative evaluation from employer to make changes as needed

Activity 6: Financial Management

- Explore financial management as it applies to the work experience
- Incorporate financial management courses or units in to program of study
- Develop an appreciation of financial management as a cornerstone to the health and growth of a business and its relationship to management decision making

Activity 7: Management Decision Making

- Integrate supplemental situations or case studies into AFNR courses
- Evaluate responses to problems or case studies using real world examples
- Follow a business oriented, logical format for solving a problem, responding to a situation or responding to a case study



Career Program Areas Planning for Progress Handbook (P4P)

Activity 8: Preparation for Participation

- Introduce Career Progress form
- Discuss benefits of participation in the program
- Discuss application requirements
- Encourage completion of Career Progress application
- Use completed form as a class assignment or project

Activity 9: Participate in local and/or State PAS Career Progress event

- Revise information on application using judges and advisor feedback

Activity 10: Participate in National Career Progress event

- Revise information on application using judges and advisor feedback.
- Encourage student to contact National Award Area Event Coordinator about any questions relating to participation, rules, etc.
- Utilize advisor or judge feedback to make changes to individual Career Plan, goals, application and to prepare for using the parts of the application for inclusion in a learning or career portfolio and to serve as the basis for measuring Career Progress.
- Make changes as need to enter the agriculture, food and natural resource industry workforce.

Special note for Progress Application Page 5

As the Progress application Page 5 states, this is where the individual competencies are written.

The far left longest column is for the competencies students need to develop as a result of the Planning process or knowledge of the industry area. No more than 20 can be used and they must fit on one line. Then, use the number system to place skill and knowledge levels in the Beginning Level and Current Level columns. The Beginning Level should be the first semester of postsecondary training and the Current Level is now, whether that is state conference or National conference.

Then, in the right three columns, place an X in the box or boxes if the knowledge level has increased from Beginning to Current Level. If competency numeric score Beginning Level starts at 4 and the Current Level becomes a 3, the student has an increase in competence. One competency line could have all three boxes with an X. If the knowledge level Beginning is 4 and remains 4 for Current, no boxes would have an X since the level of competence did not improve.

Should questions come up about how to complete the application, please consult with the Career Progress Coordinator.

Section V: Career Progress – the CPA and conference participation

Objectives: The Career Progress area is designed to:

- Encourage the development and refinement of progress toward career selection
- Provide incentives to develop and improve curricular and instructional techniques.
- Evaluate participant and program efficiency.
- Recognize individual accomplishments.



Career Program Areas Planning for Progress Handbook (P4P)

- Encourage cooperation between education and industry.
- Strengthen the PAS organization by encouraging active participation.

Goals: The Career Progress area is designed as a standalone process for:

- Managing and organizing information
- Making informed decisions about possible career paths
- Developing competence and confidence in progressing toward a desired career choice
- Measuring and evaluating progress in attaining career goals

National Conference Participation

Registration

Pre-registrations and certifications are due to the National PAS Executive Director on or before the designated date each year. The designated date will be posted on the website or communicated by email. Each state may enter 4 per award area in the Career Progress event.

Individual registration will occur at the national conference during the Career Progress Case Study exercise. Applications must be submitted during that time. The specific time for the Case Study will be listed in the conference program. All participants must bring pencils or pens to write with during the Case Study portion of this event and are allowed up to 90 minutes to complete their responses to the Case Study.

Any participant achieving 1st place as an individual in a Career Progress area at Nationals will not be eligible to participate in this program area again.

National Awards and Recognition will be given to 1st, 2nd and 3rd place.

Section VI: OCCUPATIONS AND CAREERS RELATED TO AWARD AREA TITLES

The following is a brief list of career titles and/or positions for developing the Planning for Progress educational process. Consult your advisor or the CPA coordinator, if necessary, to provide feedback if your particular career path is not present on the list.

Agricultural Education Systems – Instructor, Teacher, Facilitator of Agricultural Education, Secondary and Postsecondary; Human Relations in Agriculture; Extension; Communications and Public Relations related to the dissemination of agricultural information.

Agribusiness Management and Marketing Systems – Farming; diversified production agriculture; Farm and Ranch Business Management; Ag Lending and Financial Institutions; FSA; Commodity Broker; Ag Economics; Accounting; Ag Law.

Agricultural Processing and Biotechnology – Agricultural Food and Fiber Processing; Agricultural Biotechnology; Bioinformatics in Agriculture; Food and Nutrition Sciences; USDA Inspector; FDA; Storage and Transportation; Logistics; Process Quality Control; Agricultural Microbiologist; Laboratory careers in Agriculture biotechnology and Processing.



Career Program Areas Planning for Progress Handbook (P4P)

Horticulture, Environmental and Natural Resource Systems – EPA; DNR; Pollution management and Mitigation; Waste Treatment; Hazardous Materials Management; Assurance and Compliance; Greenhouse Management; Turf; Arboriculture; Athletic Field; Floral industry; Nursery Production; Wildlife Conservation and Management; Game Warden; Landscape and Design; Park Ranger; Resource Management; Environment Quality Assessment; Forestry.

Plant Systems – Crop Production; Feed Grain; Cereal Grain; Oil Crop; Viticulture; Fruit and Vegetables; Seed Production; Plant Breeding; Specialized Crop or Plant Production.

Power, Structural and Technical Systems – Ag Equipment Sales and Service; Equipment Mechanics; Alternative Energy Technician; Parts; Engineering; Machinist; Precision Ag Technician; GIS Specialist; GPS; Electronics; Structures; Computer Programming and IT; Software and Hardware Development; Agricultural Welding; Virtual and Augmented Reality; Artificial Intelligence; Logistics.

Retail Agribusiness Systems – Retail Agribusiness Sales, Service, Management; Agronomy; Feed and Supply; Retail Consulting; Crop Protection; Grain Elevator; Human Resources; Careers applicable to the Retail Service and Supply sector of Agriculture.

Ruminant Animal Systems – Livestock/Animal Production; Veterinarian; Vet Technician and related; Animal Health; Animal Nutrition; Order Buyer: Beef; Dairy; Sheep; Goats; Specialized Ruminant Animal Production; Field Representative; animal Genetics and Breeding and other career paths related to Ruminant Animal Systems.

Non-Ruminant Animal Systems – Livestock/Animal Production; Veterinarian; Vet Technician and related; Animal Health; Animal Nutrition; Order Buyer; Swine; Equine; Fish; Poultry; Specialized Non-Ruminant Animal production; Field Representative; Animal Genetics and Breeding; and other career paths related to Non-Ruminant Animal Systems.