Professional Development 101

Facilitator Guide

Explore. Experience. Imagine.

Discover the world of work. Build your personal toolkit. Design your future self.

Professional Development 101

Overview

ESTIMATED TOTAL TIME
May vary significantly based on facilitators, dynamics, and group size. Does not take into account longer breaks for lunches, etc.

12 hours of core curriculum
+ 2 hours of flex activities.

Explore

Explore the meaning of value, the power of networks, and connections in the marketplace.

1. Understand that work is about creating value.
2. Map your relational and economic networks to understand social capital and local markets.
3. Analyze a favorite product to see the many layers of work to which it connects.
4. Identify the types of work you are interested in.
5. Gain specific skills in networking and job searching.

Experience

Gain experience in key job skills as you prepare to enter the world of work.

1. Conduct a personal analysis to understand professional attributes: attitude, punctuality, appearance, communication, teamwork, and dealing with conflict.
2. Identify possible points for personal improvement and growth.
3. Design your personal resume by considering the reader, drafting content, and assembling.
4. Prepare for both sides of the interview process and practice interviewing skills.

Imagine

Use design methods to consider your future work and set goals.

1. Create personal storyboards to draw out interests and consider future career plans.
2. Diagram necessary experiences to begin an action plan to meet future goals.
3. Consider strengths, but also fears and pitfalls that might prevent goals from being realized.

Section I: Explore

Discover the world of work.

3 hours 35 minutes
(+ 30 minutes of flex activities)

MATERIALS LIST

- ☐ Markers and pens
- ☐ Prepared speaking notes for Opening Remarks on “Exploring the Creation of Value”
- ☐ Copies of *Network Mapping Template* (one per participant)
- ☐ Copies of *Value Creation Template* (one per participant)
- ☐ Copies of *Ladder of Production and Marketing Template* (one per participant)
- ☐ Prepared speaking notes for “Tips for Building Your Network” and “Tips for Finding Work”
- ☐ *Optional: Sticky notes*
- ☐ *Optional: Masking tape*

Introduction

Opening Remarks - Exploring the Creation of Value — 15 Minutes

The host will call the session to order and introduce the agenda for the day. The facilitator should prepare a short talk about the idea of “work” and perspectives on work.

The point of this short talk is to start a discussion centered around this prompt:

“All work is about creating value.”

Here are some further concepts to share in this opening talk:

1. Employment (a job) is just a place in which you can create value, but you should always work to create value everywhere you are.
2. There are two ways to pursue work:
    - Focus on employment: “I have to wait to get a job before I can create value.”
    - Focus on creating value: “I will work to create value and someone will hire me to create that value with their company.”
3. *Focus on creating value.* **Find ways to be valuable.**
4. As you explore different ways that you can work in the world, through your networks and through the ways things are produced and marketed, think about how value is created, and how you can create value in these areas. This means to embrace the idea that you are a designer, working to build the world.

Opening Discussion - Exploring the Creation of Value

15 Minutes

Ideally, depending on the number of facilitators, the large group can split off into small groups and have discussions with facilitators.

The discussions can be led by having the participants ask themselves the following questions:
- How can I make something that people need or want?
- What problem can I solve?
- What creative new idea can I bring to life?
- What is broken that needs to be fixed?
- How can I make someone's life better?
- How can I make something work better and be more efficient?

Opening Activity - Exploring the Creation of Value

30 Minutes

(in small groups)

Facilitators should have the participants complete each of the steps on the *Value Creation Template.* These templates ask them to pose problems, identify changes, and draw solutions for problems in three settings: their home, their school, and their neighborhood.
1. Draw or describe a problem you see
2. Note what you would change
3. Draw the solution

Close with this quote:
"Everyone designs who devises courses of action aimed at changing existing situations into preferred ones. - Herb Simon, Nobel Laureate in Economics

Mapping Relational Networks

This first section of the Explore Session will be devoted to thinking about the participant's relational network and how the people they know connect them to the larger economy. Facilitators will help the participants create a map that diagrams people who connect to the participant in different ways.

1. Draw Yourself

10 Minutes

(working independently)

Facilitators will instruct participants to begin engaging with the *Network Mapping Template*. They should instruct participants to do the following:

1. Draw a person in the top box on the *Network Mapping Template.*
2. Add some details that make the figure look like you.
3. Write your name below.
4. Reflect on a job you would like to have and fill in the thought bubble completing the phrases "I'm interested in ____________." and "I want to make ________ better."
5. Facilitators will conclude by having each participant in the group say their name and quickly read their thought bubble.

2. Map Connections

25 Minutes

(working in pairs)

Facilitators will instruct participants to work in pairs to do the following:

1. Gather around the *Network Mapping Templates.*
2. In the boxes below, draw different real people from your immediate networks who do work they find interesting.
   - Consider people you see everyday; what work do they do?
   - Consider different types of connections you might have to people. e.g. geographic, customers, professional, digital, familial, friendship, activities, etc.
3. Below each new drawing, explain how you are connected to the person.
4. Consider adding additional arrows between people to represent ways they are connected to one another, then label these connections.

3. Expand the Network

25 Minutes

(working in pairs and then small groups)

Facilitators will instruct participants to work in pairs to do the following:

1. Looking at the people on your current network map, think of who *they* might know and think of *up to three additional people you can add* to the network.
2. *Optional:* If you have sticky notes, draw these additional people on sticky notes and post these sticky notes off the edges of your template.
3. Facilitators will conclude this exercise by assigning each pair to a small group. Small groups will use tape to tile the sheets together on a wall, or lay them out on a floor or table to make a larger network.
4. Each person will draw connections (on their maps or using sticky notes) between their Network Map and another participant's Network Map.

Break

10 Minutes

Tips for Building Your Network

15 Minutes

(short talk and discussion led by facilitator)

Pulling from their life experience and referencing their local context, the facilitator should prepare a short presentation on how participants can best build their relational networks.

Here are some tips and content to help you prepare your presentation:

- Share with students specific resources to help them utilize their network to help find employment opportunities.
- Ask the group to provide ideas on how to build on the *Network Maps* they created.
- Think of what tools and tips you use to build relationships. Share those.
- Talk about the importance of digital networks and the appropriate use of social media.
  - What do you see when you Google yourself?
  - What is a “social media fail”?

Ladder of Production and Marketing

45 Minutes

To begin, the facilitator should walk the group through a simple example of Production/Market Laddering. It is preferable if they prepare a personal example and fill out the *Ladder of Production and Marketing Template* in advance.

Using their example, the facilitator will explain how to use the template. Here are two examples to help the facilitator understand the type of answers they can use to fill in the template:

How is this made? From what or where is it made?
e.g. Pizza: Cheese: Milk: Dairy cows: Cow feed: Growing Grain
How do you sell it? How do you get people interested and connected to this?
e.g. Pizza: Open pizza shop, sell gourmet pizza, do advertising for gourmet pizza, advertise on television, produce a music video advertisement, hire Drake to sing in the music video.

Facilitators will instruct participants to work in pairs to do the following:
1. Choose a product that you enjoy or would love to be able to make yourself.
2. Work your way down the ladder by continuing to ask and answer: “How is this made? From what is it made? Where is it made?” *The facilitator will reference one rung on their ladder at a time as an example, and then ask participants to fill out another rung on their template.*
3. Work your way up the ladder by counting to ask and answer: “How do you sell it? How do you get people interested and connected to this?” *The facilitator should reference one rung on their ladder at a time as an example, and then ask participants to fill out another rung on their template.*
4. Ask the participants to identify specific jobs that match up with each level in the ladder and write them in the spaces next to each ladder item (e.g. a copywriter at an advertising company might create the advertisement for the gourmet pizza).
5. Have the participants highlight the rung of the ladder that most interests them.

FLEX ACTIVITY **30 MINUTES**

Economic Networks

If you are ahead of schedule, consider using this unit to go deeper into the participants' economic networks by making expanding their connections.

1. Have all participants put their Production/Market ladders on the wall and identify similarities between ladder items (starting with the highlighted ones that most interest them) by drawing lines between similar items (e.g. draw a line between "advertise on television" and "produce a television show" or "manufacture big-screen televisions").
2. Use a marker to highlight the items that have the most connections
3. Building off of the most-highlighted items, ask participants to create 2-3 sticky notes of new stakeholders that match up with the types of work related to the product.
4. Draw lines that connect these new stakeholders to the stakeholders in the relational networks.

Tips for Finding Work

15 Minutes

(Short talk and discussion led by facilitator)

Pulling from their life experience and referencing their local context, the facilitator should prepare a short presentation on the different types of work they have been interested in and how they have gone about finding specific job postings in their area.

The facilitator will share with students specific local resources they can use to find employment opportunities. These are tools to help participants pursue work they might find based on their interests or relational network. Make a list of useful local and digital resources relevant to your particular group of participants:

1. Local employment hubs
2. Local employment listings
3. Online employment listings
4. Professional communities and groups

Closing Remarks

10 Minutes

The facilitator will wrap-up the session by leading a discussion on the observations made by participants during the both the Laddering and Mapping activities.

Prompts:

- *What did you learn about the types of work in the world?*
- *Was anything surprising to you?*
- *How could you add value to your Network Map or Ladder of Production and Marketing?*

Section II: Experience

Build your personal toolkit.

4 hours 30 minutes
(+ 1 hour 15 minutes of flex activities)

MATERIALS LIST

- [ ] Markers and pens
- [ ] Copies of *Attribute Analysis Template* (one per participant)
- [ ] Copies of *Attribute Growth Template* (one per participant)
- [ ] Copies of *Reader-Centered Résumé Template* (one per participant)
- [ ] Copies of *Résumé Designer Template* (one per participant)
- [ ] Prepared speaking notes for "Tips for Personal Improvement"
- [ ] Copies of the *Applicant Persona Templates* (one for half of your participants)
- [ ] Copies of the *Interview Persona Templates* (one for half of your participants)
- [ ] *Optional: Computers pre-loaded with résumé_template.doc (one per participant)*
- [ ] *Optional: Props and costumes for Both Sides of the Interview session*
- [ ] *Optional: Sticky notes*

Attribute Analysis

60 Minutes

This first section of the "Experience" session will focus on identifying the participants' personal attributes and goals while reflecting on certain ideal attributes of a professional worker.

Before beginning, the facilitator should explain the overall goal of the exercise and the use of the *Attribute Analysis* and *Attribute Growth* templates. These templates will be used to help the participant better understand some key work-related strengths, weaknesses, and points of potential improvement.

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1. Identify the Roses

20 Minutes

Using the *Attribute Analysis Template*, participants should walk through each attribute and identify their positive attributes (roses).

"I am good at ______ because…", "I have a good ______ when I…."

1. **Attitude and perspective on work:** *Are you happy when you are working? When do you have a positive attitude? Are you open to learning new things?*
2. **Punctuality and timeliness:** *Do you show up every day when you are supposed to? Are you good at waking up on time? …getting work done on time?*
3. **Appearance:** *Do you dress appropriately for work and social situations? Do you take care of your cleanliness and physical appearance? Are you physically fit?*
4. **Communication:** *Do you listen well and let others speak? Can you communicate your ideas clearly? Can you communicate well in public, one-on-one, and in writing?*
5. **Teamwork and Collaboration:** *Do you work well in groups or in pairs? What do you bring to a team? Are you good at leading or at supporting others?*
6. **Dealing with conflict:** *How do you respond to conflict, either with another person or with a difficult situation? Do you shy away or confront it head on? What is the result?*

2. Watch the Thorns

20 Minutes

Using the *Attribute Analysis Template*, participants should walk through each attribute and identify their negative attributes and struggles (thorns).

"I struggle at ______ because…", "I have a bad ______ when I…."

1. **Attitude and perspective on work:** *Are you unhappy when you are working? When do you have a negative attitude? Do you not like trying or learning new things?*
2. **Punctuality and timeliness:** *Do you often show up late? Do you struggle to wake up on time? Do you often turn projects in late or finish work past deadlines?*
3. **Appearance:** *Do you dress inappropriately for work and social situations? Do have certain bad hygiene or cleanliness habits? Is exercise not a consistent habit?*
4. **Communication:** *Are you a poor listener? Do you remember names? Do you struggle to communicate ideas? Would you rather not speak in public or write?*
5. **Teamwork and Collaboration:** *Do you dislike working in groups? Are team projects frustrating for you? Are you impatient with others?*
6. **Dealing with conflict:** *How do you respond to conflict, either with another person or with a difficult situation? Do you shy away or confront it head on? What is the result?*

3. Plan for Growth

20 Minutes

Using the *Attribute Growth Template*, participants should identify their possible points of growth and improvement for each attribute.

"I could better at ______ by…", "If I changed ______ then I…."

Complete a self-reflection for the following attributes:

1. **Attitude and perspective on work:** *What could you change to make you happier when you work? How could you eliminate the times when you have a negative attitude? How can you challenge yourself to learn something new?*
2. **Punctuality and timeliness:** *How might you do better at showing up on time? What are some habits or tools that might help you? …how can you better organize your life?*
3. **Appearance:** *What could you change about your clothing? What have you started that you could keep improving on? How could you improve your physical fitness?*
4. **Communication:** *How could you listen better? How could you be more thoughtful in your communications? How could you practice and improve your communication skills?*
5. **Teamwork and Collaboration:** *What new way could you contribute to the groups you work with? What personality traits could you improve to become a better teammate?*
6. **Dealing with conflict:** *How could you change your reaction to conflict? What might bring you a better result in a difficult situation?*

FLEX ACTIVITY **20 MINUTES**

An Action Plan

Once each participant has completed their attribute analysis, have them define a specific action they can take this summer to progress towards each of the goals they have identified for each attribute. They can also identify a friend to keep them accountable to their goal.

"I will make my goal come true by doing ________, ________, and _________.
My friend ______________ will check in with me in ________ to see if I am meeting my goals."

BREAK

15 Minutes

Tips for Personal Improvement

20 Minutes

(Short talk and discussion led by facilitator)

Pulling from their life experience and referencing their local context, the facilitator should prepare a short presentation on ways that they utilize intentional strategies and tools to level-up their professional attributes.

The facilitator can kick off this brief session by asking a few participants to share and explain their plans for specific points of growth they identified from their *Attribute Growth* templates. Discussion could follow on tools and strategies those participants could employ to help them accomplish the *Attribute Growth* goals they have identified.

Consider sharing with students specific resources or ideas they can use to level-up the following attributes:
- Dress and Appearance
- Attitude and perspective on work
- Time management
- Communication

Résumé by Design

60 Minutes

1. Consider the Reader

30 Minutes

The facilitator should set up this exercise by explaining the following:

A résumé is the story of your ability to do good work. It showcases what you are qualified to do. The best résumés are those that are user-centered, meaning they consider the reader's perspective. What is the reader of your résumé looking for? What has their day been like before they sit down and read your résumé?

1. The facilitator will ask the students to consider the different types of work they have learned about in the previous sessions and to pick *one* type of work for which they will create a résumé.
2. The participants should write this **Work Goal** in the box at the top of the *Reader-Centered Résumé template.*

The facilitator will then prompt the participants to complete the *Reader-Centered Résumé template* to help them design their résumé before they dive in and create it:

Before you write your résumé, take some time to consider the following:

Purpose: *Why are you writing this résumé? What are its goals?*
Audience: *Who will read this? How much time and attention will they have?*
Stakeholders: *Who may be affected if you start to work at this company?*
Context: *What is the situation surrounding your application? Do you have an existing relationship with the employer? Are you applying for a position a second time?*

2. Create the Content

30 Minutes

In order to gather content for their résumé, participants will work to complete the *Résumé Designer Template*, using the *Reader-Centered Résumé Template* as a qualifier to help them choose and describe their content.

The facilitator should remind the participants to keep in mind their **Work Goal,** as well as the *purpose*, the *audience,* the *criteria,* and the *context.* This worksheet asks the participant to create résumé content in response to these prompts:

- **Profile:** Who are you? What kind of work do you want? How do you contribute value?
- **Work:** *What work experience do you have* that is relevant to the work you want to do next?
- **Skills:** *What skills do you have* that are relevant to the work you want to do next?
- **Education:** What learning experiences have prepared you for the work you want to do?

The participant should feel free to use sticky notes to create additional résumé content beyond what can fit on the template.

FLEX ACTIVITY **30 MINUTES**

Complete the Résumé

If you are ahead of schedule and have computers available, consider using this unit to go deeper into the résumé process and have participants create an application-ready résumé in a Word document.

The participants should work individually using the *Résumé Creation Template* to create a digital résumé document. The facilitator will prompt them to take the content they came up with on their *Résumé Designer Worksheet,* and use it to fill out the *résumé_template.doc* file.

The facilitator should remind participants to consider the *reader* and to include and describe content in a way that makes sense given the *purpose, audience, stakeholders, and context* of their résumé.

Before participants begin working individually, the facilitator should share the *résumé_template.doc* example and explain to participants the main parts of the résumé they will have to complete:

1. Personal information
    - Name, address, contact information
    - Short profile or biography
2. Relevant work experience
    - Position title
    - Name of employer
    - Specific work responsibilities and projects
    - Dates for the period of time employed
3. Relevant educational experience
    - Name of educational provider or school
    - Date of educational program
    - Subject or expertise learned
    - Qualifications (grades, certificates, degrees, etc.)
4. Relevant skills
    - Specific technical skills
    - General professional skills
    - etc.

Both Sides of the Interview

90 Minutes

This section of the “Experience” session will focus on becoming better at interviews by seeing and practicing both sides of the interaction. Each group will get a turn functioning as the interviewer *and* the interviewee.

The facilitator should explain that the next section is about interviewing, sharing the following:

> *A good interviewer must “converse like a talk show host, think like a writer, understand subtext like a psychiatrist, [and] have an ear like a musician.”*

The facilitator should explain that the participants should be ready to improvise as they form two teams and act out the roles of two personas: The Interviewer and the Applicant.

1. Get the Interview Materials

30 Minutes

The facilitator should match up one small group with a second small group in order to begin the interview process. One team will act out the role of the Interviewer, while the other takes the role of the Applicant. Each participant should acquire one set of templates that matches their chosen role.

The *Interviewer Persona Template* provides:

- A description of the company they are hiring for.
- A set of questions they will **ask** their interviewee with one blank spot.
- A description of the criteria for the job they are hiring for.

The *Applicant Persona Template* provides:

- A description of the Applicant Persona they will represent in the interview, including a profile, attributes, experience, and career goals.
- A list of questions they will **answer** when they are being interviewed.
- The description of the job they are applying for.

2. Prepare for the Interview

30 Minutes

Once groups have received their persona information and assembled, they should begin reading the Persona that has been assigned to their team.

The Interviewer Team

1. The **Interviewer** team should take time to review the *Interviewer Persona Template:* the job description, list of hiring criteria, and related interview questions for the interview.
2. The group should choose an additional question to fill in the blank spot on the interview question sheet.
3. Each member of the group should choose one question to ask from the list of “Favorite Interview Questions” and circle it or re-write it on a sticky note so they can have it ready during the interview.
4. The interviewer team should use scrap paper to create a “batting order” for the order in which they will ask interview questions. Once the interview begins, team members will each have 1 minute to ask their question, talk to the applicant, and then “tag out”, letting the next team member jump in to ask their chosen question.

5. The group should choose one person to open the interview and another person to close out the interview.
6. The facilitator should remind participants to observe and take notes during the interview whenever they are not speaking, and to not speak unless it is their turn to ask a question.

The Applicant Team

1. The applicant team should take time to review the *Applicant Persona Template:* the profile, roses and thorns, experience, and education.
2. They should take time to consider how the **Applicant** might answer interview questions and should game-plan for certain questions they might be asked and how they will act out their Applicant's Persona. They should think about stories to tell, skills and attributes to reference, and creative ways to answer questions.
3. The applicant team should use scrap paper to create a "batting order" for the order in which they will answer interview questions. Once the interview begins, applicant team members will answer one question and then "tag out" letting the next team member jump in to answer the following question.
4. The applicant team should choose one person to open the interview by greeting the Interviewer and introducing the applicant persona, as well as one person to close the interview.

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3. Begin the Interview

30 Minutes

The interview will take the form of a round robin with group members trading off asking and answering the questions. Each interviewer has one-minute to ask their chosen question and converse with the applicant. A facilitator (or a team member) should be assigned to keep a stopwatch and yell "Switch!" after each minute is up.

Remember! Both teams should improvise and act like their Personas, including dressing up like them if they choose. This activity is supposed to be lively and dramatic.

1. Set a one-minute timer. Before any questions are asked, the opening interviewer should begin by welcoming the candidate and ask a basic "get to know you" question.
2. When the timer rings, another interviewer jumps in and asks their question (reset timer)
3. The next applicant jumps in and answers the applicant, the two talk for one minute.
4. They talk until the timer rings again, then another interviewer jumps up with a question.
5. Keep resetting the timer for each interviewer/applicant pair until all participants have asked and answered questions.
6. When the timer rings on the last participant, have them say a formal farewell.

Optional: During the interviews, the facilitators can walk around and act like the "CEO" jumping into the interview to ask a wild-card question.

7. Each side should take note of observations throughout the process
8. For the applicants: What is going well? What is not? How could they have prepared better? What skills does their applicant lack that they should have? Is the interviewer presenting the work in a way that is appealing to the Applicant?
9. For the interviewers: What is going well? What is not? Did you prepare the right questions? What makes this candidate right for the job? What doesn't? Is the candidate dressing and acting professionally? Are they engaged?
10. Once the interview is complete, each member of the team should share one of their observations.

FLEX ACTIVITY **25 MINUTES**

Outcome of Interviews

If you are ahead of schedule, consider using this unit to go deeper into the interview process.

1. Once the interviews are complete, the group representing the Interviewer should take time in private to decide if they would like to “hire” the Persona- candidates that applied for their positions and interviewed with them. Meanwhile, the Applicant group should take time to decide if they would want to work for the Interviewer in the position for which they applied.
2. Each group should make a decision, complete with a list of 5+ criteria for their decision.
3. Groups then present their decision and criteria to all participants, with their paired Interviewee group at their side.
    - Interviewees then have 1 minute to respond to the decision by their potential employer.

Wrap-Up

25 Minutes

The facilitator will wrap-up the session by leading a discussion on the observations made by participants during the attribute analysis, résumé-writing, and interviewing sessions.

Discussion prompts:

What did you learn about yourself today?
Where do you feel the most prepared?
Where do you feel the most unprepared?
If you could add one thing to your résumé, what would it be?

Section III: Imagine

Design your future self.

3 hours 15 minutes

MATERIALS LIST

- [ ] Markers and pens
- [ ] Copies of the *Storyboarding Worksheet* (one per participant)
- [ ] Copies of the *One Year Plan Template* (one per participant)

Envisioning the Future

60 Minutes

The “Imagine" section will be devoted to encouraging the participants to ultimately see themselves as innovators—designing their own life and career. Facilitators will use the “Storyboarding” method to help draw out participants’ hopes and plans for the future.

Intro to Storyboarding

15 Minutes

The lead facilitator will talk to the entire group about the power of storyboarding as a way to visualize their career growth—moving from their current state as interns to their future state as accomplished professionals.

Storyboarding: Next Year (Year 2016)

15 Minutes

Facilitators will hand out the folded Storyboarding worksheet, then instruct participants to individually illustrate their career growth one (1) year from now.

Storyboarding: In Five Years (Year 2020)

15 Minutes

Facilitators will instruct participants to unfold the worksheet, then individually illustrate their career growth five (5) years from now.

Storyboarding: In Ten Years (Year 2025)

15 Minutes

Facilitators will instruct participants to unfold the worksheet, then individually illustrate their career growth ten (10) years from now.

Break

20 Minutes

Sharing Storyboards

20 Minutes

Following this exercise, group members will share their stories in small groups, asking each other questions about their storyboards, as well as their future goals and aspirations.

Going around the circle, each member of the group should walk through the sections of their storyboard and explain the choices they made.

One-Year Plan

50 Minutes

The facilitator should instruct participants to stay in their small group and, do the following:

1. Layout the "Next Year" page from your storyboard in front of you along with the *One-Year Plan Template*.
2. Building off the work in the other sessions, consider relationships, networks, work experiences, education, decisions, improvements and character traits that might be necessary to progress towards your goals.
3. On the *One-Year Plan Template*, draw people, places, and experiences that will make it possible to achieve the outcomes you have drawn on your "Next Year" storyboard.
4. Note a specific date as a deadline for each goal and a person who can keep you accountable.
5. Once the *One-Year Plan Templates* are completed, each member of the small group should share out the details of their One-Year Plan with the group.

Wrap-Up

30 Minutes

The facilitator will wrap-up the session by leading a discussion on the observations made by participants during the storyboarding, sharing time, and one-year planning.

Prompts:
What did you observe today?
What are you most excited about in the future?
What scares you the most?
Other than yourself, who will be the primary character in your story?

Closing Remarks

15 Minutes

The facilitator will wrap-up the session, closing out the Professional Development 101 program.