SkillsUSA State Officer Training Facilitator Guide!
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As the state director, your role is critical to building local, state and national success in SkillsUSA. Thank you for your commitment to your team and to the larger efforts to which we all contribute.

In this guide, you'll find easy-to-use resources to lead your team through the state officer continuum. The continuum begins as candidates engage in the selection process before the election and includes each step they'll take throughout their year of service. The end of the continuum even includes their engagement with SkillsUSA beyond state office.

Use this guide as your personal reference for leading your officers on their own personal journeys through the continuum. The state officers have their own version of the guide, the State Officer Personal Guidebook. You can use the State Officer Personal Guidebook as a tool to engage them in their personal growth.

You'll find the following tools throughout the State Officer Training Facilitator Guide:

- Checklists of tasks and events
- Training sessions complete with supply lists, directions for facilitating activities and supplementary materials
- Samples (workshops, conference schedules and more)
- Coaching tips
- A list of skills taught in each section identified

Each step of a state officer's development impacts officers as individual people, the state officer team and the statewide membership. We have the greatest impact on a state's membership when we develop strong state officers who understand and are confident in their individual role on the team. As the state director, take the time to grow each individual.
Welcome to the State Officer Training Facilitator Guide!

Use each resource in this guide in the way that best serves you, your team and ultimately, your state membership. Here are a few details of which to be aware:

Several parts of the guide provide scripted information. This means you can pick up the materials, say exactly what is printed and achieve success. Saying what is scripted is entirely optional, and the guide will best serve you and your officers when you make it your own. Say what works for you. Use the activities that work for you. Adjust what is provided for effective use of your time and resources. In the guide, you’ll find the following symbols to help categorize the material.

- The square represents contextual-setting events. While context must be set continuously, events designated by the blue square are typically events that prepare the officers for another specific event upcoming in their schedule.

- The triangle represents application events or activities. These activities will apply the specific information students experienced in a contextual-setting event. Some of these activities may be optional depending on the resources available in your state.

- The circle denotes events or activities that yield continuous results. These may be extension activities beyond the initial application activities. They may also be activities that may occur all year long, such as coaching.

In the back of the guide is a chart that lists a series of skills in relationship to each section of the guide. During a fall 2011 task force, state directors identified each skill as a skill necessary for state officers to have or develop. State directors believe that state officers with these skills will grow our organization best. The skills built into the content of each section are identified with an “X” to indicate that they are taught in specific sections. If you choose to incorporate each piece of that particular section, your officers will either learn or apply that skill throughout the curricular pieces. Know that additional skills may be taught in each section depending on enhancements you make to the guide content or additional training pieces offered in your state.

The State Officer Training Facilitator Guide is designed to help lead your officers through the state officer continuum. We recommend becoming familiar with all parts of the guide before using it with your officers. You may find helpful information or ideas in later sections that you want to implement earlier. There may also be information or tools early in the guide that will serve your team well throughout and at the end of their year. You’ll get the best use of the guide when you intimately know the content, parts and pieces so that it is yours!

Additionally, get to know the State Officer Personal Guidebook so that you can direct your officers to use that tool as a helpful resource.

Keep in mind that this guide was created with many users in mind. Veteran state directors and officer trainers will find useful resources, workshops and training pieces to add to their current program. Less experienced state directors and officer trainers will find all of the needed resources and forms necessary for success.
It is important to note that the first section of this guide is about coaching and growing state officers. As one of their trainers, you’ll coach the officers frequently throughout their year. Before diving into the training pieces of a state officer’s development, it’s necessary to understand how you’ll interact with them as their coach. It’s also necessary for the officers to understand they will be coached through each situation of their year. Refer back to the coaching and growing state officers section during each of the others to enhance the coaching experience each officer has.

Best wishes with your new state officer team!
At the beginning of each state officer’s year, the focus is on her or himself. Officers are nervous about their own performance – how you, students and their officer team will view them and their abilities. Naturally, the preparation efforts are placed on themselves. The post-election meeting is focused on individual tasks to serve as an effective officer. State officer training focuses on developing individual abilities and skills. Coaching revolves around developing their individual being.

When officers are confident in themselves and their own abilities, they will be prepared to contribute to the team. Leverage (NLSC pre-conference training) is a prime opportunity for officers to take their thinking beyond themselves while applying conference content with their teammates. Partnership training is also a strong team event that will demonstrate the need to know and rely upon teammates. Coaching at this point is about an individual’s abilities. A purposeful state director will coach each officer to be a strong team player, and challenge him or her to contribute fully to the team.

Servant leadership is the highest level of leadership. State officers who are confident in his or her abilities can physically and mentally focus on their role on a team. A strong team of officers understands their actions impact others and they willingly accept that challenge.

State officers at this level grasp that partnership visits are for the purpose of growing the statewide relationship. They prepare for fall leadership conference because they want their members to have the best possible experience at the conference. Officers at this point understand that the local students are the focus of regional or district events. These state officers put heart into preparing for the state conference to positively impact members.

Coaching at this point is all about helping the officers see how they can use their strengths to help others benefit – even beyond their year as a state officer.

### STATE OFFICER CONTINUUM

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Growing and Coaching State Officers
The purpose:

State directors greatly influence the state officer teams they lead. Being purposeful about growing and coaching your team will ensure desired results, promote personal growth within the officers and better equip your officers with the ability to lead. The state officer experience should be the ultimate SkillsUSA experience students have in your state. A high quality coaching experience adds value to the state officer experience and prepares the officers for advanced leadership roles in SkillsUSA and for employability beyond their membership. This portion of the State Officer Training Facilitator Guide provides you with suggested personal growth and coaching activities as well as tools to help you guide the officers. You’ll discover information about the following:

- SkillsUSA Personal Leadership Inventory and growth plan information
- Additional inventories
- Coaching techniques and tips

While your officer team may not even be elected at this point, the “Growing and Coaching State Officers” section of the guide is strategically placed as the first section of the resource. Why? Because coaching this team begins long before they are named as the officers of your state. Everything you do prior to meeting the team speaks about the experience they’ll have. Their growth must be at the forefront of each action their leader makes.

In the continuum:

Coaching happens – or has the ability to happen – beginning at the installation of the new officer team and continues to the moment the next team is elected. Even those students who complete an application and are not elected will experience growth through the application process. You’ll likely find that when you provide a high quality coaching experience, state officers will seek out coaches and mentors beyond their state officer year.

Those students who do not serve as officers may experience growth to apply again. Or, they will use the experience as they move forward to pursue other goals.

Coaching takes work on your part and it takes openness on the part of the person being coached. As the coach, you help establish the expectation of the officers being open to your coaching. Remember to ask the following questions prior to beginning the initial coaching conversation:

May I have your permission to coach you?

How do you prefer to be coached?

Who is involved?

- Appropriate state staff members
  - State director
  - State officer team coaches
- Each state officer

What is the process?

- Review the information and resources in this section of the guide.
- Determine which pieces you want to implement with your new team.
- Implement the tools throughout the year through frequent coaching conversations and purposeful integration of the coaching tools provided.

When does coaching occur?

- Specific coaching events may occur such as reviewing StrengthsQuest™ results during state officer training or reviewing the Personal Leadership Inventory each time the team assembles for a training event.
- Coaching happens after specific events such as a business and industry visit, a legislative meeting, the delivery of a workshop or speech.
The Personal Leadership Inventory is a series of self-assessments SkillsUSA members may use to evaluate and grow important skills for life and career. The self-assessments included in the Personal Leadership Inventory focus on the following roles students play: team member, leader, employee, citizen and being an effective individual. Use one or all of the self-assessments in the inventory and start planning for growth today!

Officers may complete the student self-assessment for each area below. You can take the inventory too so you know what you're officers will experience. Start by downloading the file to your local drive. Next, open the file and use the checklist provided on the menu to complete the self-assessment. View your results and create a personal growth plan. SkillsUSA suggests that after two months, students revisit the same file and complete the inventory again. Then they can work with you to evaluate their progress and set new goals for growth.

You may choose to have the officers complete some or all of the assessments. The key is that whatever you ask them to complete, you follow up with the students to help them identify the goals they have in each area. The students then complete their individualized growth plans. You can refer to that solid tool to guide and coach the officers.

**Personal Leadership Inventory Advisor Module**
Visit [www.skillsusa.org/educators/pli.shtml](http://www.skillsusa.org/educators/pli.shtml) to view the multi-media learning module where you'll see how to use the Personal Leadership Inventory with students on the state officer team. The module addresses what the inventory is and how to use it effectively.

**Personal Leadership Inventory Lesson Plan**
Visit [www.skillsusa.org/educators/pli.shtml](http://www.skillsusa.org/educators/pli.shtml) for the link to the lesson plan that will help you introduce your officers to the personal growth process and the Personal Leadership Inventory.

- **Team Member Self-Assessment** – assess your skill set for working with a team
- **Leader Self-Assessment** – assess your skills for leading others
- **Employee Self-Assessment** – assess your skill set as an effective employee
- **Citizen Self-Assessment** – assess your skills for making an impact as a citizen
- **Individual Self-Assessment** – assess your skills as an effective individual
StrengthsQuest™

StrengthsQuest™ helps high school and college/postsecondary students, as well as adults, identify the talents that provide a strong foundation for growing their strengths. Each person who takes the assessment will receive their top five themes, so each person has their own unique combination and the playing field is equal.

1. Log on to www.strengthsquest.com/content/141212/purchase.aspx.
2. Purchase enough codes for you and your officers.
3. Provide each officer their code and the instructions to access the assessment.
4. Instruct each officer to print their results and bring them to a specified training event.
5. Review each officer’s results and create an opportunity for students to share their top five themes with their team.
   a. Officers create a collage including their top five themes.
   b. Officers discuss one another’s team roles based on the assessment results.
   c. Review the additional reports available with each officer’s theme results.

Myers Briggs Type Indicator

The Myers Briggs Type Indicator (MBTI) provides information about an individual’s personality type. Our personality influences how we work with others, handle conflict, get work done and think. Additional information about the MBTI can be found at www.myersbriggs.org.

There are many modified assessments available free of charge. Free assessments are less comprehensive and may not yield the same results as the official assessment.

Insights Discovery

Assessment results are divided into four colors, which indicate individual preferences, formulated by answers provided by the individual.

Visit this website to learn more: www.insights.com/564/insights-discovery.html.
COACHING TIPS

• Be positive.
• Sit in a comfortable space. If coaching is focused on a performance that happened in a specific space (for example, the facilitation of a workshop), try to coach where the event happened so the officer has a visual reference of their performance.
• Keep the focus on the effects the officer has on the SkillUSA (state) association – not on the officer.
• When offering coaching after a specific task, start the conversation by asking the officer “What worked?” or “What went well?” or “What do you feel great about?” Follow up with a question about what they recognized as needing additional focus. “What didn’t work so well?” “What was challenging for you?”
• Allow the officer to lead the conversation and then offer information you have that will be helpful for the officer.
• Review the positive results of the officer's performance first. Follow up with areas of focus.
• Accept and recognize each officer's strengths. Ask them to play to those strengths in each of their performances. Avoid attempting to convert “weaknesses” into strengths.
• Be specific in all feedback. State the officer's words or actions exactly as they occurred. Ask the officer what they could do differently to be more effective.
• Speak pleasantly in a conversational tone. Coaching is not equivalent to reprimanding.
• Reward positive changes of any size generously.
• Provide coaching in “nuggets” or “chunks” of information with an opportunity for the officer to practice the revised skill.
• Conclude each coaching session with a plan for future performance.
The following is a sample of what a coaching conversation might sound like after discovering an inappropriate post the officer made on a social media site.

**Coach:** With a firm, yet pleasant and positive expression and voice, “Marcus may we visit for a moment?”

More than likely, Marcus will agree. Thank him for entering into the conversation and remember that he does not yet know the topic of the conversation.

**Coach:** “Thanks for sitting down with me. I’m curious about what you’re enjoying about state office so far. Would you mind sharing?”

As Marcus shares, affirm what he says and that what he does as a state officer makes a difference for members.

**Coach:** “Thanks for sharing that. You’re doing a great job when it comes to being a teammate and it is clear that you enjoy interacting with members. You make a difference as a leader.

Begin the portion of the conversation that addresses the negative issue.

**Coach:** “Marcus I noticed that on your Facebook page last week, you made a post about some inappropriate weekend activities you chose to engage in. Do you recall what the post said?”

Marcus responds. Do not allow him to make any excuses. You’re only looking for him to take ownership over the post he made.

**Coach:** “Yes, that’s the post I’m referring to. As your coach, the post made me think about the conduct form you and your team signed at the beginning of the year. I am disappointed in your choices. How do your choice of activity and the choice to post it affect members?”

Marcus responds. Affirm and direct what he says.

**Coach:** “Thank you for acknowledging those effects. As a leader it’s easy to forget that others are constantly observing us and that our choices impact many people around us. It is my hope that you will create a plan for how you can avoid temptations such as these in the future.”

Seek agreement from Marcus.

**Coach:** “I am happy to assist you in creating that plan. Let’s visit again in two days. I’ll be anxious to hear your ideas.”

Allow Marcus to commit.

**Coach:** “Thanks for visiting Marcus. I appreciate what you do as a leader in our state and hope to always see you putting your best effort forth.”
THE FOLLOWING IS A SAMPLE OF WHAT A COACHING CONVERSATION MIGHT SOUND LIKE AFTER AN OFFICER’S FIRST ATTEMPT AT FACILITATING THE DIRECTIONS FOR AN ACTIVITY IN A WORKSHOP IN FRONT OF THEIR TEAM WHILE PREPARING FOR FALL LEADERSHIP CONFERENCE.

**Coach:** With a pleasant and positive expression and voice, "What worked and went well Elizabeth?"

**Elizabeth:** "I tried to use action-oriented words and eventually the team did what I asked them to do."

**Coach:** "Thanks for being focused on using action-oriented words. They really do make a difference in facilitating our activities successfully. When you try this again, what will you focus on to correct?"

**Elizabeth:** "Some of my directions were confusing and I had to re-explain what I wanted. I also need to make certain that I tell the students how much time they have and give them a ‘go word’ so they listen to the directions first and then get started on the activity."

**Coach:** "Those are great points to identify! That means you understand what you need to do. Now all we have to do is help you figure out how to do them consistently! Is it okay with you if we go through a few gems, or really great things I saw and a few rocks – a few things I saw that need some polishing?"

Asking a student’s permission to coach them is a simple, powerful way to build rapport with that student. Their reaction also tells you if they are prepared to hear your feedback. If a student says that they need a minute, grant it. Let them step outside of the room to re-group and come back when they’re ready. This may be especially true after a particularly difficult “stand and deliver.”

**Coach:** "Great! Thanks for being open to feedback so that your students get the best you when conference gets here! Consider this scale for the type of feedback you’ll receive: a 10 is completely blunt and a one is soft and gentle. Where would you like me to be on the scale when I give you your feedback?"

**Elizabeth:** "How about an 8?"

**Coach:** "Sounds great! Let’s take a look at your gems. You did a great job using action-oriented words. That was your focus and you succeeded! You also used an appropriately quick speed and the correct louder volume to deliver those directions. You’ll want to continue doing these things when you work on other sets of directions. Remember that your rocks are the areas that you may have attempted or completely avoided that need some polish or presence in your directions. This is your first set of directions, so the list of rocks is longer than your gems. The list of rocks will get smaller and smaller throughout the year. You already identified a couple rocks. Remember to indicate your ‘go word’ first. ‘When I say begin…’ This lets the students get the full set of directions so they can be successful. Then give your clear directions. Create a bullet point list of the directions ahead of time so you know exactly what to say and in what order. Your students won’t feel successful if they’re confused. Ask what questions they have to give your students the opportunity to clarify the information. Finish with the time limit. ‘You have 30 seconds.’ What questions do you have about any of this feedback?"

Answer any of the officer’s questions with specific examples of what they said or did.
SKILLSUSA RESOURCES

• From Quotes to Results quote poster series
  o Use the quotes and the posters to start conversations with the officers, especially when they will be coached in an area specifically addressed by the topics of the poster quotes (connected, prepared, motivated, respected, educated, involved, skilled).
  o Use the lesson plans provided in the Teacher’s Guide to facilitate experiences with individuals or the team of officers.

• State Officer Activity Guide and Lesson Plans
  o Use the workshops, direction sets and resources to guide the officers in their development in these types of tools.

• Accelerate, Jump Start, Propel
  o State officers have great models of activity set-up and follow-through in these resources.
  o Refer the officers to examples and idea-starters.

• Leveraging Your Leadership with POWERRful Speeches
  o Guide your officers in developing their speeches using the methods outlined in the student resource book as well as the Teacher’s Guide.

• Leveraging Your Leadership with Effective Communication
  o Build communication skills in individuals and in the team through the resources available in this guide.
As you get to know each officer, coaching experiences will become unique to each one of them, based on their style and their needs. Some officers will prefer to have on-the-spot coaching with words that are straightforward. Other officers will prefer to have time to self-reflect on experiences and then receive words that are a bit gentler. There will be officers everywhere in between on the spectrum.

There is no such thing as a perfect person or a perfect state officer, but there are state officers and state directors completely dedicated to maximizing the growth potential of the individuals involved. Coaching is not harping or reprimanding or even criticizing. Rather, it is using the opportunities that present themselves for the purpose of growing the state association. Part of the coaching is about growing the individual state officer, but part of it is also about the state association.

A coach is patient and persistent. They understand that honest support is best option for the individual receiving the coaching. Coaches facilitate their coaching recipients through “growing pains” and propel them to define and achieve the big picture.
Coaches are intimately aware of the goals of each individual they work with and celebrate major and minor victories, which re-fuel the recipient to keep working.
Preparing State Officer Candidates
The purpose:

State officers play an influential role in developing a SkillsUSA state association. Equipping them with accurate knowledge about state office prior to them committing to the role is the best way to set context about expectations for the year. Prepare state officer candidates for the potential role by sharing information about the role before the State Leadership and Skills Conference. In this section of the guide, you’ll discover:

• An overview of state officer information
• A sample candidate application
• A sample follow up letter to send to the candidates, their advisors and parents
• Sample interview questions
• Sample scoring rubric
• Sample interviewer instructions

When does sharing this information occur?

• Use your state deadlines to determine when to post the calendar example, application and letter. Be certain to provide adequate time for completion of the application and evaluation of other information.

In the continuum:

Preparing state officer candidates ensures that those elected are ready for the commitments required as a state officer.

Who is involved?

• State director
• State officer candidates
• State officer candidate advisors
• State officer candidate parents

What is the process?

• Revise each document to meet the needs of your state.
• Post the information and/or documents on the state website.
• Share the information and/or website link with local advisors.
INFORMATION INCLUDED

10 Steps to Success
State Officer Candidate Information Overview
Campaign Booths and Campaigning
Overall Duties, Responsibilities and Specific Standards of a SkillsUSA (state) State Officer
Responsibilities of a SkillsUSA (state) State Officer Advisor
State Officer Code of Conduct
Results of State Officer Code of Conduct Violation
State Officer Candidate Application
State Officer Candidate Agreement Form
Code of Conduct and Permission to Publish Acknowledgment
State Officer Candidate Endorsees
National Officer Candidate Addendum
10 STEPS TO SUCCESS:

SkillsUSA (state) State Officer Candidate Application and Election Procedures

**STEP 1:** Completely read this packet of information.

**STEP 2:** Complete the State Officer Candidate Agreement Form and the State Officer Candidate Application (ensure that all signature lines are completed).

**STEP 3:** Submit (postmark) the State Officer Candidate Agreement Form and the State Officer Candidate Application (pages 9 – 13) by (date) to the SkillsUSA (state) office.

**STEP 4:** You will be notified via email that your State Officer Candidate Application has been received. You will be sent a State Officer Candidate Update letter detailing the times, places and functions you are expected to attend during the State Leadership and Skills Conference.

**STEP 5:** Prepare for your campaign booth and speech. Make sure to read the section of this packet entitled Campaign Booths and Campaigning.

**STEP 6:** Prepare for the officer qualification exam. The test will be composed of multiple-choice questions. Answers will be recorded on a Scantron form. The test will include information from the Statesman Award Study Guide (i.e. SkillsUSA Leadership Handbook, PDP Levels I and II, Basic Parliamentary Procedure, and Professional Etiquette).

**STEP 7:** During the State Leadership and Skills Conference, candidates must attend the officer candidates briefing so they understand their duties and responsibilities during the SLSC in regard to officer candidate functions. After the officer candidate briefing, the officer qualification exam will be given, and then candidates will interview with the qualifications committee. After qualifications, each candidate will be given an officer candidate ribbon to wear for the remainder of the conference, which distinguishes them as an officer candidate for the conference attendees. Candidates are expected to wear official dress during their assigned functions.

**STEP 8:** Attend the “Meet the Candidates” session at the State Leadership and Skills Conference. You will set up your campaign booth during this time as well as deliver your three-minute campaign speech. Candidates should be prepared to participate in a short question and answer session. The questions will be provided beforehand.

**STEP 9:** If you are a voting delegate, cast your vote at the prescribed time during the State Leadership and Skills Conference.

**STEP 10:** If elected to office, attend the new state officer meeting, which will be held following the awards ceremony.
STATE OFFICER CANDIDATE

Information Overview

1. High school candidates must be (state age requirements) to run for a SkillsUSA (state) state officer position.

2. College/postsecondary candidates must be (state requirements) to run for a SkillsUSA (state) state officer position.

3. A school may send only one state officer candidate.

4. A slate of seven officers will be elected. The seven candidates with the highest total score will compose the slate of officers. During the state officer training it will be determined which office each elected student will hold. The official offices are: President, Vice President, Secretary, Treasurer, Reporter, Parliamentarian and Historian.

5. Each candidate will have three minutes in the House of Delegates to deliver his or her campaign speech. A copy of the candidate’s speech must be submitted to the state director with the officer forms to the SkillsUSA (state) office by February 15, 2013 (postmark). The state director has been directed by the Executive Council to approve or disapprove campaign material based on appropriateness at the state director’s discretion. Notification will be sent only when information is not approved. Once information is submitted, there will be no deviation from the approved material or the candidate will risk disqualification.

6. Voting delegates will vote by secret ballot. Pencils will be provided. Delegates must have a delegate ribbon to participate in the voting.

7. Officer announcement and installation will occur at the appropriate time per the conference program.

8. Officers will be expected to purchase official clothing that meets SkillsUSA requirements, as designated by the state director.
SCORING PROCESS

To Determine Elected State Officers

The following will be used to determine which candidates are elected to state office for 2013-2014:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Interview</td>
<td>20%</td>
</tr>
<tr>
<td>Speech</td>
<td>10%</td>
</tr>
<tr>
<td>Votes</td>
<td>50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
STATE OFFICER CANDIDATE ORIENTATION:

Registration, Testing and Interview Procedures

☐ 3:00 p.m.
   o State officer candidate registration in the Discovery Room. Have candidates sign in on the registration sheet. Once all candidates arrive begin orientation and testing.

☐ 3:00 – 3:45 p.m.
   o Brief orientation and overview of the conference schedule as it pertains to the state officer candidates before the testing begins. (Review times and places from the 2012 officer candidate procedures – areas are highlighted to review). Once candidates have been oriented, present to each student the green officer candidate ribbon. Give each candidate an interview time sheet.
   o Testing: Give each officer one copy of the test, a scantron and a pencil. It should not take very long for the candidates to complete the test.

☐ 3:45 p.m.
   o Candidates exit Discovery room to prepare interviewers.

☐ 4:00 – 6:00 p.m.
   o State officer candidate interviews. Please give the gift Bag to each interviewer. Briefly review instructions with interviewers. Make sure that the interviewers are ready for the next officer candidate; make sure they have the correct officer candidate folder. Walk each officer candidate into the interview room and announce the candidate’s name.
Sample Interview Questions

These are just a few ideas for interview questions. You are not limited to only these questions listed below. Please ask all candidates the same question.

- Why did you decide to run for state office?
- How long have you been involved in SkillsUSA (state)?
- How/why did you get involved in SkillsUSA (state)?
- How would you explain what SkillsUSA is to another student?
- If elected, where would you put SkillsUSA (state) on your list of priorities?
- What is your best leadership ability?
- What is your weakness?
- Tell me about yourself.
- Who is the leader that has influenced you most? Why?
- Tell me about a time that you exhibited servant leadership.
- Tell me about a time where you exhibited positive character.
## STATE OFFICER CANDIDATE

### Interview Rubric

<table>
<thead>
<tr>
<th>State Officer Candidate:</th>
<th>Drew Dodson</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Centennial High School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area Evaluated</th>
<th>1-4 points</th>
<th>5-7 points</th>
<th>8-10 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Grooming and official SkillsUSA attire - red blazer or windbreaker, white shirt, black slacks or skirt)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper greeting, handshake, introduction and closing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displayed poise, maturity, and a positive attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answered questions completely and with confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressed him/herself clearly (Personal salesmanship)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Displayed appropriate body language and eye contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice pronunciation, diction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct grammar usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm for SkillsUSA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of SkillsUSA or display of willingness to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points** | | | | |
## STATE OFFICER CANDIDATE

### Interview Rubric

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Interviewer:</th>
</tr>
</thead>
</table>
Thank you for taking time from your busy schedule to interview our state officer candidates. We believe you will find the experience to be a positive one.

Below are the procedures we ask for you to follow during the interviews:

☐ An alumni member will bring the officer candidate into the interview room and announce the candidate’s name.

☐ There will be seven officers selected as part of the slate. This will be determined from the seven candidates receiving the highest number of votes from the voting delegates (their peers). The seven officer positions are as follows: President, Vice President, Secretary, Treasurer, Reporter, Parliamentarian, and Historian. After the officer candidates are elected and trained, they will decide as a group as to which office each of them should represent for the next year.

☐ Included in your folder are suggested interview questions. These are only suggestions and the group should feel free to ask other questions.

☐ Included in your folder is a separate rating sheet for each officer. Your comments will assist us in working to strengthen the individual abilities of each student.

☐ Each state officer candidate has a separate folder that contains his or her application for office. You may find this information of interest.

☐ A restroom break is schedule halfway through the interviews.

☐ Please return all materials to the alumni member at the conclusion of the interviews.
1. No campaigning should take place prior to the state conference.

2. Officer candidates will have the opportunity to have campaign booths at the State Leadership and Skills Conference. Campaign material may include posters, displays and literature that you wish to share. Three sided display boards can be very effective in presenting your ideas. You will be responsible for providing your own easel, if one is needed. Your chapter advisor and campaign manager may help you set up (your campaign manager does not necessarily have to be a voting delegate).

3. No campaign material shall be attached to the walls or other property of the conference facility.

4. Time will be provided for delegates to “meet the candidates.”

5. Business sessions are reserved for campaign speeches and election of officers. Voting delegates are to sit in a reserved section during these sessions.

6. Local chapters are expected to encourage and observe good taste in the promotion of their candidates so as not to disrupt any planned event of the conference. Because the “public eye” focuses on this event annually, it is absolutely necessary that delegates reflect the conduct expected and desired in “putting our best foot forward.”

7. With respect for anti-litter concerns and cost to individuals and local chapters, campaign materials should be kept to a minimum. Personal contact and the organization of a campaign develop leadership ability in a candidate to a greater degree than give-away gimmicks. Food (including candy) and/or beverage are prohibited in the campaign area and are not allowed as part of a campaign display.

8. It is the responsibility of each officer candidate to see that all campaign material is picked up and removed. No campaign material will be allowed in the election session.

9. It is the responsibility of the state officer candidate to ensure that campaign areas are kept neat and that promotional items do not cause litter problems. If materials are found in disorder or on the floor, then the problem will be addressed with the candidate and their chapter advisor.

10. There will be NO campaigning after curfew. This includes officer candidate interviews.
By electing you to a SkillsUSA (state) state office, the membership has entrusted the leadership of its organization to you and your fellow officers. With the acceptance of this honor come duties and responsibilities.

Duty is defined as, “the conduct, obedience, loyalty, and submission required of an officer.”

Responsibility is “the reliability and moral accountability for duties expected of an officer.”

Together, duty and responsibility convey the conduct and performance appropriate to all SkillsUSA (state) state officers.

Regardless of which office you hold, your duties and responsibilities as a SkillsUSA (state) state officer obligate you to do the following:

- Understand the mission and goals of SkillsUSA (state).
- Understand the SkillsUSA (state) bylaws
- Understand the SkillsUSA creed and know it from memory and be able to recite it.
- Be familiar with the organizational structure and policies of SkillsUSA (state).
- Understand and correctly use parliamentary procedure.
- Memorize appropriate ceremonies and rituals.
- Attend all meetings.
- Be prepared to conduct organization and state meetings.
- Be prepared to serve as a speaker.
- Be loyal to SkillsUSA (state).
- Assist other officers to accomplish their tasks.
- Practice good speaking and writing skills as you represent the state association.
- Be helpful, respectful, and responsible to all people.

Specific Standards

- Must have active membership status.
- Must have endorsement of local chapter. Attach a letter of recommendation from local chapter.
- Must have school certification signed by an administrator and advisor.
- Must have at least one full year remaining as an active member. Must have an occupational objective in a Career and Technical Education area.
- Must be available to represent the state through personal appearances during tenure of office.
- Candidacy for office must be filed with the SkillsUSA (state) office by the deadline.
- Must present a speech.
- Each candidate must meet with the qualifications committee for a test and personal interview.
- Each newly elected officer must meet with the state director immediately following the last meeting of the State Leadership and Skills Conference.
- All elected state officers are required to attend the SkillsUSA (state) officer training. Any state officer who does not attend this training will be required to resign their office unless the State Director determines extenuating circumstances.
- All elected officers are required to attend the activities that are listed on the Candidate Agreement Form.
RESPONSIBILITIES

of a SkillsUSA (state) State Officer Local Advisor

The success of our state officer team largely depends on the support of local advisors. Duties of such advisors are listed below:

☑ Ensure that their officer receives communication from the state office.

☐ Ensure that their officer responds in a timely manner to all requested materials or information.

☐ Ensure that their officer attends all called meetings and activities.

☐ Ensure that their officer abides by all policies and procedures as outlined in their Leadership Handbook, State Officer Contract, and any other such items that may be communicated to them in writing or verbally by the state director or designee.

☐ Review all assignments before they are submitted to the state office (speeches, articles, minutes, journal entries).

☐ Arrange transportation for your officer to and from events.

☐ Serve as a chaperone on state officer trips.

☐ Assist in planning and preparing state officer speeches, scripts, skits, sessions and other documents.

☐ Encourage and support the state officer team in fulfilling their mission to serve SkillsUSA (state).
It is the responsibility of all SkillsUSA (state) state officers to conduct themselves in a proper, business-like manner at all times.

1. All officers are expected to attend and be on time to all meetings and events during the year.

2. All officers shall behave in a courteous and respectful manner; refrain from language and actions that might bring discredit upon them, their school, and their families or upon SkillsUSA (state).

3. Conduct that is not conducive to a business environment will not be allowed. Such conduct includes, but is not limited to, actions disrupting a business-like atmosphere, association with non-conference individuals or activities that endanger self or others.

4. At any function sponsored by SkillsUSA (state), all officers, participants and guests shall abide by the dress code.

5. There shall be no defacing of public property. The individual(s) responsible must pay any damages to the property or furnishings in the hotel room or building.

6. If male and female officers visit each other in their hotel rooms at any time, the door must be open. These visits must have prior approval of the state director or leadership team and an advisor must be present during these visits.

7. All officers will be in their own rooms by designated curfew and will not leave the room after curfew. Advisors will always do one or more room checks, following curfew. Officers may expect the advisor to also follow up with a phone call check at any hour following curfew.

8. Officers shall keep the state director informed of their activities and whereabouts AT ALL TIMES. Accidents, injuries or illnesses must be reported to the state director when they occur.

9. Officers must always travel with a group (never alone) and should not go into hotel stairwells alone, areas that are poorly lit, or areas that have light pedestrian traffic.

10. Officers shall not possess alcoholic beverages, narcotics or firearms in any form, at any time, under any circumstances.

11. Use of tobacco products is prohibited for all officers.

12. Officers of SkillsUSA (state) are prohibited from posting inappropriate or offensive materials on the Internet (MySpace, Facebook, and YouTube). If inappropriate or offensive materials are found to exist, the officer will be asked to remove the material.
**COLLEGE/POSTSECONDARY STATE OFFICER**

**Code of Conduct**

<table>
<thead>
<tr>
<th>It is the responsibility of all SkillsUSA (state) state officers to conduct themselves in a proper, business-like manner at all times.</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td><strong>3.</strong> Conduct that is not conducive to a business environment will not be allowed. Such conduct includes, but is not limited to, actions disrupting a business like atmosphere, association with non-conference individuals or activities that endanger self or others.</td>
</tr>
<tr>
<td><strong>4.</strong> At any function sponsored by SkillsUSA (state), all officers, participants and guests shall abide by the dress code.</td>
</tr>
<tr>
<td><strong>5.</strong> There shall be no defacing of public property. The individual(s) responsible must pay any damages to the property or furnishings in the hotel room or building.</td>
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<td><strong>6.</strong> If male and female officers visit each other in their hotel rooms at any time, the door must be open.</td>
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<td><strong>7.</strong> Safety precautions should be exercised at all times. Never go into hotel stairwells alone, areas that are poorly lit, or areas that have light pedestrian traffic.</td>
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</tr>
</tbody>
</table>
CONSEQUENCES

of State Officer Code of Conduct Violation

Immediate **expulsion** from any SkillsUSA (state) sponsored meeting or event will result from the following:

- Possession of alcoholic beverages, narcotics, or firearms of any form, possessed at any time, under any circumstance.
- Gross violation of male and female room regulations.
- Gross damage to property; or violation of hotel safety codes or criminal laws.
- Internet misuse.

SkillsUSA (state) state officers may also be removed from office for one or more of the following reasons:

- Failure to perform the duties of their office.
- Failure to attend required meetings.
- Failure to follow rules, regulations and responsibilities to act in a professional manner, including school disciplinary guidelines.
- Failure to meet appropriate deadlines without satisfactory explanation.
This form is to be completed by each candidate running for office with SkillsUSA (state). All elected state officers are required to attend all SkillsUSA (state) state officer activities. Any state officer who does not attend the planned officer activities will be required to resign their office unless the state director determines extenuating circumstances.
CANDIDATE INFORMATION

Name __________________________________________________

Current age and grade or year in school ______________________

Student e-mail ____________________________________________

Home address ____________________________________________

City__________________________ State_______ Zip___________

Home phone _____________________________________________

School_________________________ Phone____________________

Advisor _________________________________________________

Advisor e-mail __________________________________________

Pathway area ____________________________________________

Occupational objective ___________________________________
Please rate your abilities in the following areas. This rating information is only for the knowledge of the SkillsUSA (state) state director and will not be made public. Please be candid.

(Circle the description that represents your personal ability level.)

<table>
<thead>
<tr>
<th>Public Speaking</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Committee Work</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Competitive Events</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Parliamentary Procedure</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Computer/Tech Skills</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
</tbody>
</table>

(Circle one of the underlined words that best describe you.)

I have a(n) excellent, good, fair, poor self-esteem.

Attach:

_____ one copy of your speech

_____ one recommendation letter from your chapter
1. Recite the SkillsUSA pledge. What do these phrases mean: “to prepare myself,” “to base my expectations of reward upon the solid foundation of service”?

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.

“to prepare myself”— Preparation requires self-control. It means effort without immediate reward but with the knowledge that the effort will pay off when the preparation is completed.

“to base my expectation of reward upon the solid foundation of service” – This statement reinforces the attitude that we must first serve in order to gain. This attitude is important to success.

2. Recite the SkillsUSA motto and the six points of the SkillsUSA creed

SkillsUSA Motto:

Preparing for leadership in the world of work.

SkillsUSA Creed:

I believe in the dignity of work.
I believe in the American way of life.
I believe in education.
I believe in fair play.
I believe satisfaction is achieved by good work.
I believe in high moral and spiritual standards.

3. Paraphrase six of the 11 purposes of SkillsUSA.

- 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 maintain 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.
- To create among students, faculty members, and persons in business and labor a sincere interest and esteem for career and technical education.
- To develop patriotism through knowledge of our nation's heritage and the practice of democracy.
4. Paraphrase two duties of the president, vice president, secretary, treasurer, reporter, and parliamentarian.

**President:** This person is key to the whole SkillsUSA chapter, must be selected for good leadership qualities, and must be able to work with people and encourage them to work for the chapter's benefits.

- Knows what work has to be done and when to delegate.
- Keep informed of the members progress and see that the chapter is moving forward,
- Presides over meetings, make sure they begin on time and follow the order of business.
- Never interjects personal opinions or dominates the meeting.
- Has a complete understanding of the matters to be discussed and the possible effects of his or her recommendations.
- Conducts meetings following correct parliamentary procedure and allows ample, but not excessive time for discussion.
- Brings issue's to a satisfactory conclusion when sensing a discussion is dragging or being monopolized

**Vice President:** as first assistant to the president, he or she should prepare just as well as the president.

- Presides at meetings and other functions in the absence of the president.
- Must be well informed of the issues and skilled in handling the chapter's business.
- Must be prepared to assume office of president when necessary.
- Carries specific responsibilities for program planning, often with help from a program committee, to determine the program topics, secure speakers and arrange for necessary facilities.

**Secretary:**

- Keeps all chapter records for continuous reference to all that has happened.
- With the president, sets a tentative agenda of each meeting several days in advance.
- Advises the president during the meeting about the agenda.
- Keep the minutes of each meeting in a permanent book having alphabetical membership roll.
- Keep the final copy of the chapter’s calendar of activities.
- Includes the following information in the minutes: the name of the chapter, the kind of meeting or the purpose of the meeting, the date, the time, the place, the name of the presiding officer, the number present, approval of previous minutes, a treasurer's report, reports and actions taken in the meeting, motions carried and lost, adjournment, and the signature of the presiding officer.
- Counts the vote, unless someone else is appointed.
- Asks questions if unsure about the wording of a motion or its outcome.
- At each meeting, reads the minutes of the previous meeting, which, when approved, are the official record of the chapter business.
- Keeps the local chapter's constitution and by-laws at each meeting to be used as a reference.
- Maintains a complete list of members as well as committees, their members and chairpersons.
- Chairs the membership committee and calls meetings to order in the absence of the president and vice president.
- Takes care of chapter correspondence and reads all communications directed to the chapter.
### SKILLSUSA STATESMAN AWARD

#### Sample Test Questions and Study Guide

<table>
<thead>
<tr>
<th>treasurer</th>
<th>treasurer</th>
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<th>treasurer</th>
<th>treasurer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strives to develop skills including listening, interpreting issues, taking concise notes and reporting accurately.</td>
<td>Develops good speaking skills so the minutes can be heard and understood.</td>
<td>Keeps the record of the chapter funds.</td>
<td>Bills for annual dues.</td>
<td>Assists in developing the annual budget.</td>
<td>Maintains accurate records of income and expenses.</td>
<td>Makes a complete inventory of the chapter equipment, books and other materials with the assistance of the chapter advisor.</td>
<td>Knows all the regulations about handling the chapter's finances as determined by the constitution or by-laws and school policy.</td>
<td>Issues and maintains records of receipts.</td>
<td>Collects, records, and deposits funds promptly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>reporter</th>
<th>reporter</th>
<th>reporter</th>
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<th>reporter</th>
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<th>reporter</th>
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</thead>
<tbody>
<tr>
<td>Promotes news about the chapter before the public.</td>
<td>Is able to write (or willing to learn to write) news stories on chapter activities.</td>
<td>After obtaining details about a meeting or program prepares news releases and distributes them to print and broadcast media.</td>
<td>Includes the “who, what, when, where, why, and how,” the name of SkillsUSA chapter and the main people involved, a description of the activity and how it affects the community, as well as the place, date and time.</td>
<td>Gets acquainted with local news editors and finds out if they want fully written stories or just the facts.</td>
<td>Finds out if the news agencies want photos submitted or would rather be notified to send their photographer or reporter to events.</td>
<td>Avoids playing favorites with competing newspapers and stations.</td>
<td>Uses school and community bulletin boards to get the news out.</td>
<td>Chairs the chapter’s information or public relations committees.</td>
<td>Collects publicity to display at state and national meetings and to include in the chapter’s scrapbook.</td>
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<td>Is the chapter authority and consultant to the president on procedural matters.</td>
<td>Has a working knowledge of parliamentary law and gives opinions on it, not on personal feelings.</td>
<td>Has a working knowledge of Robert’s Rules of Order.</td>
<td>Must be able to gain the confidence of others, since he or she may be called on to settle controversial issues concerning parliamentary procedure.</td>
<td>Calls attention to any errors in procedure, but has no authority to enforce ideas or rulings.</td>
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5. **Recite the seven points of the National Program of Work.**

   - Professional Development
   - Community Service
   - Employment
   - Ways and Means
   - Skills USA Championships
   - Public Relations
   - Social Activities
6. Recite the SkillsUSA colors and what they represent.

Red and white represent the individual states and chapters.

Blue represents the common union of the states and the chapters.

Gold represents the individual, the most important element of the organization.

7. Recite the official dress for men and women.

Women:
Red SkillsUSA blazer, windbreaker or sweater
White collarless blouse
Black dress skirt or black dress pants
Black sheer or skin-tone seamless hose
Black shoes

Men:
Red SkillsUSA blazer, windbreaker or sweater
White dress shirt
Black dress slacks
Plain solid black tie
Plain black socks
Black shoes

8. Recite the procedure for obtaining the floor at a meeting and making a motion.

Rise and address the President – “Mr. President” or “Madam President.”

Receive recognition by the President.

Make motion—“I move that . . .”

9. Recite the 5 parts of the SkillsUSA emblem and what each represents.

The shield represents patriotism.
The gear represents the industrial society.
The torch represents knowledge.
The orbital circles represent technology.
The hands represent the individual.

10. Define Quorum

Quorum — The minimum number of members who must be present at meetings in order for business to be legally transacted.

11. Paraphrase five of the eight SkillsUSA goals.

• Acceptance of SkillsUSA activities by the educator as an integral part of the instructional program.
• The creation of programs that will motivate members in their training and chapter activities.
• The continued development of high-quality leadership training programs.
• The creation and expansion of leadership training conferences on local, state and national levels.
• Expanded competitive activities.
• Improved public relations at all levels with business, industry, labor organizations and associations as well as involvement in local, school, civic and community activities through correspondence, publications and goodwill tours.
• The employment of a full-time person to conduct the duties of the state association director.
• Continued growth of membership.
12. In what National SkillsUSA region do you live?

Name the 12 states or territories in your region. Answers will vary.

13. Who is the Executive Director of National SkillsUSA?

Tim Lawrence

Who is the State Director of SkillsUSA (State)?

Answer will vary.

Who is the State President of SkillsUSA (State)?

Answer will vary.

14. What is the PDP Program?

Professional Development Program

What are the levels of participation in PDP from beginning to end?

Level 1: Trainee Degree

Level 2: Leader Degree

Level 3: Professional Degree

Level 4: Master Degree

Level 5: American Degree

15. What is the difference between a standing committee and an ad hoc committee?

A standing committee operates for the entire school year. (Examples: Professional Development, Community Service, Ways and Means, Social, Skills USA Championships, Employment and Public Relations.)

Ad hoc committees operate for a limited time period. (Example: A committee appointed to plan a party. It operates just to do the assigned task and not all year like a standing committee.)
I, ________________________________________, have read and understand the qualifications of the SkillsUSA (state) state officer and realize the duties. If elected, I agree to be present and to participate in all required SkillsUSA (state) activities during my term of office. And, if elected, I agree to fulfill my duties to the best of my ability.

As a SkillsUSA (state) state officer, you will be required to attend the following activities *(dates are tentative and subject to change)*:

- State Officer Training – May or June 2013
- Fall Leadership Conference Planning – July 2013
- Fall Leadership Conference (arrive one day prior to start to conference) – September 2013
- Washington Leadership Training Institute Conference – September 2013
- Partnership Training – September or October 2013
- Champions Rally – October 2013
- Partnership Visits – Fall 2013 and Spring 2014
- Region Championship – January or February 2014
- TIEGA Conference – January 2014
- CTSO Legislative Activity – February 2014
- State Leadership and Skills Conference (arrive one day prior to start to conference) – March or April 2014
- Four Executive Council meetings (scheduled in the following months): July 2014; August 2014; November 2014, January 2014; February 2014; March 2014

I certify that I am a member in good standing of the _______________________Chapter.

______________________________________________  _______________________
Candidate’s Signature                     Date

As this SkillsUSA (state) state officer candidate’s local advisor, it is without reservation that I recommend (him/her) as a SkillsUSA (state) state officer.

______________________________________________
Local Advisor’s Signature
We (officer and parent(s) or guardian) have read and fully understand the SkillsUSA State Officer Code of Conduct and agree to comply with these guidelines. Furthermore, we are aware of the consequences that will result from violation of any of the above guidelines.

As a SkillsUSA (state) state officer, the officer's name, photo, SkillsUSA (state) e-mail address, and school contact information will be posted on the SkillsUSA (state) web site and in printed documents (publications). The officer's home contact information will not be published electronically or in printed documents.

I give SkillsUSA (state) permission to publish electronically and in printed documents the information and materials as described.

____________________________________
Officer's Name

____________________________________       _______________________
Officer's Signature                   Date

____________________________________       _______________________
Parent or Guardian's Signature                  Date
(if candidate is under age 18)
The credentials for _____________________________________________, who is the choice of our chapter, are attached. To the best of our knowledge, this individual meets the qualifications for the office of a SkillsUSA State Officer and if elected, will receive the enthusiastic support of the school, the chapter, and the advisor in the execution of the duties of the office.

The Department of Education and local school systems operate under guidelines of the Quality Basic Education Act, established in 1986. In order to participate, students must qualify and meet the required criteria according to this law. Travel funds for instructors are not a direct line budget item from the state, but are contained in the FTE formula. More than adequate funds are usually allocated and are earned by the school through FTE accounting procedures. As administrator, I agree to provide travel money for the advisor to carry out the tasks of the office for which the SkillsUSA (state) member is a candidate.

During state and national activities, we understand that the state director and leadership team will supervise the state officers. The state director, leadership team and officer's advisor will coordinate to enable an officer to prepare for contest participation or other requested chapter activities as schedules permit. State officers must commit to participate fully in all program of work activities.

We recognize the responsibilities of the position for which we have nominated our candidate and will assist him or her in executing responsibilities of said office, in any capacity that we can, should he or she be elected. We understand that necessary support of travel and participation is important for both the candidate and their advisor and we are willing to support their needs. We have fully reviewed and understand the SkillsUSA (state) state officer candidate information overview, official application, agreement form and other related documentation.

______________________________________________________ ________________________  
Parent or Guardian (please print name and sign)                     Date

______________________________________________________ ________________________  
Chapter Advisor (please print name and sign)                     Date

______________________________________________________ ________________________  
School Principal (please print name and sign)                     Date

______________________________________________________ ________________________  
Superintendent or Designee (please print name and sign)                     Date

______________________________________________________ ________________________  
Technology/Career Supervisor (please print name and sign)                     Date
The credentials for _____________________________________________, who is the choice of our chapter, are attached. To the best of our knowledge, this individual meets the qualifications for the office of a SkillsUSA state officer and if elected, will receive the enthusiastic support of the school, the chapter, and the advisor in the execution of the duties of the office.

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______________________________________________________ ________________________  
Chapter Advisor (please print name and sign)                      Date
This form should be completed by members not only interested in seeking a position as a state officer candidate but are also interested in being considered as a national officer candidate.

SkillsUSA (state) will select no more than two qualified members to represent our state as national officer candidates and reserves the right to make the decision that no applicants are qualified to move forward as a national officer candidate. Candidates must fully complete the state officer candidate application and the national officer candidate addendum. In addition to the stated qualification procedures, national officer candidates will also submit the following:

- National Officer Candidate Platform
- National Officer Candidate Slogan
- National Officer Candidate Poster Design
- National Officer Candidate T-shirt Design
- Listing of at least three items that will be used as National Officer Candidate Campaign Materials (promotional items)

The local chapter will assume responsibility for the following in support of their student: NLSC airfare, hotel, registration, Leverage registration, meals, clothing and campaign materials. SkillsUSA (state) will support the student by providing the following: registration, lodging, meals and materials for state officer training and CTSO Training, selected clothing and other items.

As the local chapter advisor, I agree to support my student in his/her preparations as a national officer candidate if he or she is selected by SkillsUSA (state) to represent our state. I understand that the National Officer Candidate Application must be completed and returned to the national office by the deadline and that I am responsible for ensuring that my student meets all obligations of his or her candidacy.

Chapter Advisor Signature: ___________________________ Date: ______________

I understand that if I am selected to represent the state as a national officer candidate, that I will fulfill the obligations and responsibilities of seeking office to the best of my abilities.

Candidate’s Signature: _______________________________ Date: ______________
TO: State Officer Candidates and their Chapter Advisors

FROM: (Your Name), State Director

RE: State Leadership and Skills Conference 2012 Officer Candidate Procedures

DATE: (Date)

Congratulations on your decision to run for state office; you are to be commended for taking the next step in your leadership! Please read the following information very carefully:

☐ Officer candidate registration will take place in (room) of the (conference site) at (time) on (date). Official dress is required. You need to arrive by (time) to check in and register as a state officer candidate.

☐ The officer candidate orientation and qualifications exam will take place in the (room) from (time range). To prepare for the exam, please study the following information:

  o SkillsUSA Motto
  o SkillsUSA Creed
  o SkillsUSA Pledge
  o SkillsUSA Colors
  o SkillsUSA Emblem
  o Emblem Ceremony
  o SkillsUSA Constitution and Bylaws
  o Common Parliamentary Procedure Motions
  o Statesman Award Study Guide (attached)

The test will consist of multiple-choice questions. Please study the above information, Statesman Award testing information and memorize the motto, creed and pledge. Please let me know if you have any questions or concerns about the test.

☐ Officer candidate interviews will take place in the (room) from (time range) on (date). Please prepare yourself for this portion by having a teacher or parent ask you some questions about SkillsUSA, yourself, your goals and motivations in life. Practice your handshake, eye contact and making a good impression on your interviewer.
OFFICER CANDIDATE PROCEDURES

At (time) on (date), candidates will enter the (room) of the (conference location) and set up for the meet the candidates session. Set up your campaign material including posters, displays and literature that you wish to share. Three sided display boards can be very effective in presenting your ideas. You will be responsible for providing your own easel, if one is needed. Please keep litter and waste materials to a minimum and all candidates are responsible for cleaning up. Please be reminded that food (including candy) and beverages are prohibited in the campaign area and are not allowed as part of a campaign display. Your chapter advisor and campaign manager may help you set up (your campaign manager does not necessarily have to be a voting delegate). Candidates will also present their campaign speech during the “Meet the Candidates Session.” You should wear official dress to this session and sit in the designated area for officer candidates. Your speeches are a very important part of the campaign process. Please spend adequate time preparing for your speech and remember that you will be held to the three-minute time limit. This is the time that can really make or break your campaign. Work on your speech and be prepared for this event.

At (time) our voting delegates will join us for a “Meet the Candidates Session.” Only voting delegates will be involved in this session as they collect information about the candidates to share with their chapters. Voting delegates will visit campaign booths and listen to campaign speeches from (time range) and will have the opportunity to speak with candidates one-on-one. Loud music and dancing will not be permitted; this is a professional and dignified function.

At the conclusion of the “Meet the Candidates Session,” candidates will have a brief meeting to review the procedures for the Awards Session.

Voting delegates will cast their votes from (time range) on (date) in the (room) of the (conference location).

The 2013-2014 state officer team will be announced during the awards ceremony on (date) at the (location). Please sit in the designated seating area for officer candidates.

There will be a brief meeting at the close of the awards ceremony for the newly elected officers and their advisors to discuss our travel and training schedule. If elected, it is mandatory that you and your advisor attend this brief meeting. You will also have your official photo for the state officer team taken at this time.

*Please note: You will not officially be declared eligible until after the state officer candidate orientation on (date), therefore you should not campaign or have campaign posters prior to this time. Also, you are to refrain from campaigning during the Opening General Session. You may wear buttons, etc. but posters should not be brought to the Opening General Session.

Meeting members from other chapters and sharing why you want to be a state officer is the key to a successful campaign. Make it your goal to meet and greet as many people as possible during the conference.

If you have any questions or concerns, please do not hesitate to contact me at (phone number) or (e-mail address). I look forward to seeing you at the state conference. Best wishes as you prepare!
Choose a few resources available from SkillsUSA and plan to use them in your state officer interview process. Here are a few ideas:

- Inform the state officer candidates that they will be asked to interpret or give a short presentation on one of the quotes in the “From Quotes to Results” quotes poster series.
- Choose a few activities from Accelerate, Jump Start, Propel or the State Officer Activity Guide and lesson plans and create an interview session that involves the state officers preparing for and facilitating one of the chosen activities.

Make sure all local advisors of potential state officers are informed about which resources may be used during the selection process so that they can purchase and have the resources available during the candidate’s preparation.
Apply the Skills

While designing the selection process, use the learning objectives of your state officers to determine some of the questions the officers will be asked or tasks they'll be asked to perform during interviews.

Referring Back

When the team or individuals on the team seem to get tired or are frustrated with their state officer task list, remind them about their thoughts and feelings immediately upon election. Use their applications or notes the interviewers took to remind them about why they are serving as an officer.
Grow the Experience

Seek feedback from state officer candidates about the types of questions they were asked in their application and interview process. What experiences during the process were valuable even if they weren’t elected? What questions allowed them to showcase themselves? Modify the experience to most effectively use the time of the candidates, delegates and interview committee.
Post-Election Team Meeting
The purpose:
A state officer team with a strong sense of relationship among fellow officers, and with a clear picture of what lies ahead, has the greatest potential for success. As the state director, your role in the life of this team is absolutely necessary to its productivity and success in the state. State officers look to you for guidance, coaching and assistance with doing their job better. They count on you to develop and grow them as a human being. Your role with each new team begins the moment their name is called to serve the SkillsUSA state association. In this section of the State Officer Training Facilitator Guide, you’ll discover:

- How to set context for the year with the team immediately upon election.
- Information and examples to share with the team to start their year of service smoothly.
- Information to share with the parents, administrators and advisors of the officers to help build their support of their student and you.

In the continuum:
The first team meeting following election is a one-time (and critical) event in preparing the officers for their year of service. Its function is to set context. Whatever context is set will, in large part, determine the results you will see come from your state officer team. This section of the guide will equip you with the ability to set the context necessary for your team to perform at the highest possible level. Everything a state officer does throughout the year will go back to the expectations established at this meeting. While there isn’t a great deal of time available for the meeting, use the resources in this section to prepare the team for the next meeting. The meeting outlined here is designed to last approximately 40 minutes.

Here are some questions to consider as you prepare your own mindset for this meeting:

- How do I want the officer team to perceive me?
- What should I wear to communicate my expectation of officer appearance?
- What should I say to calm nerves but heighten self-awareness and the need for high-level performance?
- How should the meeting room look to influence the officers’ emotions?
- What do I hope the officers think and feel after the meeting?
- How do I communicate the seriousness of their role in the lives of our statewide membership?
- What can I give the officers to equip them and excite them about their role?
- Will I facilitate all or some of the meeting, or is there another person who will assume this responsibility?

Who is involved?
- Appropriate state staff members
  - State director
  - State officer team coaches
- Each state officer
- State officer local advisors

What is the process?
- Prepare state officer packets and advisor packets.
- Upon election, congratulate the new team as they step off the stage and provide them a printed copy of the instructions they’ll need. This might include the time and location of the meeting or additional details that might be forgotten in the excitement of election.
- Meet with the team to share key information and steps to complete prior to the next meeting. All dates and tasks should be printed and provided to the officer and advisor.
THE POST-ELECTION TEAM MEETING

When does the meeting occur?

- Meet briefly with the new officers and their advisors prior to their departure from the State Leadership and Skills Conference.

Where is the meeting located?

- Reserve a meeting space that is easily accessible and private enough that the officers will be able to focus during the fast-paced delivery of information.

How do I prepare for and facilitate the meeting?

1. Identify the meeting time and location.

2. Determine who will facilitate the meeting.

   If multiple people are involved in guiding the state officers, consider involving each of them, at least briefly.

3. Prepare information packets for each state officer.

   Please see the new state officer information packet resources.

4. Prepare information packets for each advisor.

   Please see the state officer local advisor resources.

5. Prepare the facilitator resources.

   Please refer to the facilitator’s guide.
POST-ELECTION MEETING AGENDA

3:00 pm Welcome and Enrollment
3:02 pm Provide the Experience
3:06 pm Label the Experience
3:36 pm Demonstrate the Relevance
3:43 pm Review the Information
3:44 pm Celebrate Success
3:46 pm End the Meeting

More or less time can be taken for the post-election meeting depending on your state’s traditions and availability of students and advisors. The resource provided in this guide is built around a time frame of approximately 45 minutes.
I’m a SkillsUSA State Officer. 
Now what?

Through a series of enrollment, experience, labeling and demonstration events, participants explore, understand and apply content around the following question: I’m a SkillsUSA state officer. Now what?

Objectives

By the end of this session, participants will know or be able to:

1. Feel celebrated as a newly elected officer.
2. Complete necessary information and signature forms.
3. List upcoming dates and events where their participation is required.

Materials

- Leadership Handbook (one per officer)
- State Officer Personal Guidebook (one per officer, one per state staff)
- State Officer Arsenal
- State Officer Leadership Handbook Companion
- Index cards (one per officer)
- State Officer Information Packet (one per officer)
- State Officer Advisor Packet (one per advisor)
- State Officer and State Officer Advisor Agendas
- Facilitator’s Agenda
- Any additional items you wish to present your officers with at that time

Preparatory Work

- Prepare and print off enough copies of all forms you wish to include in the State Officer Information Packets.
- Purchase a folder to hold the information and forms for each state officer.
- Prepare and print off enough copies of all forms you wish to include in the State Officer Advisor Information Packets.
- Purchase a folder to hold the information and forms for each state officer advisor.

Enroll the Participants

Welcome to State Office! – Approximately 2 minutes

“Congratulations on being selected to serve as a SkillsUSA (state) state officer. I’m sure you know from visiting with former officers, you are in for the ride of your life! I am (your name) and I serve as (position) for SkillsUSA (state). In the coming months, you and I will work closely together to grow our state association. I look forward to getting to know you better, and we’ll have a great opportunity for building our relationship the next time we meet. As you know, your chapter members are excited to celebrate with you and there is a lot to do to wrap up the State Leadership and Skills Conference! In the next few minutes, I’ll briefly guide you through your packet of information and then you’ll be dismissed for departure.”

Provide the Experience

Welcome to State Office! – Approximately 4 minutes

Provide each officer with a note card.

“Pull out the note card found in your packet. Locate only that note card now. (Pause) On your note card, capture a brief summary of your emotions, excitement and anything you’re thinking or feeling right now after just being selected to serve as an officer. You have one minute.”
Pause to allow the state officers time to write.

“Thank you. Please pass those cards in to me.”

Collect the cards. You might use these cards or phrases from their cards throughout the year to re-energize them and remind them as to why they ran for state office.

“Now carefully pull the packet of information out of your folder, leaving it in the order it’s in now.”

(Pause while students remove the materials.)

“Let’s dive in!”

Label the Information

Welcome to State Office! – Approximately 20-30 minutes

“The first document in your pile is an information sheet. State officers, your sheets are [color] and advisors, your sheets are [color]. Officers, you’ll also find a favorites inventory. Please complete those now and hand them to me when you’re finished.”

Pause to allow time to complete the forms. Include any other completion forms specific to your state association and provide time to fill each of them out during this time.

“Thank you for working so quickly to get that information ready.”

“The next section of your packet includes forms you must take home, fill out, get signed and return to me by [date]. These forms include:”

(List and describe each form, and add additional forms according to your state’s requirements.)

- Photo release
- Officer conduct form

“Please return those forms to your folder for safe keeping.”

“The next document you’ll find is for state officer training.”

Review details of the next training as outlined on the form. Include information such as:

- The date
- The times
- The location
- The purpose
- How to make travel arrangements
- Information for advisors

“The next information in your packet is about Lever-age Conference and National Leadership and Skills Conference.”

Review key information with the officers as it is outlined on the document:

- Flight/travel information
- Dates
- Times
- Any registration information needed for the conferences

“Place that information back in your packet so that you can share it with your parents when you get home.”

“Now let’s review a few tasks that must be completed in the coming days.”
Review any assignments you need the officers to complete. Here are a few ideas:

- "Your image and a short biography will be posted to our state website so we can introduce you to our membership. Please write four to six sentences to describe yourself. You might include why you desire to serve as a state officer, what you’re looking forward to about the year and what message you hope to share with members. You can check out the newly retired team’s bios on the website when you get home. E-mail the information to (email address) by (date) in a Word document."
- "Complete the ‘favorites’ worksheet and return to (email address) by (date) in a Word document."
- "Complete the personal growth form. Take time to really sit down and think through your answers. Bring this completed form with you to state officer training."
- Provide students with an access code for StrengthsQuest™, Insights Discovery, Myers-Briggs or another assessment. Equip the students with the directions to complete the assessment and instruct them to bring their results to state officer training. This optional step will greatly enhance the discussions about the officer’s growth plan and will be an outstanding tool as the officers get to know one another and as you get to know them and learn how to coach them. Find pricing and other information at each assessment’s website. Extension activities including the results of assessments are included in the state officer training section of the guide.
- "The last items in your packets are the SkillsUSA Leadership Handbook and the State Officer Leadership Handbook Companion. To help us all start in about the same place at our state officer training, each of you is responsible for reading through the handbook and completing the corresponding section in your manual. Bring both of these items with you to state officer training."

"What questions do you have at this point?"

(Answer questions.)

"Place everything you need to take home back in your folder."

(Pause to allow time for this task.)

"It’s time to get our pictures for the website so we can introduce you to SkillsUSA (state)! Please remove all pins, badges, ribbons or any other additions from your red blazer. Remove large earrings and necklaces and then gather in (specify the location) so we can get your group picture first. We’ll get individual pictures after the group picture.”

(Take officer pictures.)

"Finally, I know we’ve shared a great deal of information with you in a very quick timeframe. What questions or concerns do you have that we need to address before you head home?"

"I will be in touch in the coming days regarding any additional next steps and with a summary of the key deadlines I shared with you today."

(Review any additional items that are specific to your state’s agenda at this time.)

Demonstrate the Relevance

Welcome to State Office! – Approximately 7 minutes

"I’m curious – who was the most influential SkillsUSA state officer in your life and what did they do that influenced you? Share your thoughts in 30 seconds or less. Who will start?"

Pause to allow time for each officer to share.
Post-Election Meeting

“Those are obviously some strong memories in your SkillsUSA experience. As you leave today, remember that you are now amongst that family; the family of state officers who make a difference in the lives of members.”

**Review the Content**
*Approximately 1 minute*

“What is the number one piece of information you will share with your parents when you get home?”

Pause to allow time for each officer to respond.

“Those are great points! Remember to keep them in the loop this year!”

**Celebrate Student Success**
*2 minutes*

“Congratulations again, and welcome to an elite servant position known as SkillsUSA (state) state office!”

Presenting the officers with some branded state association items at this time might be a helpful gesture in welcoming the officers to their new role.
State Officer Training
New State Officer Information Packet
Dear New State Officer Parent,

Congratulations on the achievement of your child in being selected to serve as a SkillsUSA (state) state officer. I am excited to help your child grow personally and professionally and hope I can count on you to play an integral role in that growth as well.

I'm sure there are many questions in your mind right now about your child’s new adventure. How much money will this year cost? How will my child get from place to place? How much time will state office require of my child? What will my child do as a state officer?

The year will be a learning process for both you and your student. The best way to learn is to feel good about taking advantage of opportunities offered. As the state director, I will often encourage your student to communicate with you about their role. My role is to communicate with your student. I will rely upon your student to meet your needs in terms of sharing information.

Following our first post-election meeting, your student will have answers to many of the questions you may have now. Make time now to sit down and discuss the following questions with your student:

- What is your initial schedule for the year and how might that schedule change?
- What supplies do you need to fulfill your role?
- What will SkillsUSA (state) pay for and what are we responsible for paying for?
- How will your reimbursement payments be handled?
- What is the contact information of your team and state staff?
- What state logistical procedures do we need to be aware of?
- What do you need to do prior to your next training or meeting?

During the year, your student may be busy balancing state officer roles and life outside of SkillsUSA. Make it a habit to ask specific questions about what's happening now and next in SkillsUSA (state). Ask how you can help them manage their schedule, perhaps by being an accountability partner for them.

Your child will have an incredible experience as a state officer. Take the time to enjoy the experience with them by committing to solid communication with them.

Please contact me with questions or concerns that your student cannot address. Thank you for trusting me to play a role in developing the leader within your child.

Kindly,

(Your Name), State Director of SkillsUSA (state)
Dear New State Officer Administrator,

Congratulations on the achievement of your student being selected to serve as a SkillsUSA (state) state officer. I am excited to help your student grow personally and professionally and hope I can count on you to play an integral role in that growth as well.

I’m sure there are many questions in your mind right now about your student’s new adventure. How much school will my student miss? What time will be required of my student’s advisor? How will my student and their advisor get from place to place? What will my student do as a state officer?

The year will be a learning process for both you and your student. The best way to learn is to feel good about taking advantage of opportunities offered. As the state director, I will encourage your student to communicate with you about their role. My role is to communicate with your student. I will rely upon your student to meet your needs and their parents’ needs in terms of information.

Following our first post-election meeting, your student will have answers to many of the questions you may have now. Make time now to sit down and discuss the following questions with your student:

- What is your initial schedule for the year and how might that schedule change?
- How will your role affect your commitment to your schoolwork?
- What is the contact information for state staff?
- How will you handle working with your teachers when you must be absent from school?
- How does your state officer role impact your leadership role in our local chapter?

It is an honor for your school to be represented by a state officer. Encourage your student in their new leadership discoveries, and challenge them to apply their new skills and abilities in your school.

Please contact me with questions or concerns that your student cannot address. Thank you for trusting me to play a role in developing the leader within your student.

Kindly,

(Your Name), State Director of SkillsUSA (state)
Dear New State Officer Spouse or Significant Other,

Congratulations on the achievement of your spouse or significant other on being selected to serve as a SkillsUSA (state) college/postsecondary state officer. I am excited to witness what he/she will contribute to the team and appreciate the sacrifices you will make to assist in that process. You play an integral role in the growth of your spouse/significant other and the growth of the association.

I’m sure there are many questions in your mind about your spouse's/significant other's new adventure. How much school will he/she miss? How often will he/she be away from home? What is the time commitment involved when my spouse/significant other is home? What costs will we incur? What supplies do we need?

The year will be a learning process for both of you. The best way to learn is to feel good about taking advantage of opportunities offered. As the state director, I will encourage your spouse/significant other to communicate with you about their role. My role is to communicate with him or her. I will rely upon them to meet your needs in terms of information.

Following our first post-election meeting, your spouse/significant other will have answers to many of the questions you may have now. Make time now to sit down and discuss the following questions:

• What is your initial schedule for the year and how might that schedule change?
• How will your role affect your commitment to your class work?
• What is the contact information for your team and state staff?
• How will you handle working with your instructors when you must be absent from classes?
• How does your state officer role impact our relationship?
• What can I do to support you?

It is an honor for your spouse/significant other to serve as a state officer. Encourage him or her in their new leadership discoveries and challenge them to apply their new skills and abilities in your community.

Please contact me with questions or concerns as they arise. Thank you for trusting me to play a role in developing the leader within your spouse/significant other.

Kindly,

(Your Name), State Director of SkillsUSA (state)
Dear New State Officer College/Postsecondary Instructor,

Congratulations on the achievement of your student being selected to serve as a SkillsUSA (state) college/postsecondary state officer. I am excited to help your student grow personally and professionally, and hope I can count on you to play an integral role in that growth as well.

I'm sure there are many questions on your mind right now about your student's new adventure. How many classes will my student miss? What will my student be doing when they are absent from classes? How will my student work with their instructors to prepare for absences?

The year will be a constant learning process for your student. The best way to learn is to feel good about taking advantage of opportunities offered. As the state director, I will encourage your student to communicate with you and all of their instructors about their role. My role is to communicate with your student. I will rely upon your student to meet your needs in terms of information.

Following our first post-election meeting, your student will have answers to many of the questions you may have now. Your student will be asked to make time to sit down and discuss the following information with you:

- Their initial schedule and how that schedule may change
- How their role will affect their commitment to their course work
- Your expectations about class absences
- How their state officer role impacts their leadership role on campus

It is an honor for your institute to be represented by a SkillsUSA (state) state officer. Encourage your student in their new leadership discoveries, and challenge them to apply their new skills and abilities in other organizations on your campus.

Please contact me with questions or concerns that your student cannot address. Thank you for trusting me to play a role in developing the leader and future employer in your student.

Kindly,

(Your Name), State Director of SkillsUSA (state)
FOR IMMEDIATE RELEASE
Contacts: Tom Holdsworth, SkillsUSA
703-737-0607, tholdsworth@skillsusa.org
Jane Short, SkillsUSA
703-737-0612, jshort@skillsusa.org

Local Student Named SkillsUSA (state) State Officer

(City), (State), (Date), (Year) – (NAME) was recently chosen as the state SkillsUSA (Office) for (state). He/She was one of (number) high school students selected to serve as SkillsUSA (state) state officers at the annual state conference. For the next year, these (number) individuals will travel to events across the state, sharing the message of Career and Technical Education, and specifically the message of SkillsUSA.

SkillsUSA (state) officers work together to develop engaging educational conferences for the (number) members statewide. Additionally, they visit business and industry representatives and legislative representatives. Through effective speaking and facilitating techniques, SkillsUSA (state) leaders communicate the message of career-readiness.

According to Tim Lawrence, Director of SkillsUSA, “SkillsUSA state officers develop and use high level leadership skills to prepare themselves and others for future careers. SkillsUSA state officers are among the most elite student leaders in each state.”

For more information about SkillsUSA (state), go to (state website).

About SkillsUSA

SkillsUSA helps students discover and grow their career passions. As a nationwide partnership of students, instructors and industry working together, SkillsUSA works to ensure America has a skilled workforce. It helps every student excel. The nationwide career and technical education student organization annually serves more than 320,000 high school, college and postsecondary students—and their instructors—in technical, skilled, and service occupation instructional programs. Career and technical education is learning that works for America. SkillsUSA has the active support of more than 1,100 corporations, trade associations, business and labor unions at the national level. Over 10.5 million people have been annual members of SkillsUSA since its' founding as the Vocational Industrial Clubs of America in 1965. SkillsUSA programs teach leadership, citizenship and character development to complement technical skill training. The organization emphasizes respect for the dignity of work, ethics, workmanship, scholarship and safety. For more information, go to www.skillsusa.org.
SKILLSUSA (STATE) HIGH SCHOOL
STATE OFFICER

Information Sheet

Name ____________________________________________________________
Date of Birth __________________ Current Age ______________________
Parent Name(s) ________________________________________________
School Name __________________________________________________
Advisor's Name _________________________________________________

School address _________________________________________________
  City ___________________________ Zip ________________
  School Phone ________________ School Fax _____________________
  Advisor e-mail ________________________________

Home address __________________________________________________
  City ___________________________ Zip _________________________
  Home Phone ______________________________
  Cell Number _____________________________
  Student e-mail __________________________

What size do you normally wear in:
  • shirts ______
  • pants ______
  • skirts ______
  • shoes ______

Superintendent's name __________________________________________
CTE Supervisor/Director's name ________________________________
Principal's name _____________________________________________

Complete this form prior to departing from State Leadership and Skills Conference.
### Information Sheet

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth            Current Age</td>
</tr>
<tr>
<td>Parent Name(s)</td>
</tr>
<tr>
<td>School Name</td>
</tr>
<tr>
<td>Advisor's Name</td>
</tr>
<tr>
<td>Academic Advisor's Name</td>
</tr>
<tr>
<td>School address</td>
</tr>
<tr>
<td>City                                 Zip</td>
</tr>
<tr>
<td>School Phone        School Fax</td>
</tr>
<tr>
<td>Advisor e-mail</td>
</tr>
<tr>
<td>Home address</td>
</tr>
<tr>
<td>City                                 Zip</td>
</tr>
<tr>
<td>Home Phone</td>
</tr>
<tr>
<td>Cell Number</td>
</tr>
<tr>
<td>Student e-mail</td>
</tr>
</tbody>
</table>

What size do you normally wear in the following:

- shirts ______
- pants ______
- skirts ______
- shoes ______

*Complete this form prior to departing from State Leadership and Skills Conference.*
### SKILLSUSA (STATE) HIGH SCHOOL
### STATE OFFICER

#### Personal Liability / Medical Release / Photograph Release

<table>
<thead>
<tr>
<th>Name</th>
<th>Home telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home street address</td>
<td>City/State/Zip</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Advisor</td>
</tr>
<tr>
<td>School</td>
<td>School telephone</td>
</tr>
<tr>
<td>School street address</td>
<td>City/state/zip</td>
</tr>
</tbody>
</table>

#### MEDICAL INFORMATION

1. Allergies (drug or otherwise)

2. Current medication

3. Describe any history of heart condition, diabetes, asthma, epilepsy, or rheumatic fever, etc.

4. Physician’s name                         | Physician’s telephone               |

5. Insurance Company                        | Plan Number                          |

6. Group Number                             | Date of last tetanus shot            |

7. Emergency Contact:                       | Phone number:                        |

“I hereby agree to release SkillsUSA (state), its representatives, agents, servants and employees from liability for any injury to above named person at any time while attending SkillsUSA (state) State Officer activities including travel to and from the activities, excepting only such injury or damage resulting from willful acts of such representatives, agents, servants, and employees.”

“I do voluntarily authorize SkillsUSA (state) local chapter advisors, state advisor, state director, assistants and/or designees to administer and/or obtain routine or emergency medical treatment for the above-named person as deemed necessary in medical judgment.”

“I agree to indemnify and hold harmless National SkillsUSA, SkillsUSA (state) and/or assistants and designees for any and all claims, demands, actions, rights of action, or judgments by or on behalf of the above named person arising from or on account of said procedures or treatment rendered in good faith and according to accepted medical standards.”
Personal Liability / Medical Release / Photograph Release

“I hereby authorize any physician member of the Department of Emergency Medicine of an accredited hospital or any member of the medical staff of an accredited hospital to render medical treatment, which in his/her judgment is deemed necessary in the care of the above named person (child or student) while attending the SkillsUSA (state) activity, including time traveling to and from the activities.”

“I authorize my child to travel with and/or be transported by the State Director or designee.”

“I permit SkillsUSA (state) to use video footage and photographs of my child for publicity that might include but is not limited to: website, powerpoint presentations, promotional videos, flyers or news publications.”

______________________________  ______________________________
Signature of parent or guardian  Date

______________________________  ______________________________
Participant’s signature  Date

Complete the form and return to (State Director) by (date).
### Personal Liability / Medical Release / Photograph Release

<table>
<thead>
<tr>
<th>Name</th>
<th>Home telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home street address</td>
<td>City/State/Zip</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Advisor</td>
</tr>
<tr>
<td>School</td>
<td>Advisor telephone</td>
</tr>
<tr>
<td>Campus street address</td>
<td>City/state/zip</td>
</tr>
</tbody>
</table>

### MEDICAL INFORMATION

1. Allergies (drug or otherwise)  
2. Current medication  
3. Describe any history of heart condition, diabetes, asthma, epilepsy, or rheumatic fever, etc.  
4. Physician's name  
5. Insurance Company  
6. Group Number  
7. Date of last tetanus shot  
8. Emergency Contact:  
   Phone number:  

“I hereby agree to release SkillsUSA (state), its representatives, agents, servants and employees from liability for any injury to above named person at any time while attending SkillsUSA (state) State Officer activities including travel to and from the activities, excepting only such injury or damage resulting from willful acts of such representatives, agents, servants, and employees.”

“I do voluntarily authorize SkillsUSA (state) local chapter advisors, state advisor, state director, assistants and/or designees to administer and/or obtain routine or emergency medical treatment for the above-named person as deemed necessary in medical judgment.”

“I agree to indemnify and hold harmless SkillsUSA, SkillsUSA (state) and/or assistants and designees for any and all claims, demands, actions, rights of action, or judgments by or on behalf of the above named person arising from or on account of said procedures or treatment rendered in good faith and according to accepted medical standards.”
SKILLSUSA (STATE) COLLEGE/POSTSECONDARY STATE OFFICER

Personal Liability / Medical Release / Photograph Release

“I hereby authorize any physician member of the Department of Emergency Medicine of an accredited hospital or any member of the medical staff of an accredited hospital to render medical treatment, which in his/her judgment is deemed necessary in the care of the above named person while attending the SkillsUSA (state) activity, including time traveling to and from the activities.”

“I permit SkillsUSA (state) to use video footage and photographs of myself for publicity that might include but is not limited to: website, powerpoint presentations, promotional videos, flyers or news publications.”

__________________________________________ _______________________________
Signature of parent or guardian                                                     Date
(if student is under 18)

__________________________________________ _______________________________
Participant’s signature                                         Date

*Complete the form and return to (State Director) by (date).*
STATE OFFICER FAVORITES

What is your favorite food or type of food?

What book do you really want to read?

What movie are you planning to buy on DVD?

What is your favorite magazine that you don’t already have a subscription to?

What is your favorite snack?

What is your favorite candy?

What is your favorite type of fruit?

What is your favorite beverage?

What is your favorite leadership quote?
The success of our state officer team depends largely on the support of local advisors. Duties of such advisors are listed below:

- Ensure that their officer receives communication from the state office.
- Ensure that their officer responds in a timely manner to all requested materials or information.
- Ensure that their officer attends all called meetings and activities.
- Ensure that their officer abides by all policies and procedures as outlined in their Leadership Handbook, State Officer Contract, and any other such items that may be communicated to them in writing or verbally by the state director or designee.
- Review all assignments before they are submitted to the state office (speeches, articles, minutes, journal entries, etc.).
- Arrange transportation for your officer to and from events.
- Serve as a chaperone on state officer trips.
- Assist in planning and preparing state officer speeches, scripts, skits, sessions and other documents.
- Encourage and support the state officer team in fulfilling their mission to serve SkillsUSA (state).
Information Sheet

Name __________________________________________

Date of Birth ___________________ Current Age ____________________________

Names of and Relationships to Immediate Family Members

________________________________________________________________________

________________________________________________________________________

School Name ____________________________

State Officer’s Name ____________________________

Academic Strengths ________________________________________________________

School address ___________________________________________________________

City ___________________ Zip __________________

School Phone ___________________ School Fax __________________

School e-mail ____________________________________________________________

Home address ___________________________________________________________

City ___________________ Zip __________________

Home Phone ___________________________________________________________

Cell Number ___________________________________________________________

Personal e-mail __________________________________________________________

Allergies or other medical conditions those traveling with you should be aware of:

________________________________________________________________________

________________________________________________________________________

*Complete this form prior to departing from State Leadership and Skills Conference.*
OTHER INFORMATION TO INCLUDE

Consider including the following information in the state officer information packet:

- A list of set calendar dates for the new state officers, their advisors and/or parents to include in their schedules
- Information about the state officer training (typically held before Leverage)
- Travel information for National Leadership and Skills Conference
- Directions to complete and return any necessary forms
- Any officer assignments to be completed and submitted prior to the next meeting
  - Officer favorites survey
  - Biography paragraph for the state’s website
  - Completion of the State Officer Leadership Handbook Companion
  - Inventory access codes for completing optional assessments, including directions
  - Directions to complete the Personal Leadership Inventory on the SkillsUSA website if you plan to use that tool in coaching and developing state officers
SKILLSUSA RESOURCES

Provide each officer with a box of SkillsUSA resources that will be helpful for the officers as they prepare for their duties. Remind the officers to bring their box to specific trainings throughout the year so that they can develop workshops and speeches with the help of the resources.

- Accelerate
- Jump Start
- Propel
- State Officer Activity Guide and Lesson Plans
- State Officer Arsenal
- Leveraging Your Leadership with POWERRful Speeches
- Leveraging Your Leadership with Effective Communication
THE POST-ELECTION TEAM MEETING

Events of Application

Get to Know the Officers

Review the information the new officers provide you with as well as any notes from the interview committee or observations you made prior to election. Know enough about each officer to have a meaningful conversation with them when they return for state officer training.
CONTINUOUS RESULTS

Set the Expectation

Ensure that all deadlines are met during the first “task list” completion. Prior to the due date of any tasks, provide the new state officers with a reminder of when the task is due and the statement of “this is the only reminder you will receive from me about this task’s due date.” Establish the expectation that you will not constantly remind the officers of their tasks throughout the year and that they must implement a method that works for them from the beginning of their year.

Also, if tasks are completed at levels that are unsatisfactory, provide immediate feedback and a new deadline for the state officer(s) to re-submit the task at a level that is satisfactory.
Preparing for Leverage and the State Officer Year

The purpose:
Attending Leverage and the National Leadership and Skills Conference is a memorable and impactful time during a state officer’s year. After listening to information shared by state directors during a focused task force, Leverage was designed to help state directors take their officers to a deeper level of leadership. The state officer training section of this guide will help you prepare your state officers for the high level of learning that occurs at Leverage as well as equip your officers with needed skills for their year. Even if your team does not attend Leverage, the content in this section will be helpful in growing your young leaders during a two-day training. In this section of the State Officer Training Facilitator Guide, you’ll discover

- Key information and tools to share with your officers after election and prior to attending Leverage.
- A facilitator’s guide with activities to teach officers
  - What it means to be a state officer
  - Expectations
  - How to complete state procedures such as expense reports
  - How to maintain a positive on-line reputation and use social media professionally
  - SkillsUSA knowledge at the state and national levels
  - Etiquette
  - How to greet people
  - How to manage their personal image
  - State association operations
  - What their responsibilities are for the year
  - Set personal and professional goals
  - Leadership skills
  - Speaking and presenting skills
  - Communication skills
  - Time management and organizational skills
  - Strengths-based leadership
  - How to interact with their mentor

In the continuum:
State officers that are well prepared and solidly equipped with the necessary knowledge and skills for each engagement of the year are state officers who will take your state association to a higher level. During this training, it is critical that the state officers experience the context of the year. How will they be expected to conduct themselves at each SkillsUSA event following this training? The ultimate goal of this training is to equip the state officers so well that they have no excuse to fail during the year. Truly, each event after this one relies on the success of this training.

Who is involved?
- Appropriate state staff members
  - State director
  - State officer team coaches
- Each state officer
- A financial sponsor of the event if applicable

What is the process?
- Choose a date for the training that is compatible with state staff and state officer team members.
- Secure a location that will house the officers and provide a meeting space large enough for the team to move around and engage in learning activities.
- Identify, contact and arrange for the existing financial sponsor of the event to be present to meet the officers.
- Prepare all necessary supplies, including the items on the state officer supply checklist.
- Facilitate the training with the state officer team.
- Follow up with the officers frequently and purposefully regarding the topics addressed during this training.
**STATE OFFICER TRAINING**

**Preparing for Leverage and the State Officer Year**

**When does training occur?**

- The training is a one-time event that provides opportunity for continuous coaching during the state officer experience.
- Plan the training into your state officer calendars at the point that makes sense in your state.
- Ideally, hold the training in between State Leadership and Skills Conference and Leverage.

**Where is Training Located?**

- Choose a location that is cost-efficient for travel for state staff members and the state officer team members.
- Consider that it may be helpful for officers to see and experience the location of your office so they understand your working environment and the office staff who are behind-the-scenes members of their team.

**How do I prepare for and facilitate the training?**

1. **Select a training date**
   - Consider identifying and/or announcing the training date during the initial annual planning meeting held with the officer team immediately following their election.
   - Use a free on-line polling service such as www.doodle.com to ask officers at a later point when they will be available for several days in a row for training and visits.
   - Choose and publish the date prior to State Leadership and Skills Conference so that candidates can plan accordingly well in advance of the state officer team announcement.

2. **Secure a location**
   - Please refer to the Training Location Information worksheet found in the resources section.

3. **Contact business and industry sponsorship partner**
   - Please refer to the Business and Industry Sponsorship Partner Worksheet found in the resources section.

4. **Prepare all necessary supplies**
   - Please refer to the Facilitator's Guide supply list.

5. **Facilitate the training**
   - Please refer to the Facilitator's Guide worksheets.

6. **Create a focused plan for continuous application and follow-up**
   - Please refer to the extension activities.
TRAINING LOCATION INFORMATION

| Location Name ________________________________ | Phone _______________________
| Phone ________________________________ | Date of Contact _______________

1. Ask to be directed to the correct person for securing meeting room space.

   “Good morning! I am calling to inquire about meeting space availability and cost. Can you direct me to the appropriate representative please?”

2. Provide the necessary background information.

   “Hello. I am (state your name) with SkillsUSA (state). I am seeking a meeting space and wanted to check with you on availability and rates at your location.”

   Number of people in attendance: ___________

   (Note that a conference room style will not be advantageous for facilitating activities.)

   Date of meeting: ________________  Time of meeting: ________________

   Needs:
   - Beverage/snack and/or meal services
   - Audio/visual
   - Room arrangement (a horseshoe set-up is ideal)

   ____________________________________________
   ____________________________________________

3. Ask about special rates for non-profit organizations and/or indicate your connection with the State Department of Education.

   Offered rate: ________________

4. Ask about billing options and required information.

   ____ Direct bill  Information needed ________________________________
   ____ Invoice  Information needed ________________________________
   ____ On-site payment  Information needed ________________________________

5. Indicate that you will follow up with them as soon as you confirm your selection and ask for the best method of contact to reach them.

   Contact Name and Information: ________________________________

6. Thank the individual for their time and information.
## STATE OFFICER TRAINING AGENDA

### May 1-2, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 9:30am</td>
<td>Arrive at the training site</td>
</tr>
<tr>
<td>9:45 – 10:45</td>
<td>I Matter to the Team</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>What is a state officer?</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>State Association Procedures</td>
</tr>
<tr>
<td>12:00 – 1:10</td>
<td>Lunch and break</td>
</tr>
<tr>
<td>1:10 – 2:00</td>
<td>Time Management</td>
</tr>
<tr>
<td>2:00 – 2:45</td>
<td>Goals</td>
</tr>
<tr>
<td>2:45 – 3:15</td>
<td>Leadership is Influence</td>
</tr>
<tr>
<td>3:15 – 3:30</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 – 4:20</td>
<td>Mission Statements</td>
</tr>
<tr>
<td>4:20 – 5:30</td>
<td>Team-building activity (based on options available in your area)</td>
</tr>
<tr>
<td>5:30 – 7:00</td>
<td>Supper</td>
</tr>
<tr>
<td>Evening</td>
<td>Work on assignments as needed</td>
</tr>
</tbody>
</table>
## STATE OFFICER TRAINING AGENDA

### May 1-2, 2013

#### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30 – 9:10</td>
<td>My Personal Image</td>
</tr>
<tr>
<td>9:10 – 10:10</td>
<td>SkillUSA Information</td>
</tr>
<tr>
<td>10:10 – 10:20</td>
<td>Break</td>
</tr>
<tr>
<td>10:20 – 12:00</td>
<td>Communicating, Speaking and Presenting Skills</td>
</tr>
<tr>
<td>12:00 – 1:10</td>
<td>Lunch and break</td>
</tr>
<tr>
<td>1:10 – 2:20</td>
<td>Strengths-Based Leadership</td>
</tr>
<tr>
<td>2:20 – 2:50</td>
<td>Mentors</td>
</tr>
<tr>
<td>2:50 – 3:10</td>
<td>Wrap-Up</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Coaching with individual officers</td>
</tr>
</tbody>
</table>

### Additional Options:

**Day 2:** Following the communicating, speaking and presenting skills session, provide the officers with additional work time to develop a speech they may need to give in the near future.

**Day 2:** If the officers’ mentors are located near the training site and are available, arrange for a mentor-mentee interaction following the mentor training session.
The items in the list below are common items that are beneficial for state officers to have available during their year. If funding is available, purchase these inexpensive items at a local discount store and provide them as gifts to your state officer team. These small items will be gratefully received by your team; especially if you place them in a gift bag and take the time to explain their purpose and how fortunate the officers are to receive them. Also, spend time reviewing what other expenses will be covered for the officers by your association. Help them to see that state office should not place a financial burden on them or their families.

- Spiral notebooks
- Business card holders
- Pens
- Highlighters
- Luggage tags
- Sewing kit
- First-aid kit
- Lint brush
- Mints
- Post-it notes
- Brown Bag
- Tissue paper
- Earring and necklace
- Hand sanitizer
- Kleenex
- Shoes
- Belts
- State pins
- Name badge
- State officer lapel pin
- School calendars
- Name badge
- State officer lapel pin
- State pin
- Business cards
- Earrings/necklace if applicable
- SkillsUSA polo shirts (state shirts)
- SkillsUSA T-shirts (state shirts)
- SkillsUSA khakis pants
- Khaki pants (personal)
- Blue jeans
- SkillsUSA black skirt/slacks
- SkillsUSA white blouse/white shirt
- Hosiery/black socks – plenty of extras!
- SkillsUSA shoes
- SkillsUSA tie if applicable
- SkillsUSA blazer
- All toiletries
- Clothes to sleep in
- Tennis shoes
- Umbrella
FACILITATOR’S GUIDE:

State Officer Training

What skills do we need to effectively serve as a SkillsUSA State Officer?

Through a series of enrollment, experience, labeling and demonstration events, participants explore, understand and apply content around the following question: What skills do we need to effectively serve as a SkillsUSA state officer? This lesson helps participants discover what they already know and build on one another’s experiences.

Objectives

By the end of this session, participants will know or be able to:

1. Explain that they have an individual and personal value on the team.
2. Explain what it means to be a state officer and list and describe officer expectations.
3. Describe association operations and complete state procedures.
4. List and describe individual officer and team responsibilities for the year.
5. Set personal and professional goals.
6. Identify and use time management skills.
7. Explain that leadership is influence.
8. Write personal and team missions.
9. Manage their personal image, including their on-line image.
10. Use professional etiquette.
11. List key SkillsUSA facts.
12. Demonstrate effective communication, speaking and presenting skills.
   a. Using eye contact
   b. Using appropriate body posture and gestures
   c. Thinking before speaking
   d. Using appropriate pitch and pace
   e. Using correct grammar in written and electronic communication
   f. Greeting others
   g. Entering the stage
   h. Being effective at the podium
   i. Enunciating words when using a microphone
   j. Making polished presentations
13. Explain strengths-based leadership.

Materials

- Markers (several different colors)
- Flip Chart:
  a. Blank, placed six to seven feet above the ground on a solid wall
- Music from a variety of genres for use throughout the training
- Flip Chart:
  a. Welcome
- State Officer Personal Guidebook (one per officer)
- Flip Chart:
  a. The outline of a large pyramid with four levels – leave space to write inside each level
- Index cards
- Packet of state association procedures information and/or resources (one per officer)
- A list of each officer’s individual responsibilities
- A list of team responsibilities in the state association
- Post-It notes (one pad per officer)
- Calendar or planner (one per officer)
  a. Provided by the association
  b. The officers’ own calendar, phone or planner
- Jars with rocks, gravel and sand that fill the jar (one set per two or three officers)
- Two buckets
- Scratch paper
- Painter’s tape – one roll
FACILITATOR’S GUIDE:

State Officer Training

- Flip Chart:
  - S
  - M
  - A
  - R
  - T

- Flip Chart:
  - Mission statement

- Flip Chart:
  - CVS Pharmacy mission statement
  - NIKE mission statement
  - The Walt Disney Company mission statement

- SkillsUSA (state) facts

- Student results from the StrengthsQuest™ (or other) assessment if completed

- Blank paper and colored pencils, markers or crayons

- SkillsUSA duffle bag (reference the Bag and use the supplies from the Bag where possible)

Preparatory Work

- Assign each officer to an adult mentor. Choose the state officer mentors by identifying complementary partners.

- Create a name card for each officer and place it at their table space.

- Write state officer roles on individual index cards and disperse them throughout the training facility/room.

- Create a packet of information and/or resources specific to your association. Items may include, but are not limited to
  - Sample expense reports
  - Extra expense report forms
  - Mileage rates
  - Meal allowances
  - Event or activity reports
  - State stationary and envelopes

- Task completion timeframes
  - How long after a visit or event must thank you notes be sent?
  - How far in advance are articles for the web page due?
  - When must expense reports be turned in?
  - How often should officers report to the state director?

- Tape two lines on the floor in a space where there is room for a group of people behind the line and approximately 12 feet of space in front of the line.

- Prepare a list of key SkillsUSA (state) facts you expect each officer to know.

- Purchase StrengthsQuest™ codes for each officer and provide the students with their codes and instructions to complete the assessment.
FACILITATOR’S GUIDE:

I Matter to the Team

Enroll the Participants

I Matter to the Team – Approximately 3 minutes

State Officer Personal Guidebook Pages __________

Prior to beginning this training segment, place a different colored marker at each officer’s table space and place a piece of blank flip chart paper on a wall with the top of a vertical chart approximately six feet off the ground.

Consider playing upbeat music while the state officers arrive in the room. You might also design a welcoming flip chart or sign to greet the officers and place it on or near the door of the training room.

“Welcome to state officer training! I’m so thrilled to have you all here, and look forward to seeing how well you’ll kick off your year of service to SkillsUSA (state).”

“Quickly share what you are most looking forward to during this week’s training.”

Pause and allow students to share. Validate their anticipations.

Label the Information

I Matter to the Team – Approximately 5 minutes

“I am impressed! Look at how far you all reached!”

Facilitate a conversation using the following questions:

• What were the directions for the first round of the challenge?
• And what were the results?
• What were the directions for the second round of the challenge?
• What were the results that time?
• Put your thumbs up if you agree that there was a competition element to this activity.
• Who were we competing with during the first round?
• Who were we competing with during the second round?
• Why did we compete during the first round even though my directions didn’t say anything about competing?
• What happens on a team when team members focus on competing with one another?
• What happens to an individual’s abilities when they commit to competing only with themselves?

Provide the Experience

I Matter to the Team – Approximately 5 minutes

“Thanks for sharing. Grab the marker at your work area. When I say “line up” form a single-file line about five feet behind that blank flip chart. Line up.”

Pause to allow movement and meet them near the flip chart.

“Everyone kneel down. (Pause) Here is your task. Using your marker, draw a horizontal line across the flip chart as high up as you can. After you draw your line, head to the back of your team. Ready? Let’s begin.”

Allow students to engage in the activity.

“Great work everyone. Let’s attempt it once more. This time, the only goal is to reach higher than you did on your original line. Let’s begin!”

Pause and allow students to engage in the activity.
Demonstrate the Relevance

"When teammates are in constant competition with each other, the competition can become very unhealthy, very quickly. Rather than being focused on being the best servant leader we can be for our organization, we become focused on “beating” our teammates. What does this do to a team and, on a bigger scale, to a state association of SkillsUSA?"

“Open up your State Officer Personal Guidebook to page _____. Spend some time with a teammate answering the questions on that page.”

Provide the state officers time to answer the questions:

• Where might we be inclined to compete with one another as teammates this year?
• How can we prevent negative competition from happening within our team?
• What does healthy competition (with teammates or with ourselves) look like?

“Who will share the thoughts you developed?”

Elicit student responses.

“There is definitely a place for healthy competition on our team. We must work together however, to ensure that our competitions remain healthy. When we’re aware of our teammates’ reactions and feelings, we’ll be aware of situations becoming too competitive. We must also stay focused on our own skills and abilities. Each one of you was selected for this team because of your individual abilities!”

“During the next several minutes, I’ll visit with each of you individually to discuss your individual responsibilities and roles on the team. While I meet with each individual, the rest of the team is to ___________. (Provide the team with tasks that must be completed."

These may include choosing a team polo shirt, writing a short biography for the web page, reviewing parliamentary procedures or another necessary task.) Who will visit with me first?”

Hold the discussion in another area of the room so that you can offer guidance to the team as needed, and remain focused on the individual officer meeting. The purpose of this meeting is to get to know each officer and the abilities they feel they bring to the team, as well as to share individual personal expectations. Consider asking each officer some or all of the following questions:

• What do you feel your roles and responsibilities on the team are based on your personality and abilities?
• What roles and responsibilities have you had on other teams?
• When do you feel your best on a team?
• What concerns do you have about your roles and responsibilities as a state officer?

After each individual meeting, facilitate a conversation among the team where each officer shares their beliefs about their role on the team. Also discuss specific team roles.

“Thank you for engaging in those conversations. We’ll explore the responsibilities we discussed even more throughout the training.”
What is a state officer?

**Enroll the Students**

*What is a state officer? – Approximately 3 minutes*

State Officer Personal Guidebook Pages _________

“Open your workbook and answer the questions in the first two columns of the chart there.”

<table>
<thead>
<tr>
<th>What do I know about state office?</th>
<th>What do I want to know about state office?</th>
<th>What did I learn about state office?</th>
</tr>
</thead>
</table>

Pause to allow students time to reflect and capture their thoughts, reminding them to leave the third column blank.

**Provide the Experience**

*What is a state officer? – Approximately 7 minutes*

“Starting with [name an officer], share one thing you listed in each column.”

Listen closely as officers share and capture their questions about what they want to know about state office on a flip chart, visible to the entire group.

“Thanks for sharing. It sounds like you all have a great handle on what you know about state office. And naturally, we have some questions. What other questions are in that second column of the chart we don’t have listed up here on the flip chart?”

Capture any additional questions. Leave this flip chart visible throughout this portion of the training and throughout the duration of the conference if needed. Physically check them off as the questions are answered so that the state officers can see the progress being made.

**Label the Information**

*What is a state officer? – Approximately 15 minutes*

Reveal a flip chart that has a pyramid with four levels.

“If this pyramid represents the leadership of SkillsUSA at all levels, who do you think might fit in each section of the pyramid? Talk about it with a team-mate.”

Allow the officers time to discuss the possibilities.

“What do you think?”

Elicit officer responses, validating their thoughts.

“Let’s capture what each level represents. You can do the same in your guidebook on page ______.”

“The bottom, largest level includes chapter officer teams and local advisors. The second level includes regional or district officer teams and advisors, although not all states use regional or district officers. The third level includes you! It’s for state officers and state directors. The fourth level includes national officers and our national director.”

“As you can see, all leadership positions in our organization build from previous leadership positions. What is the value of a pyramid having a large and solid first level?”

Elicit student responses.

(We must have a solid foundation to hold the rest of the pyramid, or in our case, the rest of the organization.)
FACILITATOR’S GUIDE:

What is a state officer?

Ask the following questions:

• How do state officers affect the quality of that foundation level?
• So what does that tell us about our role in the large picture of SkillsUSA?

“As state officers, you’re only one level away from the very top of our organization, and national officers grow out of state officers. At the state level, we are the liaisons between the national level and the local level. SkillsUSA has great faith in us at the state level to communicate the SkillsUSA message to all of our membership.”

Demonstrate the Relevance

What is a state officer? – Approximately 20 minutes

“Located throughout the room are several index cards with statements that describe effective state officers. There are ____ (number) cards to be exact and each one completes this statement: A state officer…. As quickly as you can, locate each of the cards and bring them back to your table. Go!”

The following list includes roles you might include on individual cards. Add to the list as necessary to account for the roles specific to your state association.

- Is coachable
- Is an active learner
- Desires to grow
- Recruits members
- Retains members
- Serves others
- Is a team player
- Is humble
- Dresses appropriately
- Builds industry partnerships
- Builds legislative partnerships
- Acts professionally
- Is an officer at all times
- Looks professional
- Makes wise decisions
- Is mature
- Communicates professionally
- Shares SkillsUSA’s message
- Is on time
- Uses appropriate language
- Encourages others
- Values others
- Knows SkillsUSA opportunities
- Uses their strengths for good
- Is considerate of others
- Uses resources wisely
- obeys the law
- Is polite
- Is positive
- Listens
- Involves everyone
- Thinks before speaking
- Thinks outside the box
- Is committed
- Provides opportunities for others
- Engages in all activities
- Re-energizes themselves
- Has appropriate fun
- Lives morally

Allow the officers time to find all of the cards.

“Open your guidebook to page _____ and capture these concepts in the third column as we go through them.”

Review each state officer descriptor briefly, communicating specific expectations and engaging students in the conversation by asking what their interpretation of a particular descriptor is.

“What did you hear about that you maybe hadn’t thought of before?”

“During the year, we’ll live by these guidelines. As an elected state officer, you never lose that title. From this point forth, when others observe your actions and attitudes, they will associate them with SkillsUSA (state). That’s a huge responsibility, and I don’t mean to scare you, but rather to reinforce what great influence you have simply because of a title.”
**FACILITATOR’S GUIDE:**

**State Association Procedures**

**Enroll the Students**

*State Association Procedures – Approximately 4 minutes*

State Officer Personal Guidebook Pages _______

Provide each officer with their own packet of information and/or resources to complete state association procedures.

“What does this packet have to do with growing SkillsUSA (state)?”

Engage the officers in a brief conversation to discuss that while completing procedures is not the most exciting part of a state officer’s role, following them promotes fiscal responsibility, efficient use of time and accountability.

“Let’s explore each procedure further.”

**Provide the Experience**

*State Association Procedures – Approximately 15 minutes*

Review each state procedure and where applicable, allow the officers to practice completing forms or parts of forms. Encourage the officers to capture notes and information on pages ______ of their guidebooks.

**Label the Information**

*State Association Procedures – Time included in the Experience section*

In this portion of the training, the students will experience each form, document or procedure as the information is labeled.

**Demonstrate the Relevance**

*State Association Procedures – Approximately 5 minutes*

Share a personal experience where a state officer you’ve worked with previously did a stellar job following and completing state procedures. Also share a personal experience where a state officer didn’t follow procedures well. Describe to the team what the benefits and drawbacks were for each officer and for the state association.
Enroll the Students  
*Time Management – Approximately 5 minutes*

State Officer Personal Guidebook Pages _________

“Completing our school work, state officer tasks and association procedures as well as making time for family and friends is all made possible through an important skill needed as officers – time management.”

Provide the Experience  
*Time Management – Approximately 7 minutes*

“Grab a pad of sticky notes. When I say ‘go,’ think of all of the excuses you’ve ever made, or been tempted to make for not getting something done. Write one excuse per sticky note. You have two minutes. Go!”

After time elapses stop the officers from writing and ask them to share a few of their top excuses.

Affirm that their excuses are common to most humans. Use the following questions to facilitate a conversation about time management.

- Why do we make excuses when we fail to complete a task?
- What effect do excuses cause?
- How can time management also help us manage our excuses?

“When I set this bucket down, take one final look at each individual excuse, crumple them up and throw them away in this bucket.”

Allow time to complete the task.

Label the Information  
*Time Management – Approximately 1 minute*

“When we fail to complete a task, we make or are tempted to make excuses. The fact is, excuses do not work, and they do not increase our rate of completion. Open your guidebook to page ______. Capture this: my skills + time management = completed tasks.”

“When we have the physical and mental ability to complete a task, we must ensure that we leave enough time to complete it.”

Demonstrate the Relevance  
*Time Management – Approximately 5 minutes*

“Work with a teammate or two to create a list of tasks you think you’ll have to complete as a state officer. You can use page ______ in your guidebook and you have four minutes. Begin.”

“When time elapses, ask the officers to share their lists and direct them to add to their own lists as they hear additional tasks. Add to the officer lists as necessary. During the conversation, emphasize the importance of their tasks and the fact that their schedules will be filled while managing their new position. At the same time, ensure the officers that they will have the support needed.”

If your association equips the officers with any sort of planner system, reveal the system to them at this point as a gift or instruct them to get out their own calendars, phones or planners.

Provide the Experience  
*Time Management – Approximately 7 minutes*

“In front of you are four supplies – a jar, some sand, a few stones and some gravel. Work in small teams to get all of the gravel, stones and stand into the jar in front of you. Begin.”
Encourage the officers to continue trying until they figure out that they need to put the rocks in the jar first, followed by the gravel and then sand.

**Label the Information**

*Time Management – Approximately 3 minutes*

“What was the secret to getting everything into the jar?”

If each rock size represents items on our task list, what does this activity show us about managing our time?

Big rocks are the most important items and must be done first.

Gravel represents the intermediately prioritized tasks.

Sand represents the least important tasks that will always fit whenever there is extra time.

“Big rocks will be ‘A’ items on our list. Gravel will be ‘B’ items and sand will be ‘C’ items.”

**Demonstrate the Relevance**

*Time Management – Approximately 12 minutes*

Assign each item on the list we created a few moments ago as an A, B or C. Make sure you have a few tasks in each category, and remember you can have non-SkillsUSA tasks on your list too.

After a few moments, ask the officers to complete a daily task list in their planning system, including some state officer dates you may have provided them. Direct the officers to categorize each task using the A, B, C method.
# FACILITATOR’S GUIDE:

## Setting Goals

### Enroll the Students

*Setting Goals – Approximately 2 minutes*

State Officer Personal Guidebook Pages _________

> “My hope is that each of you will set a personal goal to effectively manage your time to the best of your ability in order to have an enjoyable year. The next segment of our training will help us do just that – set effective goals.”

### Provide the Experience

*Setting Goals – Approximately 12 minutes*

> “Divide into two equal groups and form single file lines behind the tape lines.”

Pause to allow movement.

> “In a moment, I will set down a bucket about 12 feet in front of your line. Your team must use the scratch paper near your line and, remaining behind your line, get as many papers into your bucket as possible in one minute.”

Set the buckets down without any further explanation and begin the time.

After time elapses stop and ask for a count on each team’s bucket. Congratulate each team and ask the following questions.

- What helped you achieve success?
- What prevented you from achieving success?
- How might success be defined in this activity?

> “Discuss with your team what you would do differently if given a second opportunity.”

Pause to allow team discussions.

> “It sounds like you have some great ideas to implement. Let’s try the challenge one more time. Team A, how many papers do you plan to get into your bucket? [Elicit response.] Team B, how many papers do you plan to get into your bucket? [Elicit response.] Great! The same rules are still in place – remain behind the line and get as many papers into your bucket as possible. Go!”

Pause while students engage in the activity. Provide occasional time warnings. After time elapses, determine how many papers are in each team’s bucket. Congratulate each team on their performance and ask the following questions:

- What did you do differently this time?
- Why did those factors affect your performance?
- How can we apply these concepts to our service as state officers?

The activity may be repeated more than once depending on the success of the students and the time available.

> “We’ll have many responsibilities this year. When we pause and take time at the beginning of each responsibility to think about the desired end result, we’re sure to have a stronger performance. Let’s take this to the next level.”

Note: You can easily substitute an activity from the SkillsUSA Duffle Bag for this activity to model for your officers how those activities can be facilitated.
FACILITATOR’S GUIDE:

Setting Goals

Label the Information

Setting Goals – Approximately 4 minutes

“Open your guidebook to page ______. (Pause) During the next several minutes, we’ll explore goals we have as individuals and as a team. The word ‘SMART’ applies to each of our goals. Work with a teammate to see if you can figure out what each letter in ‘SMART’ represent when it comes to our goals.”

After a brief discussion time, ask the officers to share their thoughts and reveal the words that correspond with each letter in ‘SMART’:

S – specific
M – measurable
A – actions to take
R – realistic
T – time line to accomplish

“Achievable goals have each of these characteristics and each step of the goal is as SMART as the goal itself.”

Demonstrate the Relevance

Setting Goals – Approximately 15 minutes

“Turn to page ______ in your guidebook. (Pause) There is space for you to capture two personal goals and objectives. Personal goals can apply to your life outside of SkillsUSA or as a SkillsUSA state officer. Use the information we just explored to establish two personal SMART goals and the steps it will take to accomplish the goals. Be prepared to share.”

When most officers are nearly finished, direct the officers to share their goals with a teammate and to spend time providing one another with feedback to improve the goal. Direct the officers to re-write their goals using the feedback received.

Following the completion of individual goals, direct the team to work together to complete the same process to identify two SMART team goals.

Thank the team for their work and congratulate them on their ability to apply the SMART concept. Encourage the officers to set goals frequently throughout the year both as individuals and as a team.

“When we consistently set SMART goals and use our time well, we prepare ourselves to lead others.”
Leadership is Influence

**Enroll the Students**

*Leadership is Influence – Approximately 5 minutes*

State Officer Personal Guidebook Pages ________

“In the next few two minutes, write down your definition of leadership. Be prepared to share your thoughts.”

After officers finish writing their thoughts, ask each of them to share their definition.

**Provide the Experience**

*Leadership is Influence – Approximately 5 minutes*

“Work independently to remove six letters from the arrangement on the flip chart to reveal another definition of leadership.”

Encourage students while they work to figure out the message.

**Label the Information**

*Leadership is Influence – Approximately 1 minute*

“Capture this definition of leadership in your workbook on page _______. Leadership is influence.”

**Demonstrate the Relevance**

*Leadership is Influence – Approximately 15 minutes*

Ask the following questions:

- What does the word ‘influence’ mean?
- Why can ‘influence’ be used to define leadership?
- What and who will you influence this year as a state officer?

“On page ______ of your guidebook, write down a few thoughts about your influence as a state officer.”

Provide the officers time to write their thoughts on the following questions:

- How does my appearance influence our association?
- How do my actions outside of SkillsUSA events and activities influence our association?
- What influence do my words have?
- When do I influence others’ perception of SkillsUSA?
- How does state office influence my future?

“A leader’s influence is positive or negative. As state officers, we must decide which type of influence we want to have on others. Work with a teammate to capture ideas of specific actions we can take to ensure that we influence positively.”

Provide the officers time to think and write.
FACILITATOR’S GUIDE:

**Mission Statements**

**Enroll the Students**

*Mission Statements – Approximately 1 minute*

State Officer Personal Guidebook Pages ________

“Think of the companies you love to purchase products from.”

“Each of these companies has a mission. Some companies have a mission about making a difference in the world. Others strive to please customers. Others have a separate message still. No matter what the mission is, a company’s mission statement defines how they operate.”

**Provide the Experience**

*Mission Statements – Approximately 3 minutes*

Reveal each mission statement flip chart and ask students whom each statement belongs to. Provide guidance and hints as necessary.

*We will be the easiest pharmacy retailer for customers to use. (CVS Pharmacy)*

*To bring inspiration and innovation to every athlete in the world. (NIKE)*

*The mission of _____________________ is to be one of the world’s leading producers and providers of entertainment and information. Using our portfolio of brands to differentiate our content, services and consumer products, we seek to develop the most creative, innovative and profitable entertainment experiences and related products in the world. (The Walt Disney Company)*

**Label the Information**

*Mission Statements – Approximately 5 minutes*

Ask the following questions:

- What does a mission statement do for a company?
- What can a mission statement do for a leader?
- What can a mission statement do for the followers of a leader?
- What characteristics do you notice in the three example mission statements?

Mission statements are:

- Clear
- Concise
- Specific
- Action-oriented
- Understandable
- Without “fluff”

“Take special note of these characteristics so that you can apply them to your own mission statements.”
Demonstrate the Relevance

**Mission Statements – Approximately 35 minutes**

“During the next 30 minutes, we’ll work to develop our own personal mission statements and a team mission statement. Both statements will be specific to your year as state officers. We’ll work first to develop our individual mission statements and then our team mission statements. It’s important to know our personal missions before we attempt to combine all of our thoughts into one team statement.”

“Use the guiding questions on page _____ of your guidebook to consider what’s important to you as a leader of SkillsUSA (state). Remember the characteristics of a mission statement. As you write, check in as needed to get feedback to guide your statement development.”

Play instrumental music while students write and think. Provide students feedback to ensure that they keep the statement concise, specific and to-the-point. As individuals complete their statements, allow individual break times until all are complete. Proceed with the development of the team mission statement.

Congratulate each individual and the team on their hard work to develop their statements. Provide time for each individual to share.

Consider providing each officer a high quality copy of their mission statement to keep with them. Ideas include laminating a copy, placing a copy in a state officer binder, printing the statements on business card – sized paper or having team t-shirts printed with the statement on it.
My Personal Image

Enroll the Students

My Personal Image – Approximately 2 minutes

State Officer Personal Guidebook Pages _________

Ask the following questions:

- What is an image?
- What is a leader’s personal image?

Provide the Experience

My Personal Image – Approximately 4 minutes

“Think of someone you know who has a poor personal image. What characteristics portray a poor image?

Think of someone you know who has a positive personal image. What characteristics portray a positive image?”

Label the Information

My Personal Image – Approximately 10 minutes

“Everything speaks.”

“When it comes to our images, every action and word speaks. As leaders, it’s our responsibility to ensure that we build the image we desire 100 percent of the time. Where do others observe our actions and words?”

Facilitate the conversation to include the following topics:

- Clothing choices
- Text messages
- Make-up choices
- Email messages
- Verbal words
- Jewelry choices
- Social network site statuses
- Social network pictures
- How we treat others
- Displays of self-confidence
- Follow-through on promises
- Completion of homework
- Quality of performance
- Our service to others
- Movie and television choices
- Music choices
- Use of time
- Tone of voice
- Attitude
**Demonstrate the Relevance**

*My Personal Image – Approximately 20 minutes*

“To ensure we maintain a positive personal image, there are a few simple tasks we can complete right away. Make time in the next few days to complete this task list.”

1. Remove all questionable pictures from any social media sites you use. Also remove any questionable tags from others.
2. Remove all questionable posts from these same sites.
3. Remove all questionable pictures, apps or messages from your phone and tablets.
4. Commit to looking presentable each day of the year. This includes clothing, make up, jewelry and hair. Consider that at any moment, you may be identified as a SkillsUSA (state) state officer, and we never know when those moments will happen. We must be prepared.
5. Commit to only listening to music and watching television and movies that build you as a strong leader.
6. Use your time wisely and do not waste time.
7. Speak pleasantly.
8. Follow through.
9. Be a servant to others.

“We can establish and build our image over time through our etiquette as well.”

Use the following list of etiquette tips. Add personal etiquette expectations you have for your officers as well. If time allows, engage the officer team in charades to act out each etiquette tip below. Consider taking the officers out to a restaurant for a meal to practice some of these etiquette tips.

1. Turn your cell phone off during interactions with sponsors, and members, and during team-building activities.
2. Hold the door for people entering after you.
3. Keep to the right on the stairs or sidewalks.
4. Say “please” and “thank you” often.
5. Hold files, food, drinks or other resources in your left hand to be prepared to shake hands with your right hand.
6. Make eye contact and smile.
7. Think before speaking.
8. Do not interrupt.
9. Listen actively.
10. Be grateful.
11. Eat modestly.
12. Keep elbows off the table.
13. Swallow food before speaking.
14. Use appropriate greetings, titles, grammar, and signature lines on emails.
15. Make phone calls and send text messages between the hours of 8 a.m. and 6 p.m. unless given other specific permission.

“Our image is portrayed in all that we do, and we will use proper etiquette and professionalism in each SkillsUSA (state) activity. When we return, we’ll dive into some key messages about SkillsUSA.”
FACILITATOR’S GUIDE:

SkillsUSA Information

Enroll the Students
SkillsUSA Information – Approximately 4 minutes
State Officer Personal Guidebook Pages _________

Ask each officer to share a fact that they know about SkillsUSA (state).

“During this portion of our training we’ll explore key facts about SkillsUSA (state) that will be helpful while speaking with sponsors and members.”

Provide the Experience
SkillsUSA Information – Approximately 15 minutes

Provide the officers with the prepared list of key facts and review the information with the team. Points to consider discussing include, but are not limited to:

- Number of programs in the state
- Types of programs in the state
- State staff titles and roles
- Activity dates and durations
- Activity purposes
- History of the state association
- History of SkillsUSA
- Ratio of males to females
- Total state and national membership

Label the Information
SkillsUSA Information – Time included in the Experience section

During this segment, students will experience the labeled information through a conversation facilitated by the state director.

Demonstrate the Relevance
SkillsUSA Information – Approximately 20 minutes

Ask each officer to work individually to prepare a brief introductory statement (elevator speech) about SkillsUSA incorporating at least five key points from the information shared. Coach each officer as they present their statement to the team.
FACILITATOR’S GUIDE:

Communicating, Speaking and Presenting Skills

Enroll the Students

*Communicating, Speaking and Presenting Skills – Approximately 1 minute*

State Officer Personal Guidebook Pages _________

“Sharing SkillsUSA information and our message is all about communication. State officers communicate with others all the time. During this portion of training, we’ll explore how to communicate effectively both in conversation and in speeches.”

Provide the Experience

*Communicating, Speaking and Presenting Skills – Approximately 45 minutes*

Facilitate each of the following activities and label the skills following each experience by having students briefly journal about each skill in their personal guidebook.

“Find a partner. Each partner must either sing or state the alphabet and Twinkle, Twinkle Little Star to their partner. You must maintain eye contact with your partner 100 percent of the time. If you lose eye contact, you must repeat the task.”

How does eye contact impact the quality of our communication?

“Share a story about yourself. Continue using eye contact, and also focus on sitting up straight and using modest gestures.”

What do our posture and gestures communicate?

How can our posture and gesture detract from our message?

“Using the eye contact, posture and gesture skills, state the alphabet backwards to your partner. Restart if you make a mistake.”

What did you have to do to be successful?

How does sufficient thinking affect communication?

“Share a sad story and then a happy story with your partner. Continue focusing on each of the previous skills.”

What was different during each of the two stories?

How can the pitch and pace of our voice cause more impactful communication?

When do we vary the pitch and pace of our voice?

“Use a piece of paper to write a thank you note to a principal who allowed you to visit with students in his or her school about SkillsUSA. Use proper grammar.”

Following the task, direct students to review others’ notes and offer grammatical critiques.

How does our grammar affect the impact of our communication?

Spend the next few minutes writing a brief introduction for a banquet guest. Use this information as a guide. Refer to the sample in your guidebook to get you started.

Our next guest is a (state their role). He or she enjoys (give several examples of what they enjoy). This friend of SkillsUSA (state) believes (state some of their beliefs). Please help me welcome to the podium Mr./Ms. (state their name.)

After students write their introductions, provide the following presentation tips:

“Introduce the individual as a personal acquaintance and someone you’re genuinely grateful to know. Use a louder, more exciting voice to state their name.”
Communicating, Speaking and Presenting Skills

“We’ll also practice entering the stage. In the United States, we read from left to right. When our audience looks at the stage, it makes sense for stage activities to occur from their left to right. We will enter the stage on our audience’s left and leave the stage to their right.”

“Additionally, when at the podium, speak slowly so that the microphone will pick up your words clearly. Use the previous skills we’ve practiced and either grip both sides of the podium with each hand or leave both of your hands at your side.”

Provide time for students to present their introductions and entering the stage.

Provide each officer with a practice certificate or plaque and model for them how to present the award according to the preference of your state. Often, this includes standing up straight, and near the recipient. Present the award with and into the left hand, shaking with the right hand underneath the award. Tilt plaques or framed certificates forward to reduce glare during pictures.

Label the Information

Communication, Speaking and Presenting Skills

Be purposeful about labeling each skill and expectation during the experience of each skill.

Demonstrate the Relevance

Communication, Speaking and Presenting Skills

During each skill practice, visit with your officers about when and where that skill will apply throughout the year.
FACILITATOR’S GUIDE:

Writing Speeches

Enroll the Students

Writing Speeches – Approximately 1 minute

State Officer Personal Guidebook Pages __________

Share some statistics with the team about the number of speeches, introductions, thank you remarks or other structured messages they will deliver based on your state’s requirements of state officers.

Assure officers that you wouldn’t expect them to deliver those speeches without proper instruction and guidance.

Provide the Experience

Writing Speeches – Approximately 5 minutes

Have the officers work individually or in small teams to create a list of characteristics they remember about the best speech they ever heard and the worst speech they ever heard.

Ask the teams or individuals to share their lists with the entire group.

Introduce the officers to the POWERR formula by printing out each part of the formula’s icon and reviewing the icons with the team and asking them what they think each icon could represent in a speech template.

Label the Information

Writing Speeches – Approximately 10 minutes

Share the information below with the officers about each icon/portion and instruct the officers to capture the information in their personal guidebook. Refer to the Leveraging Your Leadership with POWERRful Speeches booklet and the Leveraging Your Leadership Public Speaking Lesson Plans Teacher’s Guide for additional information and teaching ideas.

Pre-Work

How large is my audience?
What age range is my audience?
What does my audience really care about?
How will I relate to my audience?
Where am I giving the speech?
How will the room be set up?
Will I have a microphone? A podium? A stage?
How long will I have to talk?
When will I need to be there?

Outlook

What is the big picture of this speech?
How can I draw a mental map to let the audience members know where I am headed?
What story, words or facts are needed to pique their interest from the beginning?
How will you build and transfer your enthusiasm to the audience?

Wisdom

What are my two or three key points for this speech?
Do my key points align and help accomplish the overall objective of my speech?
Does the information make my points easily understood?
Is the information appropriate for my audience? Too simple? Too complex?
How will I apply these key points to the audience?
What thoughts or questions can I use to make the information interesting to my audience?
**Engage**

What stories or personal examples will support the key messages or wisdom points?  
Is it more appropriate to use an inspiring story or something with humor?  
Are there facts or data that would be useful to support a wisdom point?  
Is there something interactive that you can do with the audience to prove your wisdom point?  
How will you ensure your engaging activity brings credibility to your message?  
Do my stories, data or activities fit within the time frame of the speech?  
Are the engaging elements memorable and creative?

**Review**

How will I re-phrase my key wisdom points at the end?  
What closing thoughts do you want to offer the audience?  
How will I add a challenge or call to action?  
What do I want the audience to remember?  
How will I thank the audience members for their attention and time?

**Results**

What feedback did I receive from my audience?  
What went well?  
What felt uncomfortable during the speech and how can I do it differently?  
What areas of writing or delivering the speech could be improved?  
Did my speech influence the audience? How do I know?  
What three areas will I focus on improving for next time?

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**Demonstrate the Relevance**

Writing Speeches – Approximately 30 minutes

“During the next 30 minutes, we’ll put the wisdom we’ve gained to work. We know what a great speech sounds like and what a poor speech sounds like. We also know the components that make a great speech. Using these components, you’ll each develop a short, one point speech around the topic of leadership. Take the next three minutes to develop a one-sentence statement about your point. For example, my point might be ‘leaders serve others.’ Begin.”

Provide individual encouragement and guidance during the point development. When each officer has a point, continue in the development process.

“Sometimes it can be a challenge to think of the examples to support the points we want to share. In your State Officer Arsenal, you will find a list of story triggers that can help in that effort. As you work, please check in with me to seek feedback. The speeches should be no more than four minutes.”

You can also find additional story triggers in The Teacher’s Guide of the Leveraging Your Leadership Public Speaking Lesson Plans.

If time allows, encourage the delivery of the speeches, focusing on the skills addressed earlier in this section. If time won’t allow for delivery, provide coaching while students work through their ideas with you.

Thank the officers for stepping up to the challenge and taking the task seriously since they will write and deliver many speeches during their year.
Enroll the Students

Strengths-Based Leadership – Approximately 15 minutes

State Officer Personal Guidebook Pages _______

This section is based on using the results of the optional purchase of StrengthsQuest™ codes for each student and will require the students to use their results from the assessment. If a different assessment was used, you may modify this section to debrief the results of that assessment with your officers.

“Using the results from your StrengthsQuest™ assessment, create a collage to visually depict your results to your team. You have 15 minutes.”

Provide students time to complete the collage. They may use a blank page in their personal guidebooks.

Label the Information

Strengths-Based Leadership – Approximately 5 minutes

“Each of us brings a unique combination of strengths to this leadership team.”

Ask the following questions, and/or have the officers complete their answers in their personal guidebooks.

How can we use our differences for productivity rather than dissent?

How do our strengths impact the way we complete tasks, be a teammate and communicate with others?

What can we do to ensure that our strengths are used to their fullest potential?

Provide the Experience

Strengths-Based Leadership – Approximately 10 minutes

“Using the skills we practiced for effective speaking, communicating and presenting, we’ll use the front of the room as our stage to share our collages. Who will go first?”

Thank each student for the individual strengths they bring to the team. Share your top five strengths if you were able to also complete the assessment.

Demonstrate the Relevance

Strengths-Based Leadership – Approximately 20 minutes

“Gather in a circle. (Pause) Let’s share a positive thought about each teammate regarding using their strengths for our tasks. We’ll identify one person to compliment and each team member will share a positive thought. Then we’ll move on to another individual.”

Set the stage by modeling the quality of a compliment. Here is an example:

“Marcia, I appreciate your strength of ideation. I hope you’ll use it to help us think outside of the box.”
SkillsUSA State Officer Training Facilitator Guide

FACILITATOR’S GUIDE:

Mentors

Enroll the Students

_Mentors – Approximately 1 minute_

State Officer Personal Guidebook Pages __________

“We’ve explored a lot of information and skills during our training. There is a lot to mentally digest. While we’ve learned a great deal here, we’ll continue to experiment with each of these skills all year long. The reality is that there are many great leaders who have experience with these very topics and skills. Each of you get to build a relationship with one of these great leaders.”

Provide the Experience

_Mentors – Approximately 20 minutes_

“These leaders will be known as your mentor for the year. I’ve identified a mentor for each of you using information gathered during interviews at SLSC and using what I know about each of your mentors. Each of your mentors is awaiting a phone call from you and they are very excited about serving as your mentor and building a relationship. In the next several minutes we’ll explore some questions and conversation topics you can use to jumpstart your relationship.”

Review the following information.

What will you say when your mentor answers the phone?

***Hi (mentor name), this is (state officer name) with SkillsUSA (state). How are you today?***

(Mentor responds.)

(Name of state director) shared with me that you’ll be my mentor for the year and I look forward to getting to know you better throughout the year. Thanks for saying “yes.”

(Mentor responds.)

Is there a time we can visit some more either via the phone, video chat or in person?

(Mentor responds; a date and time are identified.)

I’m excited for our next conversation! I’ll talk to you then!

When you get together, talk via phone or video chat, what questions are appropriate to ask?

What is your previous experience with SkillsUSA?

What do you do now?

What is your family like?

What other leadership responsibilities do you have?

Encourage the officers to share question ideas and coach the officers on what is and is not appropriate in the conversation.

Share that this conversation will help them get to know their mentor and their mentor get to know them. The conversation doesn’t need to be any longer than 20-30 minutes unless it is clear that the mentor has additional time. At the end of the conversation, set a time to visit again. Inform the officers that they can ask their mentors questions, share their struggles, celebrate their joys and seek feedback.

Label the Information

_Mentors – Approximately 5 minutes_

Share the name of each officer’s mentor with them. Provide a brief background summary of each mentor.
Demonstrate the Relevance

Mentors – Approximately 15 minutes

Provide the officers a few minutes to make the initial phone call to their respective mentor. Encourage the officers to leave messages if their mentor does not answer. Their message should include their name, why they’re calling and their phone number for a return call.

Review the Content

Approximately 15 minutes

State Officer Personal Guidebook Pages _________

“What an incredible few days! You’ve all grown a great deal already in your ability to serve our state as a SkillsUSA [state] state officer.”

“On page ___ of your guidebook, write a letter to yourself including all of the skills and knowledge you gained and are committed to using this year.”

Celebrate Student Success

Approximately 7 minutes

Provide the officers with a small send-off gift and share how excited you are to see them continue growing during the year.

Here are some ideas:

- A high-quality copy of their mission statements
- A SkillsUSA brief case
- SkillsUSA business cards
- SkillsUSA lanyard
- SkillsUSA shirt
During the State Officer Training Development, take advantage of the time you have available with the officers to introduce them to the resources you provided them with after their election. Set aside some of the evening time to review the resources you were able to provide them with and to introduce them to the state’s duffle bag supplies. Here’s a list of the resources you might consider reviewing with the officers.

- State Officer Activity Guide and Lesson Plans
- Accelerate
- Jump Start
- Propel
- State Officer Activity Guide and Lesson Plans
- State Officer Arsenal
- Leveraging Your Leadership with POWERful Speeches
- Leveraging Your Leadership with Effective Communication
- Duffle bag
- From Quotes to Results poster series
Repeated Review

Prior to each SkillsUSA (state) event, direct the officers to review specific sections of their workbook completed during the training to review skills needed for the specific event.
CONTINUOUS RESULTS

Purposeful Coaching

Purposefully integrate the skills and information explored during training into feedback provided to the officers in coaching. Offer additional knowledge and skills in each training area as individual officers are prepared to receive it.

Refer to the Growing and Coaching section of the guide for coaching tips and a sample coaching conversation so that you can begin having personal growth conversations with your officers right away!
Leverage
The purpose:
Leverage provides officers with high-energy and motivational training focused on servant leadership. State officers who attend Leverage learn in a manner that is fun and unique to the SkillsUSA experience. Participation in the training will not only develop and hone the state officers’ own leadership knowledge and skills, but will teach them how to use those leadership strategies to serve members.

Our state officer teams are important to the success of the organization. What the officers do and how they do it can have a significant impact – not only on the image and essence of SkillsUSA, but also on career and technical education (CTE) in general. While being elected to a leadership position is a worthy accomplishment, it comes with a set of responsibilities. And for the state officer’s own growth and development, it also presents many opportunities that will last a lifetime.

In the continuum:
Leverage is a single event available to SkillsUSA state officers to equip them to take the next step in their leadership of your state. State officers can apply everything they learn during Leverage to their fall leadership conference workshops, team relationships and interactions with the membership in your state.

Review the sample Leverage schedule for a better idea about what students will glean from the conference. Keep in mind that there may be changes in the specific details of the conference from year to year, and concepts taught will be adjusted according to organizational needs, however the overarching purpose and goals of Leverage will remain steady.

Who is involved?
High school and college/postsecondary state officers may register to attend Leverage. Registration is completed by the state director.

What is the process?

Pre-registration
Prior to registering students for Leverage, it will be helpful for you to complete the Leverage Registration Worksheet sent to you by SkillsUSA. This will help you identify which sessions to register your state officers in.

Registration
Spend time considering the strengths you’ve observed in your officers during each of your interactions since their election. Select their sessions according to your observations and complete registration at www.skillsusa-register.org.

On-site Registration
Conference-specific details will be provided as Leverage draws near. During on-site registration, students will have the opportunity to interact with SkillsUSA national officers and their adult leader will gather the registration packet. The registration packet will include name badges, conference identification bracelets and other necessary materials for students.

Conference Components
On the conference schedule, you’ll find the following components.

- Challenges
  - Challenge sessions are brief and introduce concepts of the day to prepare students for what’s to come during the upcoming sessions.
- Huddles
  - State officers will be assigned to a huddle group and will return to that huddle group periodically throughout the conference. Students will have the chance to build close relationships with their huddle leaders and fellow huddle members. Students will network while the context is set for their upcoming sessions.
LEVERAGE

• Skill Labs
  o Through highly engaging learning experiences, students will learn about leadership concepts and apply the content explored. State directors should register state officers according to the officers’ strengths and abilities. Specific summaries of each skill labs can be found by reviewing the conference schedule.

• Team Time
  o At multiple points throughout the conference time is set aside for state teams to gather and, under the direction of a facilitator, begin to share and process the information learned during their individual sessions. SkillsUSA state officer teams can begin to formulate plans to apply the content in their state associations.

When does Leverage occur?
Leverage is a three-day conference held on the Saturday, Sunday and Monday immediately prior to the SkillsUSA National Leadership and Skills Conference.

Where is Leverage located?
Site-specific details will be provided prior to the conference so that travel and lodging arrangements may be made.

How do I prepare officers to attend Leverage?
Use the Facilitator’s Guide to engage in a conversation with your officers about attending Leverage. Be certain to review a packing list, your personal expectations and any work you expect your team to complete during the evenings.
What is Leverage and why do we attend?

Through a series of enrollment, experience, labeling and demonstration events, participants explore, understand and apply content around the following question: What is Leverage and why do we attend?

This lesson helps participants discover what they already know and build on one another's experiences.

Objectives

By the end of this session, participants will know or be able to:

1. Describe what Leverage is.
2. Explain why the team will attend Leverage.
3. List and explain the state director's expectations.
4. Prepare their luggage with the required clothing and materials.

Materials

- Note card (two per officer)
- State Officer Personal Guidebooks

Preparatory Work

- Prepare a list of your expectations of the officers while they are at Leverage.
- Prepare a packing list of items you expect your officers to bring with them to Leverage.
What is Leverage and why do we attend?

Enroll the Participants

What is Leverage and why do we attend? – Approximately 10 minutes

“On the note card in your hand, capture as many things as you can think of that you’ve learned from state office thus far.”

Pause to allow students to complete the task.

“Next to each item you listed, capture the name of at least one person who has facilitated your learning of that knowledge or skill.”

Pause to allow students to complete the task.

Ask the following questions:

- What information and people did you list?
- What about learning those skills or that knowledge sticks out to you?
- How have those skills or that knowledge shaped your state officer experience so far?
- How are you different as a person because of those experiences?

“Thanks for sharing. On the opposite side of the note card, create a list of all the people you can think of in your life who have taught you a lesson of some sort.”

Pause to allow students to complete the task.

Ask the following questions:

- How many people are on your list?
- Where in your life have you encountered these people?
- What value is there, if any, in learning from lots of different people, as opposed to only a few?
- How might we take advantage of learning from many people during your state officer year?

Filling our lives with diverse leaders equips us with many perspectives so that we can develop our own. It also provides a better chance of learning from a leader who is effective in communicating with us, given our learning styles. And all of this is not to mention the amount of information we can learn when we surround ourselves with many knowledgeable people.

Very soon we’ll have an experience of learning from many leaders. Some of these leaders have more experience than you and others have less. No matter the experience, I’m certain that you’ll learn from them and they’ll learn from you.

Provide the Experience

What is Leverage and why do we attend? – Approximately 10 minutes

Share the Leverage schedule with the team and highlight key points. Use the following as a guide:

Leverage is high-energy and motivational.

Training focuses on servant leadership.

State officers will develop their own leadership knowledge and skills.

State officers will learn how to teach others about leadership.

The following components comprise Leverage:

Challenge: Be challenged to explore the concepts of the day

Huddle: Further explore leadership concepts with the same huddle group and leader

Skill Labs: Learn a concept from six different categories that you can take back to your team and state
**Label the Information**

*What is Leverage and why do we attend? – Approximately 5 minutes*

Reveal to the team which officer will attend which session at the Leverage conference.

Share your expectations for officer participation and behavior during the conference.

Provide students with a packing list.

**Demonstrate the Relevance**

*What is Leverage and why do we attend? – Approximately 3 minutes*

Discuss the daily “Putting Leverage Into Action” sheets in the officers’ personal guidebooks and your expectations for completing the pages. Paint the bigger picture of Leverage for the officers. It might sounds something like this:

“We’ll attend Leverage for a few days. While our time at the conference is relatively short, the lessons learned can truly change our state association. Be present during each minute of the conference and constantly ask yourself, ‘how can this information grow SkillsUSA (state)?’ and ‘how will I use this information to be a better officers?’”

**Review the Content**

*Approximately 5 minutes*

Provide the officers with a new note card and ask them to write three goals about what they hope to take away from Leverage. Provide feedback to each officer and awareness about what they can expect from the conference.

“During Leverage, you’ll experience concepts you may have heard about before and you’ll definitely explore some new concepts. Leverage is all about you as individuals. Take advantage of every opportunity during the conference and gather as much information as you can to build yourself into a stronger leader.”

“Occasionally throughout the conference, there are specific times set aside for ‘Team Time.’ Use this time to share what you learn with one another, but also to start building plans for how we can use what you learn in our own state association.”

“As a tool to help us apply the information, spend time each evening of the conference to complete the ‘Putting Leverage into Action’ pages in your personal guidebooks. After the National Leadership and Skills Conference, we’ll get together and have a strong start on our plans for the remainder of the year.”

**Celebrate Student Success**

*2 minutes*

“Thank you for taking your responsibilities at Leverage seriously. It that shows your commitment to state office and our state association is genuine. Encourage one another during the conference to glean the most you can from each experience.”
USING THE LEVERAGE PLAYBOOK

Use the specified sections of the playbook during each event associated with the State Officer Training Facilitator Guide to enhance the relevance of Leverage in your state.

**State Officer Training**
*Leadership 101 sessions, Personal Effectiveness sessions, Relationships and Teams sessions and SkillsUSA Success sessions*

**Partnership Training**
*Speeches and Communication Skills sessions, SkillsUSA Success sessions*

**Fall Leadership Conference**
*Speeches and Communication Skills sessions, Workshops sessions, SkillsUSA Success sessions*

**State Leadership and Skills Conference**
*Speeches and Communication Skills sessions, SkillsUSA Success sessions*
PUTTING LEVERAGE INTO ACTION – DAY 1

Leadership 101 and Personal Effectiveness

List the key messages for each session you attended and capture your teammates’ information about the sessions they attended. Work as a team to determine how you can apply the information and skills in your state.

The Iceberg of Character

Key messages:

How can we apply this information in our state?

Model It!

Key messages:

How can we apply this information in our state?

Leadership Laptops

Key messages:

How can we apply this information in our state?

Becoming an Influential Leader

Key messages:

How can we apply this information in our state?
PUTTING LEVERAGE INTO ACTION – DAY 1

Leadership 101 and Personal Effectiveness

The Mirror of Leadership
Key messages:

How can we apply this information in our state?

Teaching Leadership
Key messages:

How can we apply this information in our state?

The Hosts with the Most
Key messages:

How can we apply this information in our state?

Growing as Leaders
Key messages:

How can we apply this information in our state?

Goal Setting 101
Key messages:

How can we apply this information in our state?
### Leadership 101 and Personal Effectiveness

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<th>How can we apply this information in our state?</th>
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PUTTING LEVERAGE INTO ACTION – DAY 1

Leadership 101 and Personal Effectiveness

**Recharging Ourselves**
Key messages:

How can we apply this information in our state?

**The Balancing Act**
Key messages:

How can we apply this information in our state?
### PUTTING LEVERAGE INTO ACTION – DAY 2

**Relationships and Teams, Speeches and Communication Skills and Workshops**

#### The Roles We Play

**Key messages:**

How can we apply this information in our state?

#### Dealing with Team Conflict

**Key messages:**

How can we apply this information in our state?

#### Team Communication

**Key messages:**

How can we apply this information in our state?

#### Remembering what You have Heard

**Key messages:**

How can we apply this information in our state?
PUTTING LEVERAGE INTO ACTION – DAY 2

Relationships and Teams, Speeches and Communication Skills and Workshops

**Leading without a Title**
Key messages:

How can we apply this information in our state?

**Teaching Team Building**
Key messages:

How can we apply this information in our state?

**It’s All about the Members**
Key messages:

How can we apply this information in our state?

**You can Count on Me**
Key messages:

How can we apply this information in our state?

**The Point of the Story**
Key messages:

How can we apply this information in our state?
### PUTTING LEVERAGE INTO ACTION – DAY 2

**Relationships and Teams, Speeches and Communication Skills and Workshops**

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# PUTTING LEVERAGE INTO ACTION – DAY 2

## Relationships and Teams, Speeches and Communication Skills and Workshops

### Let’s Have a Conversation
**Key messages:**

How can we apply this information in our state?

### Developing a Powerful Presence
**Key messages:**

How can we apply this information in our state?

### Keeping Students Engaged
**Key messages:**

How can we apply this information in our state?

### Giving Effective Directions
**Key messages:**

How can we apply this information in our state?

### After the Activity
**Key messages:**

How can we apply this information in our state?
PUTTING LEVERAGE INTO ACTION – DAY 2

Relationships and Teams, Speeches and Communication Skills and Workshops

**Enhancing a Presentation**

Key messages:

How can we apply this information in our state?

**Presenting with a Lesson Plan**

Key messages:

How can we apply this information in our state?

**Engaging Adult Learners**

Key messages:

How can we apply this information in our state?
# PUTTING LEVERAGE INTO ACTION – DAY 3

## SkillsUSA Success

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<td>How can we apply this information in our state?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SkillsUSA Sound Bites</th>
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</thead>
<tbody>
<tr>
<td>Key messages:</td>
</tr>
<tr>
<td>How can we apply this information in our state?</td>
</tr>
</tbody>
</table>
## PUTTING LEVERAGE INTO ACTION – DAY 3

### SkillsUSA Success

<table>
<thead>
<tr>
<th>Section</th>
<th>Key messages</th>
<th>How can we apply this information in our state?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Recruitment Strategies</strong></td>
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<tr>
<td>Key messages:</td>
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<tr>
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<tr>
<td><strong>Advanced Parliamentary Procedure</strong></td>
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<tr>
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<tr>
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<tr>
<td><strong>Growing College/Postsecondary SkillsUSA</strong></td>
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<tr>
<td>Key messages:</td>
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<tr>
<td>How can we apply this information in our state?</td>
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</tr>
<tr>
<td>Time</td>
<td>Event</td>
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</tbody>
</table>
| 10:00 a.m. | **Challenge – Using your leadership to grow others**  
*Objective: Build excitement for the Leverage Conference*          |
| 10:40 a.m. | **Huddle #1 – Leadership 101**  
*Objectives: Get to know huddle facilitator and participants  
Establish conference behavior expectations  
Teach leadership concepts  
Complete and process a leadership assessment*  
Lunch in huddle groups |
| 12:35 p.m. | **Skill Labs – Leadership 101**                                      |
| L1) | **The Iceberg of Character** – Discover how character is fundamental to serving as an effective state officer. |
| L2) | **Model It!** – Learn how to use your appearance, attitude and actions as a state officer to influence SkillsUSA members. |
| L3) | **Leadership Laptops** – Being a state officer is similar to a laptop – learn how the effort you put into a leadership situation is in direct proportion to what you get out. |
| L4) | **Becoming an Influential Leader** – Learn the step-by-step process of how influence is developed and can be used throughout your state officer year. |
| L5) | **The Mirror of Leadership** – What image do you reflect as a state officer? Learn how to be an authentic leader and reflect that image to SkillsUSA members. |
| L6) | **Teaching Leadership** – Need an activity for a fall workshop? Practice facilitating a leadership activity that can be used at a fall conference workshop. |
| L7) | **The Hosts with the Most** – State officers serve as “hosts” in leadership situations – learn how to create a welcoming environment for working with SkillsUSA members. |
| (LCPS) | **Growing As Leaders** – Designed for college/postsecondary state officers, identify your current leadership level and make a plan to be even more impactful as a leader while you engage SkillsUSA members. |
| 1:15 p.m. | Transition                                                          |
| 1:25 p.m. | **Skill Labs – Leadership 101 Repeat**                              |
| L1) | **The Iceberg of Character** – Discover how character is fundamental to serving as an effective state officer. |
| L2) | **Model It!** – Learn how to use your appearance, attitude and actions as a state officer to influence SkillsUSA members. |
| L3) | **Leadership Laptops** – Being a state officer is similar to a laptop – learn how the effort you put into a leadership situation is in direct proportion to what you get out. |
| L4) | **Becoming an Influential Leader** – Learn the step-by-step process of how influence is developed and can be used throughout your state officer year. |
| L5) | **The Mirror of Leadership** – What image do you reflect as a state officer? Learn how to be an authentic leader and reflect that image to SkillsUSA members. |
### LEVERAGE SCHEDULE

#### Day One

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:05 p.m.</td>
<td>Transition</td>
</tr>
</tbody>
</table>
| 2:15 p.m. | Huddle #2  
**Objective:** Define personal effectiveness as a state officer and a SkillsUSA leader |
<p>| 3:05 p.m. | Transition                                    |
| 3:15 p.m. | Skill Labs – Personal Effectiveness           |
| (L6)     | <strong>Teaching Leadership</strong> – Need an activity for a fall workshop? Practice facilitating a leadership activity that can be used at a fall conference workshop. |
| (L7)     | <strong>The Hosts with the Most</strong> – State officers serve as “hosts” in leadership situations – learn how to create a welcoming environment for working with SkillsUSA members. |
| (LCPS)   | <strong>Growing as Leaders (continued)</strong> – Designed for college/postsecondary state officers, identify your current leadership level and make a plan to be even more impactful as a leader while you engage SkillsUSA members. |
| (E1)     | <strong>Goal Setting 101</strong> – Learn the power of S.M.A.R.T. goals and how to use the SMART goal method to be effective state officers. |
| (E2)     | <strong>It’s All or Nothing</strong> – Discover how providing leadership as a state officer demands committing to service and growth. |
| (E3)     | <strong>Maximizing Time</strong> – Ever feel like time manages you rather than you managing time? Discover a system for time management that will help you accomplish everything you need to be a great state officer. |
| (E4)     | <strong>Living a “Valued” Life</strong> – Learn how to identify and live your values as a state officer, especially when challenged or under stress. |
| (E5)     | <strong>OK, Now What…</strong> – Not everything goes as planned – learn how to exhibit an attitude of gratitude even during challenging times or failures. |
| (E6)     | <strong>Teaching Personal Effectiveness</strong> – Need an activity for a fall workshop? Practice facilitating a personal effectiveness activity that can be used at a fall conference workshop. |
| (E7)     | <strong>Recharging Ourselves</strong> – Identify what uses your energy and what re-energizes you – create a plan to recharge after investing your personal energy into those you lead. |
| (ECPS)   | <strong>The Balancing Act</strong> – As a college/postsecondary state officer you are expected to balance your classes, state officer responsibilities, job, professional and personal obligations – learn how to prioritize using time tested models to achieve balance. |
| 3:55 p.m. | Transition                                    |</p>
<table>
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<th>Time</th>
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<tbody>
<tr>
<td>4:05 p.m.</td>
<td><strong>Skill Labs – Personal Effectiveness</strong></td>
</tr>
<tr>
<td>E1</td>
<td><strong>Goal Setting 101</strong> – Learn the power of S.M.A.R.T. goals and how to use the SMART goal method to be effective state officers.</td>
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<tr>
<td>E2</td>
<td><strong>It’s All or Nothing</strong> – Discover how providing leadership as a state officer demands committing to service and growth.</td>
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<tr>
<td>E3</td>
<td><strong>Maximizing Time</strong> – Ever feel like time manages you rather than you managing time? Discover a system for time management that will help you accomplish everything you need to be a great state officer.</td>
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<td>E4</td>
<td><strong>Living a “Valued” Life</strong> – Learn how to identify and live your values as a state officer, especially when challenged or under stress.</td>
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<tr>
<td>ECPS</td>
<td><strong>The Balancing Act (continued)</strong> – As a college/postsecondary state officer you are expected to balance your classes, state officer responsibilities, job, professional and personal obligations – learn how to prioritize using a time tested models to achieve balance.</td>
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<tr>
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<tbody>
<tr>
<td>4:45 p.m.</td>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td>4:50 p.m.</td>
<td><strong>Team Time – state officer teams meet to review the day</strong></td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td><strong>Action Close for the Day</strong></td>
</tr>
<tr>
<td>5:45 p.m.</td>
<td><strong>Adjourn for Day</strong></td>
</tr>
</tbody>
</table>
### LEVERAGE SCHEDULE

**Day Two**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td><strong>Challenge</strong></td>
<td>Build excitement for the day</td>
</tr>
<tr>
<td>8:50 a.m.</td>
<td><strong>Huddle #3</strong></td>
<td>Understand team roles and individual strengths</td>
</tr>
<tr>
<td>9:20 a.m.</td>
<td><strong>Transition</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 9:30 a.m. | **Skill Labs – Relationships and Teams** | (R1) The Roles We Play – Everyone has a different role and purpose on a team – discover the roles team members play and how to strengthen relationships on a team.
|         |                                 | (R2) Dealing with Team Conflict – It's natural for conflict to arise on a team – learn a strategy to use when conflict erupts on your state officer team.
|         |                                 | (R3) Team Communication – Learn how to listen effectively, demonstrate empathy, how to ask great questions and build relationships with SkillsUSA members, advisors and business and industry partners.
|         |                                 | (R4) Remembering What You Have Heard – Explore different listening styles and how the secrets of genuine listening will help you be more effective in building relationships.
|         |                                 | (R5) Leading Without a Title – Having a “title” does not automatically make you a leader. Learn how as a state officer, you can help SkillsUSA members lead without a title.
|         |                                 | (R6) Teaching Team Building – Need an activity for a fall workshop? Practice facilitating a team building activity that can be used at a fall conference workshop.
|         |                                 | (R7) It’s All About the Members – As a state officer, are you a focused leader or are you all over the place? Learn how to be a focused state officer so you can truly impact SkillsUSA members' lives.
|         |                                 | (RCPS) You Can Count On Me – As a college/postsecondary state officer learn how to be accountable as a teammate and evoke accountability in other teammates. |
| 10:10 a.m. | **Transition**                  |                                                                           |
| 10:20 a.m. | **Skill Labs – Relationships and Teams** | (R1) The Roles We Play – Everyone has a different role and purpose on a team – discover the roles team members play and how to strengthen relationships on a team.
|         |                                 | (R2) Dealing with Team Conflict – It's natural for conflict to arise on a team – learn a strategy to use when conflict erupts on your state officer team.
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### LEVERAGE SCHEDULE

#### Day Two

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<th>Time</th>
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<tr>
<td>10:30</td>
<td><strong>Teaching Team Building</strong> – Need an activity for a fall workshop? Practice facilitating a team-building activity that can be used at a fall conference workshop.</td>
</tr>
<tr>
<td>11:00</td>
<td>Huddle #4. <em>Objective</em>: Conduct team-building activities from Lowe's state officer duffel Bag</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45</td>
<td>Huddle #5. <em>Objectives</em>: Understand and apply the POWERR formula for a great speech or workshop</td>
</tr>
<tr>
<td>1:00</td>
<td>Transition</td>
</tr>
<tr>
<td>1:15</td>
<td><strong>Skill Labs – Speeches and Communication Skills</strong></td>
</tr>
<tr>
<td></td>
<td>(S1) <strong>The Point of the Story</strong> – Explore the characteristics of a great storyteller and consider how those characteristics can be applied when giving a speech of facilitating a workshop.</td>
</tr>
<tr>
<td></td>
<td>(S2) <strong>Having a Presence</strong> – State officers interact with members through speeches, workshops and presentations. Learn how to use body language, eye contact, gestures and movement to be impactful.</td>
</tr>
<tr>
<td></td>
<td>(S3) <strong>Be the Voice</strong> – One of your most powerful tools as a speaker and presenter is our voice. In this session, you'll learn how to use your voice for maximum effectiveness in SkillsUSA presentations.</td>
</tr>
<tr>
<td></td>
<td>(S4) <strong>Welcome to the Stage</strong> – Develop skills to serve as an emcee, understand podium etiquette and facilitate stage presentations.</td>
</tr>
<tr>
<td></td>
<td>(S5) <strong>Creating a Great Speech</strong> – Learn how to use the POWERR formula to create an outline for a speech that you can use as a state officer.</td>
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<td>(S6) <strong>Self-Introductions and Greetings</strong> – Use the skills developed in this session to learn how to introduce yourself and bring greetings on behalf of SkillsUSA.</td>
</tr>
<tr>
<td></td>
<td>(S7) <strong>Let's Have a Conversation</strong> – Have you ever met a new person and struggled with what to say? Learn methods you can use as a state officer to initiate and carry on a conversation.</td>
</tr>
<tr>
<td></td>
<td>(SCPS) <strong>Developing a Powerful Presence</strong> – As a college/postsecondary state officer, learn the skills needed for a passionate voice and purposeful presentations.</td>
</tr>
<tr>
<td>2:00</td>
<td>Transition</td>
</tr>
</tbody>
</table>
## LEVERAGE SCHEDULE

### Day Two

**2:15 p.m.**  
**Skill Labs – Speeches and Communication Skills**

**S1**  
**The Point of the Story**  
Explore the characteristics of a great storyteller and consider how those characteristics can be applied when giving a speech or facilitating a workshop.

**S2**  
**Having a Presence**  
State officers interact with members through speeches, workshops, and presentations. Learn how to use body language, eye contact, gestures, and movement to be impactful.

**S3**  
**Be the Voice**  
One of your most powerful tools as a speaker and presenter is your voice. In this session, you'll learn how to use your voice for maximum effectiveness in SkillsUSA presentations.

**S4**  
**Welcome to the Stage**  
Develop skills to serve as an emcee, understand podium etiquette, and facilitate stage presentations.

**S5**  
**Creating a Great Speech**  
Learn how to use the POWERR formula to create an outline for a speech that you can use as a state officer.

**S6**  
**Self-Introductions and Greetings**  
Use the skills developed in this session to learn how to introduce yourself and bring greetings on behalf of SkillsUSA.

**S7**  
**Let's Have a Conversation**  
Have you ever met a new person and struggled with what to say? Learn methods you can use as a state officer to initiate and carry on a conversation.

**SCPS**  
**Speaking Skills**  
Designed for college/postsecondary state officers, learn the skills needed to effectively share your personal SkillsUSA story with members, your peers, and business professionals.

**2:55 p.m.**  
Transition/Break

**3:05 p.m.**  
**Skill Labs - Workshops**

**W1**  
**Keeping Students Engaged**  
Discover the basics of how students learn and some “tips” to engage students during workshops and presentations.

**W2**  
**Giving Effective Directions**  
The ability to give clear directions is essential to the success of the activity – learn how to give clear and concise directions in workshops and presentations.

**W3**  
**Giving Effective Directions**  
The ability to give clear directions is essential to the success of the activity – learn how to give clear and concise directions in workshops and presentations.

**W4**  
**After the Activity**  
Using processing questions in a workshop promotes student learning – learn a method for asking questions that help members process what happened during an activity and identify their learning.

**W5**  
**After the Activity**  
Using processing questions in a workshop promotes student learning – learn a method for asking questions that help members process what happened during an activity and identify their learning.

**W6**  
**Enhancing a Presentation**  
Explore how to enhance speeches, presentations, and workshops using props, visuals, and the art of flipcharts.

**W7**  
**Presenting with a Lesson Plan**  
How to use a written lesson plan and activities guides.

**WCPS**  
**Engaging Adult Learners**  
Designed for college/postsecondary state officers, learn and practice strategies for engaging college/postsecondary students in SkillsUSA.

**3:45 p.m.**  
Transition
LEVERAGE SCHEDULE

Day Two

3:55 p.m.    Skill Labs

(W1) **Keeping Students Engaged** – Discover the basics of how students learn and some “tips” to engage students during workshops and presentations.

(W2) **Giving Effective Directions** – The ability to give clear directions is essential to the success of the activity – learn how to give clear and concise directions in workshops and presentations.

(W3) **Giving Effective Directions** – The ability to give clear directions is essential to the success of the activity – learn how to give clear and concise directions in workshops and presentations.

(W4) **After the Activity** – Using processing questions in a workshop promotes student learning – learn a method for asking questions that help members process what happened during an activity and identify their learning.

(W5) **After the Activity** – Using processing questions in a workshop promotes student learning – learn a method for asking questions that help members process what happened during an activity and identify their learning.

(W6) **Enhancing a Presentation** – Explore how to enhance speeches, presentations and workshops using props, visuals and the art of flipcharts.

(W7) **Presenting with a Lesson Plans** – How to use a written lesson plan and activities guides.

(WCPS) **Preparing Postsecondary Workshops** – College/postsecondary officers will prepare a workshop outline for SkillsUSA college/postsecondary members using the POWERR formula.

4:40 p.m.    Transition

4:55 p.m.    Team Time – state officer teams meet to review the day

5:30 p.m.    Action Closing for the Day

5:45 p.m.    Adjourn
### LEVERAGE SCHEDULE

**Day Three**

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<thead>
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<th>Time</th>
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<tbody>
<tr>
<td>8:30 a.m.</td>
<td><strong>Challenge – Group activity demonstrating the components of planning</strong></td>
</tr>
<tr>
<td>10:15 a.m.</td>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td>10:25 a.m.</td>
<td><strong>Skill Labs – SkillsUSA Success</strong></td>
</tr>
<tr>
<td><strong>SS1</strong></td>
<td><strong>Conducting Great Meetings</strong> – Every SkillsUSA member should have the opportunity to experience a great chapter meeting. Explore why it is important to conduct effective meetings and how to keep members involved.</td>
</tr>
<tr>
<td><strong>SS2</strong></td>
<td><strong>Basic Parliamentary Procedure</strong> – This session will help you learn the basics of parliamentary procedure that all SkillsUSA members should know.</td>
</tr>
<tr>
<td><strong>SS3</strong></td>
<td><strong>Exploring the SkillsUSA Program of Work</strong> – Understand the components of the SkillsUSA Program of Work and identify activities for each of the components.</td>
</tr>
<tr>
<td><strong>SS4</strong></td>
<td><strong>Partners and Advocates for SkillsUSA</strong> – Learn how to be an advocate for SkillsUSA with legislators and business and industry – learn how to prepare for the visit and tell your SkillsUSA story.</td>
</tr>
<tr>
<td><strong>SS5</strong></td>
<td><strong>SkillsUSA Sound Bites</strong> – Learn how to create sound bites for SkillsUSA that will help you communicate the impact of SkillsUSA. From elevator speeches to memorable sound bites, you will be a more effective state officer with these skills.</td>
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<tr>
<td><strong>SS6</strong></td>
<td><strong>Teaching Recruitment Strategies</strong> – Need an activity for a fall workshop? Practice facilitating an activity for members exploring ideas for recruiting SkillsUSA members that can be used at a fall conference workshop.</td>
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<tr>
<td><strong>SS7</strong></td>
<td><strong>Advanced Parliamentary Procedure</strong> – This session is designed for state officers that have a working knowledge of parliamentary procedure to increase their knowledge of practical use of parliamentary procedure.</td>
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<tr>
<td><strong>SSCPS</strong></td>
<td><strong>Growing Postsecondary SkillsUSA</strong> – Designed for college/postsecondary state officers, this session will create an idea-generating environment where students will share and glean ideas about methods to use in college/postsecondary SkillsUSA chapters.</td>
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<tr>
<td>11:05 a.m.</td>
<td><strong>Transition</strong></td>
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LEVERAGE SCHEDULE

Day Three

11:15 a.m.  Skill Labs – SkillsUSA Success

(SS1) **Conducting Great Meetings** – Every SkillsUSA member should have the opportunity to experience a great chapter meeting. Explore why it is important to conduct effective meetings and how to keep members involved.

(SS2) **Basic Parliamentary Procedure** – This session will help you learn the basics of parliamentary procedure that all SkillsUSA members should know.

(SS3) **Exploring the SkillsUSA Program of Work** – Understand the components of the SkillsUSA Program of Work and identify activities for each of the components.

(SS4) **Partners and Advocates for SkillsUSA** – Learn how to be an advocate for SkillsUSA with legislators and business and industry – learn how to prepare for the visit and tell your SkillsUSA story.

(SS5) **SkillsUSA Sound Bites** – Learn how to create sound bites for SkillsUSA that will help you communicate the impact of SkillsUSA. From elevator speeches to memorable sound bites, you will be a more effective state officer with these skills.

(SS6) **Teaching Recruitment Strategies** – Need an activity for a fall workshop? Practice facilitating an activity for members exploring ideas for recruiting SkillsUSA members that can be used at a fall conference workshop.

(SS7) **Advanced Parliamentary Procedure** – This session is designed for state officers that have a working knowledge of parliamentary procedure to increase their knowledge of practical use of parliamentary procedure.

(SSCPS) **Growing Postsecondary SkillsUSA cont.** – Designed for college/postsecondary state officers, this session will create an idea-generating environment where students will share and glean ideas about methods to use in postsecondary SkillsUSA chapters.

11:55 a.m.  Transition

Noon  Sponsor Luncheon

1:00 p.m.  Team Time – state officer teams meet to review the conference and make plans for their year

1:45 p.m.  Transition

1:55 p.m.  **Huddle #6**

*Objective: Complete goal setting for year; special ceremonies*

2:45 p.m.  Closing Session

3:00 p.m.  Adjourn
# NLSC STATE OFFICER DRESS SCHEDULE

<table>
<thead>
<tr>
<th>Day</th>
<th>Dress Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
<td><em>(Travel Day)</em></td>
</tr>
<tr>
<td></td>
<td>• Shirt: Yellow CTSO T-shirt</td>
</tr>
<tr>
<td></td>
<td>• Pants: Blue Jeans</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td><em>(Leverage - State Officer Training)</em></td>
</tr>
<tr>
<td></td>
<td>• Shirt: Polo 1</td>
</tr>
<tr>
<td></td>
<td>• Pants: SkillsUSA khakis</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td><em>(Leverage - State Officer Training)</em></td>
</tr>
<tr>
<td></td>
<td>• Shirt: Polo 2</td>
</tr>
<tr>
<td></td>
<td>• Pants: SkillsUSA khakis</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>• Day <em>(Leverage - State Officer Training)</em></td>
</tr>
<tr>
<td></td>
<td>o Shirt: Leverage shirt</td>
</tr>
<tr>
<td></td>
<td>o Pants: Blue jeans</td>
</tr>
<tr>
<td></td>
<td>• Night <em>(State delegation meeting)</em></td>
</tr>
<tr>
<td></td>
<td>o Shirt: (State) NLSC T-shirt</td>
</tr>
<tr>
<td></td>
<td>o Pants: Khaki shorts/capris</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td><em>(Delegate Session)</em></td>
</tr>
<tr>
<td></td>
<td>• Day <em>(Delegate Session)</em></td>
</tr>
<tr>
<td></td>
<td>• Evening <em>(Champions Festival)</em></td>
</tr>
<tr>
<td></td>
<td>o Shirt: Polo 4</td>
</tr>
<tr>
<td></td>
<td>o Pants: Khaki shorts/capris</td>
</tr>
<tr>
<td></td>
<td>• Evening <em>(Champions Festival)</em></td>
</tr>
<tr>
<td></td>
<td>o Shirt: Polo 3</td>
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<td></td>
<td>o Pants: Polo 1</td>
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<td></td>
<td>o Shirt: (State) NLSC T-shirt</td>
</tr>
<tr>
<td></td>
<td>o Pants: Khaki shorts/capris</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><em>(Delegate Session/VIP Reception/Opening General Ceremony)</em> – Official Dress</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td><em>(Delegate Session/Awards Ceremony/Awards Dinner)</em> – Official Dress</td>
</tr>
<tr>
<td></td>
<td>• Day <em>(VIP Tour/Competitions/Delegate Session)</em> – Official Dress</td>
</tr>
<tr>
<td></td>
<td>• Night <em>(Worlds of Fun)</em></td>
</tr>
<tr>
<td></td>
<td>o Shirt: (State) NLSC T-shirt</td>
</tr>
<tr>
<td></td>
<td>o Pants: Khaki shorts/capris</td>
</tr>
</tbody>
</table>

## Shirts
- CTSO T-Shirt
- National NLSC T-Shirt
- Leverage T-Shirt
- Polo 1
- Polo 2
- Polo 3
- Polo 4
SKILLSUSA RESOURCES

Discuss with your officer team what resources they heard mentioned during their sessions – or what information they learned during each session that is supported in the resources you’ve equipped them with.
Events of Application

Throughout and following Leverage, be purposeful about helping your officer team apply the information they experienced during the conference. Here are a few ideas:

• Encourage students to use the concepts facilitated at Leverage as they think through fall leadership conference and chapter visit opportunities.

• Challenge the officers to keep their playbooks handy throughout the year to help them in their role as state officers.
CONTINUOUS RESULTS

Become familiar with what your state officers learn about during Leverage. Use the information as a part of your conversations with the officers throughout the year and specifically in developing and using their Personal Leadership Inventory Growth Plan. Consider where the content from Leverage can be infused into your own statewide programming and specifically refer to the officers' learning journal.
Partnership Training
PARTNERSHIP TRAINING

The purpose:
Business and industry visits and meetings with legislative representatives strengthen the sustainability of a state organization. The voices of business, industry and legislative leaders are strong across communities and states. When SkillsUSA leaders at all levels make purposeful efforts to educate those individuals with great influence, we equip others to share accurate and meaningful messages about our organization. Being well prepared for those meetings is critical to creating successful meeting experiences. In this section of the State Officer Training Facilitator Guide, you'll discover

- How business and industry visits and legislative meetings fit into the state officer continuum.
- Training materials to equip your officer team for meeting pre-work, the meetings and follow-up steps.
- Helpful resources to facilitate meeting planning.
- Sample resources.
- A list of supplementary SkillsUSA resources.

In the continuum:
Partnership training is a single, one-day event that equips state officers and state staff for a continuous process of establishing and engaging in meetings throughout the year of the officer team.

The ultimate goals of partnership training are to prepare state officers to:

- Build relationships with business and industry professionals
- Build relationships with key legislative influencers and decision makers
- Demonstrate the relevance of SkillsUSA to key stakeholders through personal experiences
- Network with potential employers
- Establish the rapport needed for the adult leaders to follow-up with a financial “ask”
- Thank existing supporters

Who is involved?
- Appropriate state staff members
  - State director
  - State officer team coaches
- Each state officer
- An existing financial partner of the SkillsUSA state association with a passion for working with young people

What is the process?
- Choose a date for the training that is compatible with state staff and state officer team members.
- Secure a location that will house the officers and provide a meeting space large enough for the team to move around and engage in learning activities.
- Identify, contact and secure a business and industry representative who will meet with the team during their training process.
- Identify, contact and secure additional business and industry representatives available for meetings during the multi-day “tour.”
- Facilitate the training with the state officer team.
- Continue with a one-, two-, three- or four-day business, industry visit “tour.”
- Engage in legislative visits.
- Provide officers with coaching feedback after each visit.
- Write thank-you notes to each person visited at the end of each day, to be placed in the mail the following day.
PARTNERSHIP TRAINING

When does training occur?

- The training is a one-time event that provides opportunity for continuous coaching during business, industry and legislative visits all year long.
- Plan the training into your state officer calendars at the point that makes sense in your state.
- Ideally, the state officer team will be actively engaged in partnership visits within the first four months of their year of service and will continue to be engaged with meetings periodically throughout the year.
- Consider holding the training during the summer months so that student schedules are minimally affected by school responsibilities.
- Remember that while the state officers will visit with legislative representatives, it may happen at a time separate from the time of training. This will allow students to become polished in sharing their SkillsUSA story.

How do I prepare for and facilitate the training?

1. Select a training date
   - Consider identifying the training date during the initial annual planning meeting held with the officer team immediately following their election.
   - Use a free online polling service such as www.doodle.com to ask officers at a later point when they will be available for several days in a row for training and visits.

2. Secure a location
   - Please refer to the Training Location Information worksheet.

3. Contact business and industry training partner
   - Please refer to the Business and Industry Training Partner Worksheet.

4. Contact additional business and industry partners
   - Please refer to the Business and Industry Meeting Set-Up and Legislative Meeting Set-Up worksheets.

5. Facilitate the training
   - Please refer to the facilitator's guide worksheets.

6. Conduct visits
   - Please refer to the meetings and visits pre-work worksheets.

7. Provide coaching
   - Please refer to the Partnership Visit Coaching Guide worksheet.

8. Write thank-you notes
   - Please refer to the Sample Thank-you Notes worksheet.

Where is training located?

- Consider the following questions when choosing a training location.
  - Where are the business and industry representatives located that you’ll want to visit with the team immediately following training?
  - What is the most cost-efficient area for travel for state staff members and the state officer team members?
  - Is holding the training in one area and then traveling to separate location(s) for meetings an option for your state?
# PARTNERSHIP TRAINING

## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Welcome and Parts of a Meeting</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Key Roles During a Meeting</td>
</tr>
<tr>
<td>10:10 a.m.</td>
<td>Introductions During a Meeting</td>
</tr>
<tr>
<td>10:50 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Key Points and Messages During a Meeting</td>
</tr>
<tr>
<td>11:50 a.m.</td>
<td>Greet Industry Guest</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch with Industry Guest</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:10 p.m.</td>
<td>Thank You Notes</td>
</tr>
<tr>
<td>2:40 p.m.</td>
<td>Wrap up and Close</td>
</tr>
</tbody>
</table>
How do we prepare for and engage in effective partnership visits?

Through a series of enrollment, experience, labeling and demonstration events, participants explore, understand and apply content around the following question: How do we prepare for and engage in effective partnership visits? This lesson helps participants discover what they already know and build on one another's experiences.

Objectives

By the end of this session, participants will know or be able to:

1. List, describe and engage in the nine parts of a meeting, from pre-work through follow-up.
2. Describe and demonstrate key roles during a meeting.
3. Deliver a 30-second introduction of him or herself.
4. Deliver a 60- to 90-second introduction of him or herself.
5. Identify key points critical to share with partners about SkillsUSA.
6. Engage in a partnership visit.

Materials

- Index cards (several per officer)
- Flip chart:
  - When I think about today’s training...
    - I feel great about...
    - I am nervous about...
    - I look forward to...
    - I expect...
- Meeting icons printed on separate 8½ x 11 sheets:
  - Heart
  - Chain links
  - Road Sign
  - Key
  - Chart
  - Diamond ring
  - Map
  - Exit sign
  - Stamp
- Flip Chart:
  - Heart – Cares
  - Chain links – How we link together
  - Road Sign – What’s coming ahead
  - Key – Key information
  - Data chart – Facts and data
  - Diamond ring – Commitments
  - Map – Where we’ve been
  - Exit sign – End and action
  - Stamp – Thanks
- Flip Chart:
  - Assignment of Opener, Connector, Timer, Closer
- Flip Chart:
  - Thank you note STARS components

Preparatory Work

- Prior to students arriving at the training, provide them with the instructions to write both of their introductions.
- Prepare a document that includes state-specific information about your SkillsUSA state association and perhaps additional information about SkillsUSA.
## FACILITATOR’S GUIDE:

### Parts of a Meeting

#### Enroll the Participants

*Parts of a Meeting – Approximately 10 minutes*

"Welcome to partnership training! In front of you, you’ll notice that there are several index cards. When I say, “go,” label the index cards with the titles I’ll have on the flip chart at the front of the room. Each statement regards today’s training. Fill out each card accordingly. We’ll have four minutes. Go!"

Reveal the “What I think about today’s training” flip chart and provide students with enough time to complete each note card, and complete the activity by having students share their thoughts with one another in pairs.

"Now take two minutes to share your thoughts from each card with someone across the room. Go."

After time elapses, have students share with the large group those thoughts that were similar.

"Thanks for sharing that information with your teammates. Let’s hear about those thoughts that were similar from person to person or thoughts that stick out to you from what you heard your teammate say. Who will share first?"

Pause and elicit responses.

"All of your thoughts – about what you feel great about, what you’re nervous about, what you’re looking forward to and what you expect – they are all legitimate and will play a role in today’s training.

“We’ll celebrate what you feel great about! We’ll ease your nerves and accomplish those things you’re looking forward to and expect. In this room we’ll conduct our training and then later today we’ll have a chance to meet with a business and industry partner and we’ll meet with even more partners later in the week.”"

#### Provide the Experience

*Parts of a Meeting – Approximately 4 minutes*

Provide the following information to the students:

"In a moment, your team will receive several icons. Each icon represents a step that goes in to partnership visits. Your team’s task is to arrange the icons in the order in which you believe they occur. Remember that some of the icons may represent steps prior to and after the meeting."

Provide the team with the icons arranged in a random order and allow them time to re-arrange them, offering hints as needed.

When the officer team has the icons in the correct order, continue.

#### Label the Information

*Parts of a Meeting – Approximately 10 minutes*

"Nice work everyone! Let’s take a look at the parts of the meeting."

Reveal a flip chart with the meaning of each symbol on it and discuss each symbol with the students. Instruct students to write each symbol’s meaning on the corresponding personal workbook page.

"The heart represents what we care about at SkillsUSA and what the company or individual cares about too. This is the research that we’ll do to figure out what the company cares about before we actually meet with them."

"The chain links represent the strong relationship that can exist when we find ways to link and work together."
“The road sign shows where we’ll “go” in the meeting and what we hope to offer and gain. It’s kind of a preview of the meeting.”

“A key represents important information that needs to be shared during the meeting.”

“A data chart represents facts and data that support the key information to be shared.”

“A diamond ring represents commitments to apply and use the information gleaned during the meeting.”

“The map demonstrates a review of what was discussed during the meeting.”

“The exit sign represents the end of the meeting and leaving to take action using the gathered information.”

“The stamp serves as a reminder to mail a thank you note or send a thank you email right away.”

Pause after each symbol’s description to allow students to capture the information in their personal workbooks.

Demonstrate the Relevance

Parts of a Meeting – Approximately 3 minutes

“What kind of experience will most of our partners have when it comes to conducting meetings? So why is it so important that we enter the meeting with this knowledge base of how a meeting is set up? How can we influence the meeting with this knowledge?”

“Once we understand the key parts of a meeting, we can start owning our knowledge and putting it to work. Remember that many individuals we’ll meet with will be well versed in attending and facilitating meetings. When we can demonstrate our knowledge, competence and confidence, we’ll make a great impression for SkillsUSA and strengthen our relationship with the partner. Let’s figure out what the next steps are.”
**FACILITATOR’S GUIDE:**

<table>
<thead>
<tr>
<th>Key Roles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enroll the Students</strong></td>
<td><strong>Key Roles – Approximately 1 minute</strong></td>
</tr>
<tr>
<td>“Stand up and form a circle.”</td>
<td>“Think about your number one role on this team.”</td>
</tr>
<tr>
<td>Pause and allow students to think.</td>
<td></td>
</tr>
<tr>
<td><strong>Provide the Experience</strong></td>
<td><strong>Key Roles – Approximately 7 minutes</strong></td>
</tr>
<tr>
<td>“Starting with (name a student), go around the circle and state your role on this state officer team.”</td>
<td></td>
</tr>
<tr>
<td>Ask the following questions:</td>
<td></td>
</tr>
<tr>
<td>How does knowing what we are really great at benefit a team?</td>
<td></td>
</tr>
<tr>
<td>How can specific roles during a meeting benefit the outcomes of that meeting?</td>
<td></td>
</tr>
<tr>
<td>“During the next few moments, we’ll explore a few different roles that may exist during our meetings. Keep in mind that not every meeting will be structured the same, but when the opportunity presents itself, these roles are great to use. Also keep in mind that these roles are not static. Each person will have the opportunity to be in each of these roles throughout the year.”</td>
<td></td>
</tr>
<tr>
<td>“When you get back to your seat, grab your guidebooks and something to write with.”</td>
<td></td>
</tr>
<tr>
<td><strong>Label the Information</strong></td>
<td><strong>Key Roles – Approximately 15 minutes</strong></td>
</tr>
<tr>
<td>Share the roles and information with the students.</td>
<td>“In an ideal meeting, we’ll have the following four roles defined prior to the meeting – opener, connector, the timer and closer.”</td>
</tr>
<tr>
<td>“What do you suppose the opener might be responsible for?”</td>
<td>Ask about each role prior to sharing the information with the students.</td>
</tr>
<tr>
<td>“Before we define the roles, it’s important to know how things might look before we actually sit down for the meeting. Generally, when we arrive at a business or a legislative representative’s office, we’ll be greeted by an assistant and taken to our meeting space. While we wait for the individual we’re meeting with, remain standing and ready to shake hands with that individual. Prepare a few business cards and practice what you’ll say to introduce yourself.”</td>
<td>“When the individual[s] walk[s] in the door, firmly shake their hand, look them in the eye and state your greeting and name. As an example, we might say, “Good afternoon Mr. Soto, I am Amelia Smith.” Provide your business card and take theirs in exchange if possible.”</td>
</tr>
</tbody>
</table>
| “When the representative invites you to be seated, arrange all the business cards you received for individuals in that meeting in front of you on the table according to how they are sitting around you. That way you’ll have an easy reference of their name[s].” | “The opener starts the meeting. It might sound something like this, ‘Thank you, Mr./Ms., we appreciate your time this morning. We’re looking forward to learning more about your company and sharing a little bit about SkillsUSA. Would it be okay if
FACILITATOR’S GUIDE:

Key Roles

we started with some brief introductions? The opener will then direct the person to his/her left to begin with their 60-90 second introduction. Once everyone is done with introductions, the opener will be the last person to introduce him or her self. After introductions the connector will then share a SkillsUSA summary or update.

“The connector shares either an update or summary of SkillsUSA depending on the representative’s prior knowledge of the organization. Research the company’s web site prior to the meeting to determine which key points to emphasize during this time.”

“After the connector provides background information on SkillsUSA, a conversation continues with questions asked and answered back and forth between the two parties. All state officers play a critical role in answering and asking questions during this time.”

“The timer is responsible for just that. Whoever sets up the meeting must confirm the length of the meeting and share that time frame with the timer. The timer must keep track of how much time has elapsed and five minutes prior to the end time of the meeting (or sooner if necessary), the timer must give an indication that time is about up. This might include closing a notebook, gathering their business cards into a pile, putting their pen down or another agreed-upon signal. The signal must be communicated to the team.”

“After the time signal is received, the closer is responsible for closing the meeting at a natural pause. It might sound something like this, ‘Mr./Ms. ________________, we want to be conscious of your time. We certainly appreciate your generosity in meeting with us this morning and sharing a little bit about __________. We have many of the same values at SkillsUSA and I’m really looking forward to how we can work together in the future. Let us know how we can be of assistance to you.’

“At this point it is appropriate for everyone to stand, shake hands and state their farewells in a genuine, yet brief manner. Remember as students, you will never be responsible for asking for money or a financial contribution of any kind. That will always be the responsibility of the adults who manage the organization.”

Demonstrate the Relevance

Key Roles – Approximately 5 minutes

“What is different about this meeting structure than what you thought it might be?”

“What is the benefit to this structure?”

“What concerns do you have?”

“What do you feel good about?”

“It can certainly be scary to demonstrate the confidence that this meeting style requires, especially when we’re working with professionals in the industry. Remember though, these individuals partner with SkillsUSA because they believe in the great work that young people can do. You will absolutely blow them away with your display of command, confidence, professionalism and poise during our meetings.”

“Also remember that not all meetings will go the way we’ve just outlined. Some visits may end up being more of a tour and some might be completely dominated by the business representative. The important thing to remember is that we can show our professionalism even when we are simply listening. And listening provides a great opportunity to pick up on what’s important to the company so that when we do have a chance to speak, we can make direct connections between the company and our organization.”

“Let’s explore the beginning part of the meeting a bit more, our introductions.”
Enroll the Students

*Introductions – Approximately 4 minutes*

If students were asked to write their introductions prior to training, reference the pre-work assignment.

“Get out the pre-work introduction writing assignment you were asked to complete.” Pause and allow students to retrieve their introductions. (This would also be a great time for a 10 to 15 minute break.)

“What did you find challenging and enjoyable about your task?” (Elicit student responses.)

“Thanks for sharing. Take the next two minutes to review your short (30-second) introduction. After time elapses, we’ll practice those introductions with one another.”

Pause and allow students time to regroup and determine what they intend to say.

Label the Information

*Introductions – Approximately 7 minutes*

“Congratulations everyone!”

“What was your experience like for the past few minutes?”

“What changed from your first to your last introduction?”

“How can we continue to improve our introductions?”

“Here are a few pointers to remember when giving short introductions:

- They happen when first meeting a SkillsUSA partner.
- Give enough information to intrigue, not overwhelm.
- Be real, not rehearsed.
- Listen as well as you speak.
- Use direct eye contact.
- Use a firm handshake.
- Keep it to 30 seconds or less.”

Provide the Experience

*Introductions – Approximately 7 minutes*

“When I say, ‘begin,’ find another person in the room and introduce yourself using the 30-second introductions. Imagine that you are meeting each other for the first time. When you hear me say ‘rotate,’ find a new person and repeat the process. Begin.”

Pause and allow students about 90 seconds to exchange introductions before indicating that it is time to rotate. Repeat the rotation until it seems that the officers are comfortable in sharing their introductions. After two or three rotations, offer the reminder that their introduction should not sound like a speech, but rather a conversation.

Provide the state officers enough time to practice their short introduction once more with boldness, confidence, eye contact and firm handshakes.

“Nicely done. Let’s try out our long introductions.”
Introductions

**Provide the Experience**

**Introductions – Approximately 12 minutes**

"We’ll use the same process we did during our short introductions, except this time, be seated while introducing yourselves. We’ll do a few rotations this time around as well."

Pause and allow students about four minutes to exchange introductions before indicating that it is time to rotate. Repeat the rotation until it seems that the officers are comfortable in sharing their introductions. There will probably not be as many rotations as with the short introductions. Remind the officers that their introductions should not sound like a speech, but still a conversation.

"Excellent work!"

**Label the Information**

**Introductions – Approximately 7 minutes**

Ask the following questions:

"What was your experience like for the past few minutes?"

What changed from your first introduction to your last introduction?

How can we continue to improve our longer introductions?"

"Keeping in mind that we use our short introductions during the first time meeting a SkillsUSA partner or before we take our seats at a meeting, when do you think these longer introductions might be appropriate?" (Elicit student responses.)

"These introductions are what we’ll use when we have a meeting that is set up for at least 45 minutes. We’ll introduce ourselves with our long introductions when we sit down and start to learn more about one another during the meeting."

"Here are a few pointers to keep in mind about our long introductions:

- Keep it to less than 90 seconds.
- Share appropriate information beyond your name and hometown (college/postsecondary plans, work, SkillsUSA activities, family business, etc.).
- Use direct eye contact.
- Use modest hand gestures.
- Be conversational.
- Offer information that might be interesting to the person, given their professional setting."

"The basics about each introduction are the same. We simply have to be aware of where are and what opportunities we have in front of us."
**FACILITATOR’S GUIDE:**

**Enroll the Students**

*Key Points – Approximately 1 minute*

>“Think of the fact or statistic about SkillsUSA that sticks out to you or that you most appreciate.”

(Pause)

>“Now think about how you can demonstrate that fact or statistic using your acting ability.”

(Pause)

**Provide the Experience**

*Key Points – Approximately 10 minutes*

>“Who will act out their chosen fact or statistic first?”

Pause to allow time for a student volunteer.

>“The rest of us will guess which piece of information you are sharing. Let us know when we’ve guessed it!”

Repeat the process until each student has shared his or her fact or statistic. Thank the students for risking boldly and for being knowledgeable.

**Label the Information**

*Key Points – Approximately 30 minutes*

>“As official representatives of SkillsUSA (state), we must be well-prepared in our knowledge of SkillsUSA in our state. A few national facts are important to be aware of as well, but for the most part, our partners will be curious about the organization in our state.”

“Find a partner in the room.” Pause to allow movement.

>“In a moment, you and your partner will be given a document that has information about our SkillsUSA state association. While working with your partner, your task is to review the information in one section of the document. (We’ll assign sections when everyone has their copy.) Then, work to find ways that we can connect our SkillsUSA information to something we might hear a business, industry or legislative representative say. For example, we might hear a legislative representative say, ‘I really value education in our state.’ We then can use our facts and data to share that SkillsUSA provides hands-on applications of classroom materials to (number) students in our state.”

“When we hear a company talk about how valuable community service is to them, we can share that in our state, SkillsUSA annually complete (number) hours of community service.”

“When we make these connections, we identify ourselves with a company or representative. It is easier to support an organization when we have the same values and/or goals as the representative does. Make sense?”

“Let’s give it a try. You can capture your thoughts in your personal workbook.”

Divide your data document into enough sections so that each pair of officers has a section. Step into and out of the officers’ conversations frequently to coach of guide the focus of their conversations. Offer stimulating thoughts where needed.
Thank You

Enroll the Students

Thank You – Approximately 1 minute

“Following each visit we make, whether to a business, an individual or a legislative representative, it’s important that we thank the person or people for their time, and in many cases, their support.”

Provide the Experience

Thank You – Approximately 5 minutes

“How will our supporters and partners know when they receive a genuine thank you note from us?”

Discuss key characteristics that the students offer as being qualifiers of genuine thank you notes.

Label the Information

Thank You – Approximately 30 minutes

“When writing a thank you note, we’ll use the STARS components:”

Review the components and sample thank you note.

Salutation – give a greeting
(Dear Mr./Ms. __________)

Thanks – demonstrate gratitude to the individual for their time during the meeting

Application – indicate specific information that you will apply because of the meeting

Re-thank – thank them again for their time, information and support of SkillsUSA

Sign-off – Use a professional closing statement and sign your name

Sample thank you note:

Dear Ms. Daykin,

I am very appreciative of the time you spent visiting with me and my teammates on Thursday afternoon.

Your insight about the tool industry is incredible. Your company’s vision for training employees aligns exactly with what our SkillsUSA advisors do every day with our students. I hope we can collaborate our efforts in the future so that SkillsUSA can help prepare employees for your company.

Thank you for sharing your knowledge and for supporting SkillsUSA (state).

Genuinely,

Adam Brown

Provide students with time to write either a hypothetical thank you note or one that they will actually give to someone who they’ve met during their time in state office. Provide coaching and feedback to each officer until his or her thank you note is acceptable.
Review the Content

Approximately 10 minutes

Congratulate the students on their efforts during the training and ask the following questions:

“What feels good about engaging in partnership visits?”

“What are you still nervous about?”

“While we won’t have another full training like this one about partnership visits, we will polish our abilities after each meeting. We can offer one another constructive feedback so that we develop strong skills as a team when it comes to meeting with partners.”

“Gather in a circle.”

Pause to allow movement.

“We’ll go around the circle and share our take-away points from our training. We’ll continue until everyone has shared at least one take-away and we won’t stop until we’ve said everything we gleaned. I’ll start.”

State something that you learned and will take away from the training.

Celebrate Student Success

2 minutes

“We’re ready to dive in to our first official partnership visit! Think about where we started this morning and where we are now! I can’t wait to see you be successful when we meet with (name of individual they are meeting with later). Congratulations on all of your efforts this morning!”
BUSINESS AND INDUSTRY TRAINING

Partner Worksheet

Prior to contacting the training partner, make sure you have the following information readily available to share with the individual.

- Date of the training
- Time required of the partner
- Location of the training
- Why you selected them as the training partner

The conversation or email might sound something like this:

Hello (name). This is (your name) with SkillsUSA (state). How are you?

The reason for my call today is two-fold. First, we want you to know how appreciative we are of all of your past support of SkillsUSA - thank you! Secondly, we want to provide you with a new opportunity to visit with our new state officer team about (their company, business or organization name).

The state officers will be in town on ________________ (training date) for business and industry training and to prepare for legislative representative meetings. During the first part of their training, we'll work with the team on how to engage in these types of meetings and why sponsors like you are so critical to the work we do in our state. Then later, we're hoping you'll be able to join us for their first “official” partnership visit.

You have always shared a genuine interest in our students, so we believe you are the ideal person to meet with our officers for their first partnership visit. We know you will help them feel successful as they prepare for additional visits later this week. Our main goals for this interaction are for the officers to share a little about themselves and SkillsUSA. We also want them to have the opportunity to ask you questions about (company, business or organization name).

Are you available on ________________ for an hour or two? We would certainly appreciate it!

If the individual is available, ask what time works best in their schedule.

Confirm the information with them and thank them for their investment of time.

Time(s) Available

________________________________________

Time Confirmed

________________________________________
### Meeting Set-Up

**Company, Business or Organization**

______________________________________________

**Representative Name**

______________________________________________

**Date of Contact**

__________________  **Method of Contact**

______________________________________________

**Information to share via phone or email with a current sponsor:**

**Good morning __________________ (representative name)!**

I am (your name) with SkillsUSA (state). The SkillsUSA state officer team and I will be in your area on

__________________  (date) and I’m curious if you might be available for 45 minutes or an hour to meet with them. I’d love for them to learn more about (company, business or organization name).

**We have the following time(s) available:**

(list times)

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<tr>
<th>Date Confirmed</th>
<th>Time Confirmed</th>
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</table>

**Contact Name**

______________________________________________

**Information to share via phone or email with a new or potential sponsor:**

**NOTE:** Remember that if this visit will be the first one, you’ll want to be sure to visit with the right person. If needed, offer the following information to the person who answers your call to ask them to get you to the right person.

**Good morning __________________ (representative name)!**

I am (your name) with SkillsUSA (state). We are a career and technical student organization focused on creating opportunities for leadership and technical skill development to help prepare students for future careers. We think there is great potential for our organization and yours to work together. We would like an opportunity for our state officer team to visit with a representative at your (company, business, organization) and learn more about __________________ (company, business or organization name). Can you direct me to someone who might be able to help us with this?

Once you are directed to the right person, share the same introductory information with them and ask for a meeting time.

**We’ll be in your area on __________________ (date). Is there a time we can meet with you on that date?**

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<th>Date Confirmed</th>
<th>Time Confirmed</th>
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</thead>
<tbody>
<tr>
<td>__________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

**Contact Name**

______________________________________________

**Contact Info**

______________________________________________
LEGISLATIVE MEETING SET-UP

State Representative’s Name ______________________________________ District ________
Address __________________________________________ Phone ______________________

**Step 1: Identify your state representative.**
Determine which district you live in and who the representative for that district is. Visit http://votesmart.org, enter your zip code; view your representative’s name and contact information.

**Step 2: Contact your representative.**
Send your representative a letter introducing yourself as a constituent and SkillsUSA state officer. Outline the topic you wish to discuss and indicate that you will follow up in one week to set up an appointment.

**Step 3: Set up an appointment.**
Call your representative’s office and set up an appointment time with their staff. Reference your letter and request a 20-minute meeting.

**Step 4: Prepare for the meeting.**
Prepare and practice a short introduction of yourself.
Determine which four to five key points about SkillsUSA you plan to share with your representative.
Create a list of questions you would like to ask your representative.
Prepare to ask for a commitment to support SkillsUSA in your state and communities.

**Step 5: Attend the meeting.**
Wear your SkillsUSA official uniform and arrive early. Bring a statistics sheet with key points about your SkillsUSA state association that you can leave with the representative. Ask any questions if time remains. Ask for the representative’s support of SkillsUSA.

**Step 6: Follow up.**
Within two days after the meeting, write and send a note of gratitude to the representative and summarize the details of your meeting. Mention any commitments the representative made and include any information they may have requested.

☐ Letter sent
☐ Meeting set
☑ Date _____________________ Time ______________________
☐ Introduction prepared and practiced
☐ Key points determined
☐ Questions prepared
☐ Meeting attended
☐ Thank you letter written and sent
PARTNERSHIP TRAINING

Events of Application

Training Partnership Visit
Guide the students in their first partnership visit with the individual identified as the training partner. This might happen during a meal function, or at the individual’s office or even at the training site. Keep the meeting to 45 to 60 minutes if it is not a meal function, and no longer than 90 minutes if there is a meal involved. Remember to assign the team with an opener, connector, timer and closer.

Immediately after the visit, spend time reviewing how to write a thank you note with the officers and allow them to complete their first official thank you note using your state’s SkillsUSA stationary.

Partnership Tour

Multi-day tour
Use two or three days immediately following the partnership training to visit four or five partners each day. Allow the state officers to serve in different capacities during each meeting and assign one person to write a thank you note after each meeting on behalf of the team. Spend time coaching the officers during travel time in between visits.

Multiple single-day visits
Schedule multiple single-day visits to be held throughout the year. Visit four or five partners during each scheduled day. Differentiate the assignment of officer responsibilities during each meeting so all officers have a chance to engage in different ways. Assign one person to write a thank you note after each meeting on behalf of the team. Spend time coaching the officers during travel time in between visits.

The entire state officer team doesn’t necessarily need to attend each meeting. If multiple adult leaders are available, the team may be split up to maximize visit time.

Day at the Capitol

After the officers are comfortable sharing SkillsUSA information in a formal, yet relaxed setting of business and industry visits, have them conduct a day or a few hours of visits with legislative representatives. Remind them that legislative meetings will be much shorter (20-30 minutes) and the outcome of focus is a bit different. While in-kind and financial donations are often the ultimate goal of business and industry visits, support of pro-SkillsUSA policies is often the ultimate goal of legislative visits.
Partnership Visit

Make partnership visits a regular event throughout the year of a state officer’s service. Commit to taking the officers on a specific number of visits or a specific number of days of visits. Use the interests of the officers to determine which partners to visit. Find potential employers to demonstrate the best leaders of SkillsUSA to those employers and to provide the state officer with opportunities beyond their year of service.
Fall Leadership Conference Preparation
The purpose:
Fall leadership conference prepares SkillsUSA chapter members to lead their local chapter throughout the year. Use this section of the State Officer Training Facilitator Guide to discover:

- A checklist of Fall Leadership Conference planning needs
- How to facilitate officer training of workshop presentation skills
- How to introduce the duffle bag and other SkillsUSA resources
- How to facilitate large group management
- Work to do prior to students arriving at the conference
- Sample schedules for Fall Leadership Conference
- A bank of workshops complete with objectives, activities, directions, debriefing questions and supply lists
- Conference tips

In the continuum:
Preparing for Fall Leadership Conference occurs during this single, one-day training. The skills and knowledge gleaned from the training are easily transferrable to regional or district events, State Leadership and Skills Conference, other statewide conferences or visits officers may make to local high schools. And depending on your schedule, the training could easily expand into a multiple-day training for the purpose of additional time together for workshop development and facilitation training.

Prior to the conference, state officers prepare by learning what the components of a workshop are as well as developing workshop segments. The state officers become familiar with SkillsUSA education resources and the Duffle Bag. Fall Leadership Conference puts everything they’ve learned to this point into action! It also engages future state officers in the state officer continuum by giving them a flavorful taste of epic leadership training.

Who is involved?
- Appropriate state staff members
  - State director
  - State officer team coaches
- Each state officer
- Training sponsor, if applicable

What is the process?
- Choose a date for the training that is compatible with state staff and state officer team members.
- Secure a location that will house the officers and provide a meeting space large enough for the team to move around and engage in learning activities.
- Identify, contact and secure the correct business and industry representative if the training event or Fall Leadership Conference is sponsored.
- Facilitate the training with the state officer team.
  - List and describe workshop components
  - Facilitate workshops
  - Use the Duffle Bag and other SkillsUSA resources
  - Manage large groups
  - Select conference events
- Choose a date for the conference.
- Secure a location that will house the officers, members, advisors and staff and provide meeting space that is compatible with the conference agenda activities.
- Share conference information with local chapters.
- Identify, contact and secure the correct business and industry representative if the conference is sponsored.
FALL LEADERSHIP CONFERENCE PREPARATION

- Facilitate the pre-conference training with the state officer team.
  - List and describe workshop components
  - Facilitate workshops
  - Use the Duffle Bag and other SkillsUSA resources
  - Manage large groups
  - Select conference events
- Guide officers on their preparatory work.
- Conduct the conference.

When does training occur?
- The training is a one-time event that provides opportunity for continuous coaching during Fall Leadership Conference, regional or district events, State Leadership and Skills Conference, other statewide conferences or visits at local chapters.
- Plan the training into your state officer calendars at the point that works in your state.
- Consider holding the training after Leverage to debrief the officers’ experience at Leverage and to easily implement ideas officers gather at Leverage.

How do I prepare for and facilitate the training?

1. Select a training date
   - Consider identifying the training date during pre-Leverage training.
   - Use a free on-line polling service such as www.doodle.com to ask officers at a later point when they will be available for several days in a row for training and visits.

2. Secure a location
   Please refer to the Training Location Information worksheet, located in the Resources section.

3. Contact business and industry training partner
   Please refer to the Business and Industry Partner worksheet, located in the resources section.

4. Facilitate the training
   Please refer to the Facilitator’s Guide worksheets.

Where is training located?
- Consider the following questions when choosing a training location.
  - What is the most cost-efficient area for travel for state staff members and the state officer team members?
  - Is holding the training at the site of Fall Leadership Conference an option?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Welcome and Goals for the Day</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Workshop Components</td>
</tr>
<tr>
<td>10:15 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:25 a.m.</td>
<td>Workshop Resources</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Large Group Management</td>
</tr>
<tr>
<td>1:45 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Facilitating Workshops</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Fall Leadership Conference Details</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Break for Dinner</td>
</tr>
</tbody>
</table>

Optional: Include a second day of training for further development and delivery coaching of workshops to be used at Fall Leadership Conference.
How do we prepare for Fall Leadership Conference?

Through a series of enrollment, experience, labeling and demonstration events, participants explore, understand and apply content around the following question: How do we prepare for Fall Leadership Conference? This lesson helps participants discover what they already know and build on one another's experiences.

Objectives

By the end of this session, participants will know or be able to:

1. List and describe workshop components
2. Use the duffle bag and other SkillsUSA resources
3. Manage large groups
4. Facilitate workshops
5. Select conference events

Materials

- Flip Chart:
  - Good
  - Great
- Workshop components written on 8 ½ x 11 inch paper
  - Pre-Work
  - Outlook
  - Wisdom
  - Engage
  - Review
  - Results
- SkillsUSA workshop resources (Duffle Bag, Propel, Jump Start, Accelerate, etc.)
- Flip Chart:
  - Large groups vs. Small groups

Preparatory Work

- Collect needed resources
- Remind the officers to bring their personal guidebooks and Leverage playbooks if applicable
**Enroll the Participants**

*Workshop Components – Approximately 10 minutes*

“Think about workshops you’ve experienced as a participant. What sticks out to you? Located on the wall are two flip charts. One is labeled ‘good’ and the other is labeled ‘great.’ When the music begins, spend time at each flip chart labeling characteristics of good workshops and great workshops.”

Play music.

**Provide the Experience**

*Workshop Components – Approximately 5 minutes*

Provide the team with a shuffled stack of workshop components.

“Work as a team to place these components in order from beginning to end of a workshop. Consider what each component entails.”

Provide work time.

**Label the Information**

*Workshop Components – Approximately 20 minutes*

Facilitate a conversation to discuss the following information. Officers may capture the information on page ____ of their workbook.

**Pre-Work:** Collect information prior to creating and facilitating the workshop.

- How large is the audience?
- What are the ages of audience members?
- What do audience members care about?
- How will I relate to audience members?

**Outlook:** Verbally tell audience members what direction you are taking the workshop. Introduce the topic, build anticipation and engage audience members.

- What is the big picture of the workshop?
- How will I help the audience see the steps from start to finish?
- What story, words or facts are needed to pique audience interest from the beginning?

**Wisdom:** Share information or knowledge with the audience.

- What are my two or three key points for the workshop?
- Do my key points align and help accomplish the overall objective of my workshop?
- Does the information make my points easily understood?
- How will I ask my audience members to apply these key points in their lives?

**Engage:** Connect the content to the audience.

- What stories will support the key messages or wisdom points?
- Is it more important to use an inspiring story or something with humor?
- Are there facts or data that would be useful to support a wisdom point?
FACILITATOR’S GUIDE:

Workshop Components

How will I ensure the engaging activity brings credibility to my message?

Do my stories, data and activities fit within the time frame of the workshop?

Are the engaging elements memorable and creative?

Review: At the end of the workshop, re-visit wisdom points once more.

How will I re-phrase my key wisdom points at the end?

What closing thoughts do I want to offer the audience?

How will I add a challenge or call to action?

What do I want the audience to remember?

How will I thank my audience for their attention and time?

Results: Determine how you can grow.

What feedback did I receive from your audience?

What do I feel I did well?

What felt uncomfortable during the speech and how could I do it differently?

What areas of writing or delivering the speech could have been improved?

Did my speech influence the audience?

How do I know?

What three areas will I focus on improving for next time?

Demonstrate the Relevance

Workshop Components – Approximately 10 minutes

“The POWERR formula is a development tool to help create effective workshops and speeches. The formula provides us with a check-list of items to include in workshops and speeches. The delivery may look a little differently.”

Determine if your state officers will write their own workshops for Fall Leadership Conference. If so, share with the officers here that they will develop a workshop during the training.

During this segment, complete the pre-work with the officers to answer questions about logistics of the Fall Leadership Conference. The state officers may begin considering session topics. Refer to the Workshop Planning Tip Sheet.
FACILITATOR’S GUIDE:

Workshop Resources

**Enroll the Students**
*Workshop Resources – Approximately 2 minutes*

“Think back to one of the great workshops you considered at the beginning of this session. What engagement methods did you experience during that workshop?”

Elicit responses.

“Why do you remember those learning events?”

Elicit responses.

**Provide the Experience**
*Workshop Resources – Approximately 10 minutes*

Provide the team with any SkillsUSA resources available in your state. Resources may include, but are not limited to:

- The Duffle Bag
- Leveraging Your Leadership guides
- State Officer Activity Guide and Lesson Plans
- Propel
- Jump Start
- Accelerate
- Encourage the officers to explore the content in each resource.

**Demonstrate the Relevance**
*Workshop Resources – Approximately 60 minutes*

“It’s time to begin developing our own workshops. We discussed the pre-work of Fall Leadership Conference. Use that information and work with a partner to identify a workshop topic and two or three wisdom points. When you decide on a topic and wisdom points, share them with me for approval. Then I will give you further instructions.”

After approving each workshop topic and wisdom points, instruct the officers to use the SkillsUSA resources to develop their engagement strategies. Provide feedback often and guide the officers through the development process. Depending on available time, officers may then develop the outlook and review pieces of the workshop as well.

**Label the Information**
*Workshop Resources – Approximately 5 minutes*

Ask the following questions:

What did you find in the resources?

How can you use these resources for Fall Leadership Conference?
**Large Group Management**

**Enroll the Students**

*Large Group Management – Approximately 4 minutes*

“Raise your hand if you prefer learning in a small group of people. Raise your hand if you prefer learning in a large group of people.”

**Provide the Experience**

*Large Group Management – Approximately 7 minutes*

“The students we’ll work with at Fall Leadership Conference have preferences about learning group sizes too. It’s our job to ensure that no matter what size the group is, everyone has the opportunity to learn. How have you seen facilitators manage a group of 30 people or more?”

Discuss.

**Label the Information**

*Large Group Management – Approximately 10 minutes*

Model and discuss some or all of the large group management techniques below:

1. Request volunteers frequently. Ask students to complete any task a student can complete. (writing on the flip chart, leading activities, modeling directions, opening doors)

2. Elicit group responses. Ask the entire group to respond with a single phrase. For example, “leadership is influence. Say that with me. (Together) leadership is influence.”

3. Use partner sharing or team thinking. Ask students to share their thoughts with a neighbor and elicit a few responses so everyone gets a chance to talk.

4. Use fast-paced review activities that require everyone to get involved.

   a. Have students gather in a circle and toss a ball from one student to another until everyone has spoken to share a session take a way.

5. Establish traditions.

   a. “When I say ‘Skills,’ you say ‘USA!’ Skills! (USA!)”

**Demonstrate the Relevance**

*Large Group Management – Approximately 20 minutes*

Ask students to practice one of the large group management techniques with their teammates. Direct the team to play the role of Fall Leadership Conference students while each officer steps up to facilitate
**FACILITATOR’S GUIDE:**

**Facilitating Workshops**

**Enroll the Students**

*Facilitating Workshops – Approximately 1 minute*

“When we know our content and can manage our audience members, we can begin focusing on facilitation techniques.”

**Provide the Experience**

*Facilitating Workshops – Approximately 7 minutes*

Divide the team into two smaller groups. Quietly provide one group with their stack of supplies and the following directions:

“Take a little while and use the supplies to build a tower or something that’s strong.”

Quietly provide the other group their stack of supplies and the following directions:

“When I say ‘build it,’ use the supplies at your table to build a tower strong enough to hold your work- book. Everyone must be involved and you only have five minutes. Build it.”

After time elapses, facilitate a conversation using the following questions:

“Group 1 - What directions did I give you?

Group 2 - What directions did I give you?

Which group felt most successful? Why?”

“Directions are just one part of our workshops, but we must know who to use key skills such as giving directions so that our participants feel successful and engaged during the session.”

**Label the Information**

*Facilitating Workshops – Approximately 7 minutes*

“Open your workbooks to page _____. Let’s capture information to help us be better facilitators.”

Review the following information with the officers:

**Giving Directions**

Provide a “go word” – “When I say ‘begin’…”

Use actions words – “Jump up, gather your supplies and build a 24 inch tower.”

Provide a time – “You have four minutes.”

Clarify – “What questions do you have?”

State the go word – “Begin.”

**Debriefing Experiences**

The facilitator only asks questions. Participants do all other talking. Ask the following types of questions in the following order:

“What happened?”

Participants recall what they did.

What feelings did you have during this activity?

In what ways did you contribute to the initiative task?

How did the group make decisions for completing the task during the day?

What methods of communication were most effective with the group?”
FACILITATOR’S GUIDE:

Facilitating Workshops

“So what?”

Participants identify what they learned from the experience.

How can anxiety affect our performance?

What happens to our teams if we don’t contribute at all?

How do our decisions affect those around us?

Why must we consider how our communication affects others?

“Now what?”

Participants apply the information to their own chapters, campuses or communities.

In what ways can we reduce our anxiety about a specific task?

How can we hold one another accountable this year on our team?

How can we help our teammates make decisions that positively affect the state association?

What communication rules can we use on our team to ensure effective communication?

Reference the SkillsUSA State Officer Activity Guide and Lesson Plans for Member Recruitment and Retention tool for additional facilitation tips, including debriefing questions and activities.

Demonstrate the Relevance

Facilitating Workshops – Approximately 60 minutes

Allow the officers time to select an activity from one of the SkillsUSA resources or from the workshops they began creating. Direct them to practice giving the directions for the activity and developing a list of debriefing questions.

After 20 minutes of preparatory time, bring the team back together and allow each officer time to facilitate one activity including the directions and debriefing questions. The activity itself may or may not be facilitated, depending on time and needed supplies.

Provide coaching feedback to the officers to help them improve their skills.

After each officer facilitates their activity, congratulate them and thank them for helping to facilitate his or her teammates.
**FACILITATOR’S GUIDE:**

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### Enroll the Students

_Fall Leadership Conference – Approximately 5 minutes_

“What do you hope students walk away from Fall Leadership Conference thinking, feeling and ready to do?”

Elicit responses.

### Provide the Experience

_Fall Leadership Conference – Approximately 5 minutes_

“Several times during this training you’ve been asked to recall good and great experiences you’ve had. The truth is, you’ve each witnessed great facilitators and great conferences, so each of you have prior knowledge when it comes to creating our own Fall Leadership Conference. So once more, think about a good Fall Leadership Conference you’ve attended, and think about a great Fall Leadership Conference you’ve attended.

How did they differ? Let’s capture your ideas on the chart at the front of the room.”

### Label the Information

_Fall Leadership Conference – Approximately 15 minutes_

“How do we use what you know about a great conference and your goals to design an empowering Fall Leadership Conference?”

Provide any conference specifics to the officers here.

- Date
- Duration
- Theme
- Number of participants
- Location
- Rough-draft of an agenda, with or without topics

### Demonstrate the Relevance

_Fall Leadership Conference – Approximately 60 minutes_

If the state officers are responsible for selecting topics for the conference, guide the choice of topics during this time.

If the state officers are provided with topics, allow time here for development of workshops or practice of workshops that will be used.
FACILITATOR’S GUIDE:

Fall Leadership Conference Preparation

**Review the Content**
*Approximately 10 minutes*

“Thinking back on our Fall Leadership Conference preparation training, what goals do you hope we achieve during the conference? Let’s each share one goal.”

Elicit responses.

**Celebrate Student Success**
*Approximately 5 minutes*

Leave the officers with a challenge statement for growth based on your observations during the training. List specific points of celebration based on their progress during the training.
WORKSHOP PLANNING TIP SHEET

Ask the following questions about your audience
- How many students will there be?
- What are the backgrounds of the students like?
- What are the ages of the student participants?
- What are the interests of the students?

Room arrangement
- Own the room as the presenter or facilitator. Create the arrangement you need.
- Determine what arrangements are needed for specific activities.
- Consider how you can use a specific arrangement even when it isn’t ideal.
- Take note of flooring finish and determine how it will affect your learning activities.
- The floor works as a seating option often better than chairs do.

Never do for your students what they can do for themselves
- Ask students to assist with cleaning up an activity, or even setting up an activity.

Timing
- Wear a watch to avoid using your cell phone as a time reference.
- Sync your watch with all presenters so end times are the same.
- Use workshop time indicators as suggestions and not as “rules.”
- When 70 percent of students are finished with an activity, move on to retain focus.
- End your session on time to respect the larger conference schedule.

Location
- Consider what activities may be conducted outdoors.
- Be aware of other guests at the facility, including other sessions in your conference.
- Control the noise of students appropriately.

Rewarding students
- Use door prizes at the end of sessions when available.
- Reward behavior that aligns with high expectations.

Managing difficult participants
- Use eye contact; look at a disruptive student to communicate awareness of behavior.
- Use physical location; stand next to a disruptive student.
- Visit with students between sessions; ask them how you can make experience enjoyable.
WORKSHOP PLANNING TIP SHEET

Choosing volunteers
- Visit with students between sessions.
- Be clear when you say, “Who will volunteer?”
- Assign numbers to students and then ask a specific number to volunteer.
- Ask for students with specific qualities to volunteer.
- "Who is the most competitive person in the room? (Pause.) Join me at the front!"
- When possible, ask a quiet student to volunteer for a task you know they’ll succeed at.
- Warn shy students before you ask them to volunteer.
- When asking a student to volunteer, say, "Jill, that’s a great answer. I’m going to call on you in a moment. Will you share your thought with the group?"

Moving students
- Place volunteers in the hallway to direct students and manage noise.
- Allow enough transition time.
- Stand outside of your session room to greet students as they enter.
- Before dismissing your students, challenge them to be the most polite group in the hallway.

Pre-assigning student sessions
- Use an electronic registration process where teachers must register students.
- List each student’s assigned sessions on his or her name badge to prevent confusion later.
- Complete a pre-registration to ensure enough supplies are available.
- Allow on-site selection when needed to eliminate the need for pre-registration.
- Set a maximum number for each session and offer them on a first-come-first-served basis.

Co-facilitating vs. individual facilitating
When co-facilitating, assign a “primary” facilitator for each section who will take the lead on introducing their assigned parts. Assign a “secondary” facilitator to offer support and follow the lead of the primary facilitator.

Facilitators should mirror each other physically in the room and support one another in managing time, getting materials together and managing students.
Create a registration packet to explain the conference with details specific to your state. Include the following information:

- Location
- Date
- Cost
- Meal information
- Sleeping arrangement information
- Topics to be addressed
- Registration instructions
- A statement of anticipation by the state officers
- Pictures from previous conferences
- Purpose and goals of the conference
- Flyer to advertise the conference

Provide each school with a press release about Fall Leadership Conference.

(See the business and industry partner worksheet in the resources section if the Fall Leadership Conference is a sponsored event.)
OFFICER GUIDANCE

After Fall Leadership Conference preparation training, provide officers with a checklist of tasks that must be completed prior to the conference. Include the dates for completing each task.

Check in frequently with the officers to ensure they understand the content they will teach during the conference.

If possible, arrange for the officer team to arrive a day earlier than the conference to create an exciting educational environment for the students who will attend.
CONFERENCE TIPS

Pre-sort participant name badges, t-shirts and other conference materials and place them into envelopes or a bag sorted by the school’s attending.

Design a high-energy opening session that engages every student in an icebreaker activity. Use the SkillsUSA Jumpstart resource for great ideas.

Equip your state officers with conversation starters to prepare them to engage in conversations with students from all backgrounds.

Review each part of the conference schedule thoroughly with the officer team so that they are aware of their own roles and can answer questions from students or advisors.

Meet with the advisors when students break out into their first session and give them an overview of the conference as well as any state updates.

Create a sign out board for advisors to write on if they leave the conference area for any segment of time.

Provide advisors with specific duties such as serving on information panels, completing room checks at night, supervising the dance or any other responsibilities specific to your conference. Post the information in an area common to all advisors.

Promote the next SkillsUSA (state) event and give the advisors the opportunity to ask questions.
SAMPLE ONE-DAY LEADERSHIP CONFERENCE SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Registration/Check-in</td>
</tr>
</tbody>
</table>
| 9:30 a.m. | Welcome/Set context for day  
*Following are suggestions and should be changed or added to for each individual conference.*  
• Welcome to conference  
• Introduction of facilitators  
• Activity/skit/participant engagement  
• Remarks from sponsors  
• Explain rules/guidelines for the day  
• Explain session workshops/breakouts and other logistics |
| 10:00 a.m. | Leadership Workshop #1  
*How To Be A Leader* |
| 10:50 a.m. | Break                                     |
| 11:00 a.m. | Leadership Workshop #2  
*Goal Setting* |
| 11:50 a.m. | Break/travel to lunch                        |
| Noon   | Lunch                                      |
| 1:00 p.m. | Leadership Workshop #3  
*Teamwork* |
| 1:50 p.m. | Break                                     |
| 2:00 p.m. | Leadership Workshop #4  
*Be a Role Model* |
| 2:50 p.m. | Break                                     |
| 3:00 p.m. | Leadership Workshop #5  
*Influencing Others* |
| 3:50 p.m. | Break                                     |
| 4:00 p.m. | Closing session  
• Review day—group activity  
• Provide a challenge for participants/call to action |
| 4:15 p.m. | Dismiss!                                  |
# SAMPLE TWO-DAY LEADERSHIP CONFERENCE SCHEDULE

## Day One

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:00 a.m.</td>
<td>Registration</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>The following are suggestions and should be changed/added to for each individual conference.</td>
</tr>
<tr>
<td></td>
<td>• Welcome to conference</td>
</tr>
<tr>
<td></td>
<td>• Introduction of facilitators</td>
</tr>
<tr>
<td></td>
<td>• Activity/skit/participant engagement</td>
</tr>
<tr>
<td></td>
<td>• Remarks from sponsors</td>
</tr>
<tr>
<td></td>
<td>• Explain rules/guidelines for the conference</td>
</tr>
<tr>
<td></td>
<td>• Explain session workshops/breakouts and other logistics</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Leadership Workshop #1</td>
</tr>
<tr>
<td></td>
<td><em>How To Be A Leader</em></td>
</tr>
<tr>
<td>11:50 a.m.</td>
<td>Break/travel to lunch</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Leadership Workshop #2</td>
</tr>
<tr>
<td></td>
<td><em>Goal Setting</em></td>
</tr>
<tr>
<td>1:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Leadership Workshop #3</td>
</tr>
<tr>
<td></td>
<td><em>Teamwork</em></td>
</tr>
<tr>
<td>2:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Leadership Workshop #4</td>
</tr>
<tr>
<td></td>
<td><em>Be A Role Model</em></td>
</tr>
<tr>
<td>3:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Leadership Workshop #5</td>
</tr>
<tr>
<td></td>
<td><em>Influencing Others</em></td>
</tr>
<tr>
<td>4:50 p.m.</td>
<td>Activity or recreation</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain evening activities</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Activity or challenge</td>
</tr>
<tr>
<td></td>
<td><em>Activities might be selected from: State Officer Activity Guide and Lesson Plans; JumpStart and/or Propel</em></td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td>Recap/debrief activity/challenge</td>
</tr>
<tr>
<td></td>
<td>Review the day</td>
</tr>
<tr>
<td></td>
<td>Personal reflection/time to set goals based on day's events</td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td>Games, swimming, bowling—a fun activity!</td>
</tr>
<tr>
<td>11:00 p.m.</td>
<td>Lights out!</td>
</tr>
</tbody>
</table>
## SAMPLE TWO-DAY LEADERSHIP CONFERENCE SCHEDULE

### Day Two

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Wake up</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain day’s activities</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Leadership Workshop #6 Officer Responsibilities</td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Leadership Workshop #7 Effective Chapter Meetings</td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Leadership Workshop #8 Effective Committees</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>Leadership Workshop #9 Involving Your SkillsUSA Members</td>
</tr>
<tr>
<td>2:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:15 p.m.</td>
<td>Leadership Workshop #10 Celebrating Success</td>
</tr>
<tr>
<td>3:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Final general assembly</td>
</tr>
<tr>
<td></td>
<td>• Review conference—group activity</td>
</tr>
<tr>
<td></td>
<td>• Provide a challenge for participants/call to action</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Dismiss</td>
</tr>
</tbody>
</table>
# SAMPLE THREE-DAY LEADERSHIP CONFERENCE SCHEDULE

## Day One

*Note: You can shift the registration later if you do NOT want to offer lunch and have everyone eat before they arrive, starting the first session at 12:30 p.m.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 a.m.</td>
<td>Registration</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Welcome to conference</td>
</tr>
<tr>
<td></td>
<td>• Introduction of facilitators</td>
</tr>
<tr>
<td></td>
<td>• Activity/skit/participant engage</td>
</tr>
<tr>
<td></td>
<td>• Remarks from sponsors</td>
</tr>
<tr>
<td></td>
<td>• Explain rules/guidelines for the conference</td>
</tr>
<tr>
<td></td>
<td>• Explain session workshops/breakouts and other logistics</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Leadership Workshop #1</td>
</tr>
<tr>
<td></td>
<td><em>How To Be a Leader</em></td>
</tr>
<tr>
<td>1:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Leadership Workshop #2</td>
</tr>
<tr>
<td></td>
<td><em>Goal Setting</em></td>
</tr>
<tr>
<td>2:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Leadership Workshop #3</td>
</tr>
<tr>
<td></td>
<td><em>Teamwork</em></td>
</tr>
<tr>
<td>3:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Recreation or activity</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain evening activities</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Activity or challenge</td>
</tr>
<tr>
<td></td>
<td><em>Activities might be selected from: State Officer Activity Guide and Lesson Plans; JumpStart and/or Propel</em></td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td>Recap/debrief activity/challenge</td>
</tr>
<tr>
<td></td>
<td>Review the day</td>
</tr>
<tr>
<td></td>
<td>Personal reflection/time to set goals based on day’s events</td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td>Games, swimming, bowling—a fun activity!</td>
</tr>
<tr>
<td>11:00 p.m.</td>
<td>Lights out!</td>
</tr>
</tbody>
</table>
### SAMPLE THREE-DAY LEADERSHIP CONFERENCE SCHEDULE

**Day Two**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Wake up</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain day’s activities</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Leadership Workshop #4 Be a Role Model</td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Leadership Workshop #5 Influencing Others</td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Leadership Workshop #6 Officer Responsibilities</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain afternoon activities</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Leadership Workshop #7 Effective Chapter Meetings</td>
</tr>
<tr>
<td>2:20 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Leadership Workshop #8 Involving Your SkillsUSA Members</td>
</tr>
<tr>
<td>3:20 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Leadership Workshop #9 Celebrating Success</td>
</tr>
<tr>
<td>4:20 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Recreation or activity</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain evening’s activities</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Activity or challenge</td>
</tr>
<tr>
<td></td>
<td><em>Activities might be selected from: State Officer Activity Guide and Lesson Plans; JumpStart and/or Propel</em></td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Recap/debrief activity/challenge</td>
</tr>
<tr>
<td></td>
<td>Review the day</td>
</tr>
<tr>
<td></td>
<td>Personal reflection/time to set goals based on day’s events</td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td>Dance</td>
</tr>
<tr>
<td>11:30 p.m.</td>
<td>Lights out!</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>7:00 a.m.</td>
<td>Wake up</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>- Energizer</td>
</tr>
<tr>
<td></td>
<td>- Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>- Explain day’s activities</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Leadership Workshop #10</td>
</tr>
<tr>
<td></td>
<td><em>POWERR of Public Speaking</em></td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Leadership Workshop #11</td>
</tr>
<tr>
<td></td>
<td><em>Delivering the SkillsUSA Message</em></td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Leadership Workshop #12</td>
</tr>
<tr>
<td></td>
<td><em>Non-Verbal Communication</em></td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>Leadership Workshop #13</td>
</tr>
<tr>
<td></td>
<td><em>Conversation Skills</em></td>
</tr>
<tr>
<td>2:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:15 p.m.</td>
<td>Leadership Workshop #14</td>
</tr>
<tr>
<td></td>
<td><em>Effective Use of Social Media</em></td>
</tr>
<tr>
<td>3:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Final general assembly</td>
</tr>
<tr>
<td></td>
<td>- Review conference—group activity</td>
</tr>
<tr>
<td></td>
<td>- Provide a challenge for participants/call to action</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Dismiss</td>
</tr>
</tbody>
</table>
## SAMPLE ONE-DAY PROGRAM OF WORK
### LEADERSHIP CONFERENCE SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Registration/Check-in</td>
</tr>
</tbody>
</table>
| 9:30 a.m. | Welcome/Set context for day  
*Following are suggestions and should be changed/added to for each individual conference.*  
- Welcome to conference  
- Introduction of facilitators  
- Activity/skit/participant engagement  
- Remarks from sponsors  
- Explain rules/guidelines for the day  
- Explain session workshops/breakouts and other logistics |
| 10:00 a.m. | Leadership Workshop #1  
*How to Be a Leader* |
| 10:50 a.m. | Break |
| 11:00 a.m. | Leadership Workshop #2  
*Goal Setting* |
| 11:50 a.m. | Break/Travel to lunch |
| Noon   | Lunch |
| 1:00 p.m. | Leadership Workshop #3  
*Creating a Program of Work* |
| 1:50 p.m. | Break |
| 2:00 p.m. | Leadership Workshop #4  
*Exploring the Program of Work* |
| 2:50 p.m. | Break |
| 3:00 p.m. | Leadership Workshop #5  
*Evaluating the Progress of the Program of Work* |
| 3:50 p.m. | Break |
| 4:00 p.m. | Closing session  
- Review day—group activity  
- Provide a challenge for participants/call to action |
| 4:15 p.m. | Dismiss! |
### SAMPLE TWO-DAY PROGRAM OF WORK LEADERSHIP CONFERENCE SCHEDULE

**Day One**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
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</tbody>
</table>
| 10:30 a.m. | *The following are suggestions and should be changed/added to for each individual conference.*  
  - Welcome to conference  
  - Introduction of facilitators  
  - Activity/skit/participant engagement  
  - Remarks from sponsors  
  - Explain rules/guidelines for the conference  
  - Explain session workshops/breakouts and other logistics |
| 11:00 a.m. | Leadership Workshop #1  
  *How to Be A Leader* |
| 11:50 a.m. | Break/Travel to lunch |
| Noon | Lunch |
| 1:00 p.m. | Leadership Workshop #2  
  *Goal Setting* |
| 1:50 p.m. | Break |
| 2:00 p.m. | Leadership Workshop #3  
  *Effective Committees* |
| 2:50 p.m. | Break |
| 3:00 p.m. | Leadership Workshop #4  
  *Involving Your SkillsUSA Members* |
| 3:50 p.m. | Break |
| 4:00 p.m. | Leadership Workshop #5  
  *Teamwork* |
| 4:50 p.m. | Activity or recreation |
| 6:00 p.m. | Dinner |
| 7:00 p.m. | General assembly  
  - Energizer  
  - Activity/member engagement  
  - Explain evening activities |
| 7:30 p.m. | Activity or challenge  
  *Activities might be selected from: State Officer Activity Guide and Lesson Plans; JumpStart and/or Propel* |
| 9:00 p.m. | Recap/debrief activity/challenge  
  Review the day  
  Personal reflection/time to set goals based on day's events |
| 10:00 p.m. | Games, swimming, bowling—a fun activity! |
| 11:00 p.m. | Lights out! |
### Sample Two-Day Program of Work

#### Leadership Conference Schedule

**Day Two**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Wake up</td>
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<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain day’s activities</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Leadership Workshop #6</td>
</tr>
<tr>
<td></td>
<td><em>Creating a Program of Work</em></td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Leadership Workshop #7</td>
</tr>
<tr>
<td></td>
<td><em>Exploring the Program of Work</em></td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Leadership Workshop #8</td>
</tr>
<tr>
<td></td>
<td><em>Evaluating the Progress of the Program of Work</em></td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>Leadership Workshop #9</td>
</tr>
<tr>
<td></td>
<td><em>Recruiting Members</em></td>
</tr>
<tr>
<td>2:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:15 p.m.</td>
<td>Leadership Workshop #10</td>
</tr>
<tr>
<td></td>
<td><em>Celebrating Success</em></td>
</tr>
<tr>
<td>3:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Final general assembly</td>
</tr>
<tr>
<td></td>
<td>• Review conference—group activity</td>
</tr>
<tr>
<td></td>
<td>• Provide a challenge for participants/call to action</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Dismiss</td>
</tr>
</tbody>
</table>
### SAMPLE THREE-DAY PROGRAM OF WORK LEADERSHIP CONFERENCE SCHEDULE

#### Day One

*Note: You can shift the registration later if you do NOT want to offer lunch and have everyone eat before they arrive, starting the first session at 12:30 p.m.*

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<tr>
<th>Time</th>
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<td>10:30 a.m.</td>
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<td>11:30 a.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>- Welcome to conference</td>
</tr>
<tr>
<td></td>
<td>- Introduction of facilitators</td>
</tr>
<tr>
<td></td>
<td>- Activity/skit/participant engagement</td>
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<td></td>
<td>- Remarks from sponsors</td>
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<td></td>
<td>- Explain rules/guidelines for the conference</td>
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<td></td>
<td>- Explain session workshops/breakouts and other logistics</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Leadership Workshop #1</td>
</tr>
<tr>
<td></td>
<td><em>How to be A Leader</em></td>
</tr>
<tr>
<td>1:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Leadership Workshop #2</td>
</tr>
<tr>
<td></td>
<td><em>Goal Setting</em></td>
</tr>
<tr>
<td>2:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Leadership Workshop #3</td>
</tr>
<tr>
<td></td>
<td><em>Teamwork</em></td>
</tr>
<tr>
<td>3:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Recreation or activity</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>- Energizer</td>
</tr>
<tr>
<td></td>
<td>- Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>- Explain evening activities</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Activity or challenge</td>
</tr>
<tr>
<td></td>
<td><em>Activities might be selected from: State Officer Activity Guide and Lesson Plans; JumpStart and/or Propel</em></td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td>Recap/debrief activity/challenge</td>
</tr>
<tr>
<td></td>
<td>Review the day</td>
</tr>
<tr>
<td></td>
<td>Personal reflection/time to set goals based on day’s events</td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td>Games, swimming, bowling—a fun activity!</td>
</tr>
<tr>
<td>11:00 p.m.</td>
<td>Lights out!</td>
</tr>
</tbody>
</table>
### SAMPLE THREE-DAY PROGRAM OF WORK

#### LEADERSHIP CONFERENCE SCHEDULE

#### Day Two

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Wake up</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
</tr>
</tbody>
</table>
| 9:00 a.m. | General assembly  
  • Energizer  
  • Activity/member engagement  
  • Explain day’s activities |
| 9:30 a.m. | Leadership Workshop #4  
  *Problem-Solving Skills* |
| 10:20 a.m. | Break                                                                                       |
| 10:30 a.m. | Leadership Workshop #5  
  *Creating a Program of Work* |
| 11:20 a.m. | Break                                                                                       |
| 11:30 a.m. | Leadership Workshop #6  
  *Exploring the Program of Work* |
| 12:15 p.m. | Lunch                                                                                       |
| 1:15 p.m.  | General assembly  
  • Energizer  
  • Activity/member engagement  
  • Explain afternoon activities |
| 1:30 p.m.  | Leadership Workshop #7  
  *Evaluating the Progress of the Program of Work* |
| 2:20 p.m.  | Break                                                                                       |
| 2:30 p.m.  | Leadership Workshop #8  
  *Be a Role Model* |
| 3:20 p.m.  | Break                                                                                       |
| 3:30 p.m.  | Leadership Workshop #9  
  *Involving Your SkillsUSA Members* |
| 4:20 p.m.  | Break                                                                                       |
| 4:30 p.m.  | Recreation or activity                                                                      |
| 6:00 p.m.  | Dinner                                                                                      |
| 7:00 p.m.  | General assembly  
  • Energizer  
  • Activity/member engagement  
  • Explain evening’s activities |
| 7:30 p.m.  | Activity or challenge  
  *Activities might be selected from: State Officer Activity Guide and Lesson Plans; JumpStart and/or Propel* |
| 8:30 p.m.  | Recap/debrief activity/challenge  
  Review the day  
  Personal reflection/time to set goals based on day’s events |
| 9:00 p.m.  | Dance                                                                                       |
| 11:30 p.m. | Lights out!                                                                                 |
## SAMPLE THREE-DAY PROGRAM OF WORK
### LEADERSHIP CONFERENCE SCHEDULE

### Day Three

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td>Wake up</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>General assembly</td>
</tr>
<tr>
<td></td>
<td>• Energizer</td>
</tr>
<tr>
<td></td>
<td>• Activity/member engagement</td>
</tr>
<tr>
<td></td>
<td>• Explain day’s activities</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Leadership Workshop #10</td>
</tr>
<tr>
<td></td>
<td>Officer Responsibilities</td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Leadership Workshop #11</td>
</tr>
<tr>
<td></td>
<td>How to Handle Conflict</td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Leadership Workshop #12</td>
</tr>
<tr>
<td></td>
<td>Effective Use of Social Media</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>Leadership Workshop #13</td>
</tr>
<tr>
<td></td>
<td>Marketing Your SkillsUSA Chapter</td>
</tr>
<tr>
<td>2:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>2:15 p.m.</td>
<td>Leadership Workshop #14</td>
</tr>
<tr>
<td></td>
<td>Celebrating Success</td>
</tr>
<tr>
<td>3:05 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Final general assembly</td>
</tr>
<tr>
<td></td>
<td>• Review conference—group activity</td>
</tr>
<tr>
<td></td>
<td>• Provide a challenge for participants/call to action</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Dismiss</td>
</tr>
</tbody>
</table>
TEAMWORK

Workshop Topic

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed

- Teamwork challenges
- Handouts
- Two buckets or trash cans to hold the tennis balls (need one set for every 10 students)
- 12-20 tennis balls (need one set for every 10 students)
- Pair of large gloves (need one pair for every 10 students)
- 50-foot rope to form a circle (need one for every 10 students)

Flipcharts

- With the following on it:
  - Promotes Togetherness
  - Heightens Productivity
  - Utilizes Individual Talents
  - Shares Workload

- With the following on it:
  - Purpose/Vision
  - Strong Leadership
  - Accountability
  - Performance
  - Effective Communication
  - Utilize Individual Talents

Objectives

Students will know or be able to:
1. State the value of teams
2. Describe characteristics of an effective team
3. Identify barriers to productive teamwork

Outlook

Approximately 13 minutes

Welcome!

“How many of you have been a part of a great team?” Have the students raise their hands.

“How about a team that didn’t quite come together?” Have the students raise their hands.

“There can be great team experiences and there can be challenges. Let’s jump in and explore some of those challenges.”

TEAMWORK CHALLENGES

Split the students into two groups. (You may need more groups depending upon total number of students – each group should have 10 or less.) Welcome to your new team! Spend 25 seconds and come up with a team name. Shout them out when you have it!

Pause to allow students time to complete the task.

“Each team’s goal is to discover the basics of teamwork. Each team must accomplish all three challenges in the next 10 minutes. When I say “teamwork” send one team member to grab a teamwork challenge. When your team has completed the teamwork challenge, bring it back up and get another. How many teamwork challenges must we complete?” Three

“And how long to we have? 10 minutes

“Teamwork!”
Teamwork Challenge 1: Hands Tied
Goal: Put your shoes back on without using your hands!

Begin with everyone in the group standing in a circle facing one another. Everyone must take off their shoes and put them in a pile in the middle of the circle. Select one person to mix up all of the shoes, still keeping them in a pile in the center of the circle. Each person must then grab the hand of the person next to them. From this point forward no one can let go of the person’s hand next to you. Each person must retrieve his or her own shoes, put each shoe on, fully tie or buckle it without letting go of the hand you are holding. The teamwork challenge is completed when all shoes are on correctly.

Teamwork Challenge 2: Circle Walk
Goal: As a group, walk in a circle while holding the hands of the person behind you.

Begin by standing in a circle shoulder-to-shoulder, facing inward. Everyone must reach between their own legs and join hands with the person to his or her right and left. They must then move in a circle to the right, completely around so that everyone ends up in the same spot they started in, without anyone letting go of hands or falling over. (If this does happen the group must start again from the position everyone started at.)

Teamwork Challenge 3: Foothold
Goal: Move from one location to another location with only one foot!

The team must stand in a circle. Select one person from the team to be in the middle of the circle on their hands and knees. Everyone else standing in the circle keeps one foot on the ground and places their other foot on the back of the person in the middle. The team must move as a unit from one wall to the other wall of the room without dropping anyone’s foot in the process. If we drop a foot we must start over from the beginning.

“Meet me back in the center! How did your teamwork challenges go?

Whether we realize it or not, many of us work as a part of a team every day. The purpose of this session is to analyze the value of teamwork and identify the characteristics of effective teams so that when we find ourselves on teams we can implement strategies to help that team be as effective and strong as possible!”

Objective 1
Approximately 10 minutes

Students will state the value of teams.

Engagement Activity
“Raise your hand if you’ve been on a team at some point in your life.

Why do teams exist? What is the benefit of a team? Why are they used in so many different ways in our lives? These are the questions we’ll answer during this session.

Let’s dive into those three teamwork challenges a little deeper.

What were the goals of the teamwork challenges?

Who played a role in completing the challenges?

In what ways was the team valuable?

Number one, how was the team needed?

Number two?

And three?

Great answers! A lot of those align with four main values of a team that we will explore a bit more.”
Wisdom: Value Discovery

Refer participants to the handout with the four photos: people holding hands, to-do list, trophy, people working together

Have the following flipcharts covered:
- Promotes Togetherness
- Heightens Productivity
- Utilizes Individual Talents
- Shares Workload

"On your handout, each of these pictures represents one of the four values of teamwork we will be focusing on.

Let’s start over here at the picture of people holding hands. What might this picture depict?

(Allow volunteers to share.)

"Exactly, the first value or benefit of teamwork is promoting a sense of togetherness or unity. When we work as a team or group, we unite because we rely on each other to accomplish a common goal. With the diversity of talents among team members, the end result is even better. Please write down – Promotes Togetherness.

Again the first value or benefit of teamwork is that it PROMOTES TOGETHERNESS.

(Uncover PROMOTES TOGETHERNESS flipchart.)

"Next let’s focus on the picture of a completed to-do list. What might this picture depict?"

(Allow volunteers to share.)

"Perfect, the to-do list represents the fact that teamwork HEIGHTENS PRODUCTIVITY. When we work together we can get more done and at a more efficient pace. Please capture this second value of teamwork. Again the second value or benefit of teamwork is that it HEIGHTENS PRODUCTIVITY."

(Uncover HEIGHTENS PRODUCTIVITY flipchart.)

"How about the picture of the award? What might that represent?"

(Allow volunteers to share.)

"Very good, this picture represents that teamwork UTILIZES INDIVIDUAL TALENTS. We all have different talents and skills. Working as a team can use this diversity of talents and skills to accomplish the goal. Please capture this next value of teamwork. Please write this down. Again the third value or benefit of teamwork is UTILIZES INDIVIDUAL TALENTS."

(Uncover UTILIZES INDIVIDUAL TALENTS flipchart.)

"Let’s take a look at this one. We have a group of people working together. What message might this be picture be sharing?"

(Call on volunteers.)

"Spot on! This picture represents the fact that teamwork helps the members to share the workload so no one person has to do it on their own. Please capture down the last value or benefit of teamwork. Again the last value or benefit of teamwork is that it SHARES WORKLOAD."

(Uncover SHARES WORKLOAD flipchart.)
Review

“Who will share one of the values or benefits of teamwork and the picture that goes with it? How about another? How about another? And the last one? There is so much value to working as a team. As we continue to discover about teamwork, keep in mind WHY working as a team is beneficial!”

Objective 2

Approximately 12 minutes

Students will describe the characteristics of an effective team.

Engagement Activity

MORE TEAMWORK CHALLENGES!

“We just received another round of teamwork challenges! Jump back to your teams!”

We have another two to accomplish and we’ll use the same process as with our first three! Questions? Teamwork!”

Teamwork Challenge 4: Toe-to-Toe

Goal: Team members must all standup at the same time.

The team must sit in a circle with their toes connected to one another. All group members must stand up at the same time, while keeping their toes connected at all times. The challenge is completed when all group members stand up together.

Teamwork Challenge 5: Twenty-One

Goal: Total up your fingers to equal twenty-one.

The team starts by standing in a circle facing one another with their hands behind their back. The team may not use any verbal or physical cues from this point. There will be one person who is the counter, they say, “one, two, three.” On “three,” team members hold out zero to 10 fingers. The counter adds up the fingers. If the total does not equal 21, the hands go behind the back and the counter begins again. The challenge is completed when team fingers add up to 21.

“All right, back in the center! How did these teamwork challenges go? Where was values of a team shown? How was your team an effective team? What characteristics make up an effective team? What characteristics were shown in teamwork challenge one? Two? Three?”

Wisdom: Value Discovery

“Great work crew! Many of the ideas that you came up with match perfectly to the six characteristics of effective teams we would like to share with you today. Researchers have found that effective teams have the following characteristics. Let’s explore them and talk about what they look like on an effective team.”

Reveal on the flip chart as you discuss them.

A. “Purpose/Vision: Have a purpose and vision that members believe in and are committed to.” (Discuss)
B. “Strong Leadership: Have direction and motivation to accomplish tasks.” (Discuss)
C. “Accountability: Members know their performance will affect their teammates and hold each other accountable.” (Discuss)
D. “Performance: Produce results; a team’s performance is better than the sum of the entire individual bests.” (Discuss)
E. “Effective Communication: Share with and actively listen to one another.” (Discuss)
F. “Utilize Individual Talents: Each member’s individual talents and skill are appreciated and utilized.” (Discuss)
**Review**

"Who will share one of the values or benefits of teamwork and the picture that goes with it? How about another? How about another? And the last one? There is so much value to working as a team. As we continue to discover about teamwork, keep in mind WHY working as a team is beneficial! One more time – say them with me:

- Purpose/Vision
- Strong Leadership
- Accountability
- Performance
- Effective Communication
- Utilize Individual Talents"

**Objective 3**

Approximately

Students will identify barriers to productive teamwork.

**Engagement Activity**

Set a bucket or small trash can in the middle of a large circle (made from the rope) on the floor. Place the tennis balls in a container outside the circle. Students will need the large pair of gloves located by the container with the tennis balls.

**Alien Challenge!**

"We all will have situations in our life that we can apply this learning, and let's do so RIGHT NOW! Here is your task. Break into your teams!

We have just been hit by giant aliens who left toxic waste (tennis balls) in this bucket. We must get this toxic waste into the waste container in the middle of the circle. However, this waste is so toxic we can only handle it with these special gloves. The container this waste must be placed in is even more toxic than the toxic waste. The circle on the ground is how far we must stay away from the waste container in the middle of the circle. Using the special gloves provided, you must get all of the toxic waste into the container in the middle of the circle. Due to the extreme danger of the waste, each team member may only handle a piece of waste once, and then must wait until all the other team members have handled one in order for the effects to wear off. If you attempt to place a piece of the toxic waste into the container and miss, you must figure out how to get the piece of waste out of the circle without a part of your body crossing the line and try to get it into the container again.

So that is your task, but here is your CHALLENGE! As your work as a team, implement the characteristics of effective teams.

- Create a vision
- Hold each other accountable
- Utilize individual talents and skills
- Communicate effectively
- Have one person help the group by providing motivation and direction
- Perform by creating a quality result

Before you start, what specifically could you do to demonstrate these characteristics?

(Call on volunteers)

"When the music begins, grab your materials and get to it!"

(Play Music)

"After the group has worked for a while, give them the countdown to end the activity.

10, nine, eight seven……one, STOP! Wow, great efforts to save us!"
Wisdom

”Let’s evaluate how we did. Refer to your handout and find the evaluation rubric. As a group, rate yourself on how well you did implementing these characteristics and briefly describe what could have been done to improve on each. You have five minutes.

Take 10 seconds to finish up your evaluation. Let’s share out? What group is willing to share how they did? Great, who will else will share?”

Review the characteristics of an effective team:

- Create a vision
- Hold each other accountable
- Utilize individual talents and skills
- Communicate effectively
- Have one person help the group by providing motivation and direction
- Perform by creating a quality result

(Allow groups to share for approximately five minutes.)

Review

”This very same process can be done with teams you are a part of in your own life. Here is the question that must be asked…Are we doing the things that allow us as a team to be most effective? If not, what changes can we make to make the team the best it can be.”

Result

”Wow, what a great session! Thank you for bringing your best to this session! Before you leave, it’s time to set some goals relating to teamwork. Again, refer to your handouts. Please identify a team you currently are on or maybe one you plan to be on in the future.

Then identify three goals pertaining to that team and how you as a member can help to make it more effective. For example, I serve on the _______ team and my three goals are to __________. Questions?

This will be your ticket out the door.”
VALUES OF TEAMS!
### EFFECTIVE TEAM CHARACTERISTICS

What makes them effective? What characteristics do great teams possess?

<table>
<thead>
<tr>
<th>Characteristic 1:</th>
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<table>
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<tr>
<th>Characteristic 2:</th>
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<th>Characteristic 3:</th>
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<th>Characteristic 4:</th>
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<table>
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<tr>
<th>Characteristic 6:</th>
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</tbody>
</table>
ALIEN CHALLENGE EVALUATION

As a group, rate yourself on these characteristics from one to 10, 10 being the best. Once you have done so, discuss what you as a group could have done to improve.

**Purpose/Vision:** Have a purpose and vision that members believe in and are committed to.

1 2 3 4 5 6 7 8 9 10

**Strong Leadership:** Have direction and motivation to accomplish tasks.

1 2 3 4 5 6 7 8 9 10

**Accountability:** Members know their performance will affect their teammates and hold each other accountable.

1 2 3 4 5 6 7 8 9 10

**Performance:** Produce results; team's performance is better than the sum of the entire individual bests

1 2 3 4 5 6 7 8 9 10

**Effective Communication:** Share with and actively listen to one another.

1 2 3 4 5 6 7 8 9 10

**Utilize individual talents:** Each member's individual talents and skill are appreciated and utilized.

1 2 3 4 5 6 7 8 9 10

**Areas of Improvement:**
TEAMWORK GOALS:

1. 
2. 
3. 

Teamwork Challenge 1: Hands Tied

*Goal:* Put your shoes back on without using your hands!

The group should begin by standing in a circle facing one another. Everyone should take off their shoes/footwear and put them in a pile in the middle of the circle. Select one person to mix up all of the shoes, still keeping them in a pile in the center of the circle. Once this is done, each person must grab hands of the person next them. From this point forward no one can let go of the person’s hand next to you. Each person must retrieve his/her own shoes, put them on, fully tie, buckle, etc. each shoe without letting go of the hand you are holding. The teamwork challenge is completed when all shoes are on correctly.

Teamwork Challenge 2: Circle Walk

*Goal:* As a group walk in a circle while holding hands of the person behind you.

The group should start by standing in a circle shoulder to shoulder, facing inward. Everyone must then reach between their own legs and join hands with the person to their right and left. They must then move in a circle to the right, completely around so that everyone ends up in the same spot they started in- without anyone letting go of hands or falling over. (If this does happen the group must start again from the position everyone started at.)
**TEAMWORK GOALS:**

---

**Teamwork Challenge 3: Foothold**  
*Goal: Move from one location to another location with only one foot!*

The team must stand in a circle. Select one person from the team to on their hands and knees in middle of the circle. Everyone else standing in the circle keeps one foot on the ground and must put their other foot on the back of the person in the middle of the group. The team must move as a unit from one wall to the other wall of the room without dropping anyone’s foot in the process. If we drop a foot we must start over from the beginning.

---

**Teamwork Challenge 4: Toe-to-Toe**  
*Goal: Team members must all standup at the same time.*

The team must sit in a circle with their toes connected to one another. All group members must stand up at the same time, while keeping their toes connected at all times. The challenge is completed when all group members stand up together.

---

**Teamwork Challenge 5: Twenty-One**  
*Goal: Total up your fingers to equal twenty-one.*

The team should start by standing in a circle facing one another with their hands behind their back. The team may not use any verbal or physical cues from this point. There will be one person who is the counter, they may say only “one, two, three.” On “three,” team members hold out zero to 10 fingers. The counter adds up the fingers. If the total does not equal 21 the hands go behind the back and the counter begins again. The challenge is completed when team fingers add up to 21.
Workshop development is the perfect time for your officers to become intimately familiar with the SkillsUSA resources mentioned throughout the rest of the guide if they haven’t already.

Propel, Jump Start, Accelerate and the State Officer Activity Guide and Lesson Plans resources are filled with workshop activities to assist the officers in developing their own workshops. These resources also model how to effectively write directions and process activities. Make sure you also help your officers put your state’s Duffle Bag tools to work during their workshop development and facilitation.
Events of Application

**Growth Plan**

Discuss in individual conversations with each officer how they desire to grow prior to and during Fall Leadership Conference. Create a specific growth plan unique to each officer. This may include opportunities to practice their areas of growth prior to arriving at Fall Leadership Conference.

Provide local advisors with a copy of the workbook or handouts students receive at the conference. Suggest when, where and how the local advisors can re-visit the content with their chapter officers and members to continue growing their chapter leaders.
Coaching

When officers arrive for Fall Leadership Conference, review their growth plan and determine what areas you will focus on for coaching purposes during the conference. Create a new growth plan for the next event after Fall Leadership Conference is complete.

Coach the officers during the conference and follow up with a discussion about their progress.

Revise each officer’s growth plan according to his or her performance at the conference.

Discuss specific applications of what the officers discovered at Fall Leadership Conference to future SkillsUSA (state) events.
State Leadership and Skills Conference
The purpose:
State Leadership and Skills Conference is a culmination and commencement all at once. The conference celebrates and rewards the work state officers and local members did throughout the year. The conference may also begin a new state officer team’s year. This portion of the State Officer Training Facilitator Guide focuses on how to prepare the current state officer team for their responsibilities at the conference. You’ll discover information about how to help the state officers:

- Connect with members during the conference
- Maintain poise and presence on the stage
- Practice backstage manners
- Implement podium etiquette and genuine presence
- Present awards
- Introduce and thank speakers and guests
- Write session scripts
- Memorize scripts
- Attend formal meal functions
- Be their best throughout the conference

In the continuum:
State officers eagerly anticipate the State Leadership and Skills Conference they’ll conduct almost as much as they anticipated being selected to serve as an officer. It is the final SkillsUSA (state) application of everything they’ve learned up to this time. During this two-day training, officers will work together to prepare for their upcoming conference.

Who is involved?
- Appropriate state staff members
  - State director
  - State officer team coaches
- Each state officer
- Training financial sponsors, if applicable

What is the process?
- Choose a date for the training.
- Secure a location that will house the officers and staff and provide meeting space that is compatible with the training agenda activities.
- Identify, contact and secure the correct business and industry representative if the training is sponsored.
- Facilitate the pre-conference training with the state officer team.

Please refer to the Facilitator’s Guide and supplementary resources for the state officers.

- Guide officers on their preparatory work.

When does the training occur?
- Many skills used by the officers at the State Leadership and Skills Conference are skills that have been learned and practiced a multiple points throughout the year.
- A formal training prior to the conference helps the officers establish the mindset needed to prepare for their responsibilities. It is a formal “kick-off” to the behind-the-scenes work of the conference.
- Plan the training to provide all conference preparatory assignments two months before the conference.
- Finalize all written materials to be memorized (or known well) to provide a month in between receipt by the officers and the delivery at the conference.

Where is training located?
- Consider the following questions when choosing a training location.
  - What is the most cost-efficient area for travel for state staff and state officer team members?
  - Is it possible to train at the site where the conference will be held?
  - How will you ensure focused training time with minimal distractions?
How do I prepare for and facilitate the training?

1. Select a training date

2. Secure a location

   Please refer to the Training Location Information worksheet.

3. Contact business and industry partner (if applicable)

   Please refer to the Business and Industry Partner worksheet.

4. Facilitate the training.

   Please refer to the Conference Skills Tips sheets.

5. Guide officers in preparatory work

   Please refer to the Officer Guide worksheet.
## STATE LEADERSHIP AND SKILLS CONFERENCE

### Training Agenda

#### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Welcome and goals of training</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Vision and end results</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Connecting with members during conference</td>
</tr>
<tr>
<td>10:50 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Poise and presence on stage</td>
</tr>
<tr>
<td>11:50 a.m.</td>
<td>Backstage manners</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Podium etiquette and genuine presence</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Presenting awards</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Writing session scripts</td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Dinner</td>
</tr>
</tbody>
</table>

#### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Review of day 1</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Memorizing scripts</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Introducing and thanking speakers and guests</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Attending formal meal functions</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>Being your best during state conference</td>
</tr>
<tr>
<td>2:15 p.m.</td>
<td>Action plan and expectations</td>
</tr>
</tbody>
</table>

**Optional:** Use additional time to coach officers through script development and rehearsal.
How do we prepare for State Leadership and Skills Conference?

Through a series of enrollment, experience, labeling and demonstration events, participants explore, understand and apply content around the following question: How do we prepare for State Leadership and Skills Conference? This lesson helps participants discover what they already know and build on one another’s experiences.

Objectives

By the end of this session, participants will know or be able to:

1. Identify and understand their role at the conference.
2. Connect with members during the conference.
3. Maintain poise and presence on the stage.
4. Practice backstage manners.
5. Implement podium etiquette and genuine presence.
6. Present awards.
7. Introduce and thank speakers and guests.
8. Write session scripts.
10. Be their best throughout the conference.

Materials

- Conference tip sheets, found in the State Officer Personal Guidebook
- Sample session scripts from previous conferences
- State Leadership and Skills Conference schedule

Preparatory Work

- Become familiar with each tip
### FACILITATOR’S GUIDE:

#### Prepare for State Leadership and Skills Conference

<table>
<thead>
<tr>
<th>Enroll the Participants</th>
<th>Review the Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare for State Leadership and Skills Conference</strong> – <strong>Approximately 5 minutes</strong></td>
<td><strong>Approximately 10 minutes</strong></td>
</tr>
<tr>
<td>“What do you envision the results of State Leadership and Skills Conference to be?”</td>
<td>Ask each officer to set three SMART goals in preparation for their work getting ready for the State Leadership and Skills Conference.</td>
</tr>
</tbody>
</table>

Elicit officer responses.

<table>
<thead>
<tr>
<th>Provide the Experience</th>
<th>Celebrate Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare for State Leadership and Skills Conference</strong> – <strong>Approximately 10 minutes</strong></td>
<td><strong>Approximately 5 minutes</strong></td>
</tr>
<tr>
<td>Paint a picture for the officers of what the State Leadership and Skills Conference will look like from their perspective. Consider sharing the experience as a story.</td>
<td>Challenge the officers to a specific task in preparing for the conference. Thank them for their efforts in getting ready for the conference.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare for State Leadership and Skills Conference</strong> – <strong>Time varies</strong></td>
</tr>
<tr>
<td>Share the conference tip sheets with the officer team one segment at a time. Add in other state-specific information or expectations and any examples that will help the officers better understand their role.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate the Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare for State Leadership and Skills Conference</strong> – <strong>Approximately 10 minutes</strong></td>
</tr>
<tr>
<td>Allow the officer team time to practice and implement tips and information. This might include the following:</td>
</tr>
<tr>
<td>- Writing a session script</td>
</tr>
<tr>
<td>- Presenting awards</td>
</tr>
<tr>
<td>- Writing a greeting</td>
</tr>
<tr>
<td>- Speaking at the podium</td>
</tr>
<tr>
<td>- Delivering a speech</td>
</tr>
</tbody>
</table>
CONFERENCE SKILLS TIP SHEET:

Connect with Members

Arrive at the conference knowing your responsibilities so well that you have time to focus on members.

Ask members about their preparation for and performance in their Championships events.

Encourage members in their Championships events.

Offer positive and encouraging words to those running for SkillsUSA (state) state office.

Where appropriate in session scripts, refer to specific chapter or regional events where you met members. Use these references purposefully.

Create a slideshow or video to be displayed prior to sessions and include pictures of members involved in chapter, regional and state events.

If needing to get to another location, but are in a conversation with a member, politely say “I have to be in another room for a greeting. Would you like to walk and talk until we get there?”
CONFERENCE SKILLS TIP SHEET:

Poise and Presence on Stage

Wear a natural smile always.

Be aware that people are looking at you, even when you aren’t aware of them.

Enter the stage on the audience’s left and leave the stage on the audience’s right, when possible.

Anchor yourself while speaking so the audience can focus on your words and not your movements.

If speaking on an open stage without a podium, move to a new location with each new idea.

Stand up straight.

If stage lights are used, determine where the audience sight limit is on the front of the stage. Place a line of tape down at this location as a reminder to not go past it while on stage.

Use purposeful fluctuations of the pitch (volume) and pace (speed) of your voice. Louder volume and quicker speaking elicits a high energy from the audience. Lower volume and slower speaking elicits thoughtful states in audience members and is effective in causing the audience to really listen during the delivery of a critical message.

Know the script well enough to not rely on it.

Practice learning scripts with pauses for emphasis while minimizing pauses that demonstrate the information is memorized.

Have a conversation with the audience. By talking with the audience rather than talking at the audience, you’ll engage them with a pleasant voice.

Move and speak confidently on the stage.

Speak slowly while using a microphone. While it sounds really slow to you, it will sound clear and crisp to the audience.
CONFERENCE SKILLS TIP SHEET:

Backstage Manners

Be aware of your actions and words even when not on stage. Members, advisors and sponsors are always watching.

Engage in conversations to make others feel welcome backstage.

Ensure that your uniform looks crisp each time you step off the stage.

Respect backstage staff members. Respect their space, their responsibilities and their knowledge.

Ask questions when you are unsure of a task.

Be on time and ready to enter the stage each time it is your turn.

If visiting with a member or sponsor backstage and you are needed on the stage or to assist a teammate, politely state, “I’d love to continue our conversation. Can we continue in a few minutes?”

Maintain professional composure at all times.

Respect the stage manager.
CONFERENCES SKILLS TIP SHEET:

Podium Etiquette and Genuine Presence

Adjust the microphone so that it is at the appropriate distance from your mouth according to its strength in picking up your voice.

Look at the audience as often as possible.

Speak loudly and clearly.

Be aware of the power of the microphone and adjust your voice volume accordingly.

Use a step stool if needed to ensure you are visible above the podium.

Grip both sides of the podium (one side with each hand), or leave your hands to your side while at the podium.

Use pauses for emphasis.

Vary the pitch and pace of your voice. This creates a pleasant voice.

Pause where appropriate for audience responses such as clapping or laughter.

When leading the audience in applause, clap to the side of the microphone so your clapping is not resonated in the microphone.

The podium should never be left unattended.
CONFERENCE SKILLS TIP SHEET:

Presenting Awards

When announcing an award winner, use a louder, enthusiastic voice to state the recipient's name.

When presenting a plaque or certificate, present the plaque or certificate right side up. Tilt the award forward. Present with your left hand into the left hand of the recipient. Extend your right hand to shake the right hand of the recipient under the plaque or certificate. Present the award near their mid-section to avoid covering the recipient's face. Stand up straight to the right of the recipient to pose for pictures if applicable.

When presenting a medallion, create the widest opening possible to easily slip the medal over the head of the recipient. Ensure that the medallion is turned forward facing. Shake the hand of the recipient after awarding them the medallion.

When presenting a trophy, present with your left hand into the left hand of the recipient. Extend your right hand to shake the right hand of the recipient under the trophy. Stand up straight to the right of the recipient and make sure they place the trophy to their left of their face if pictures are being taken.

When medallions will be used, use a medal “tree” or lay the medals out flat on a draped table so that the medals will not tangle with one another.

Ensure that all stage traffic flows in one direction – the audience left to the audience right.

Determine which officer is presenting which award prior to the awards ceremony to avoid confusion.

For additional information about awards ceremonies, refer to the Awards Ceremony Protocol for SkillsUSA Officers resource provided by SkillsUSA.
## CONFERENCE SKILLS TIP SHEET:

### Introduce and Thank Speakers and Guests

State the role of the guest.

“*Our next guest is a (state their role).*”

State personal information the guest is willing to share with the audience.

“*He or she enjoys (state several relevant examples of what they enjoy).*”

Validate the guest as a friend of SkillsUSA and as a knowledgeable guest for the specific event.

“*This friend of SkillsUSA (state) believes (state some of their beliefs).*”

Welcome the guest by mentioning their name last and by using a louder volume and stronger emphasis on their name.

“*Please help me welcome to the podium Mr./Ms. (state their name).*”

To help deliver a genuine introduction, visit with the guest via phone or email prior to writing their introduction (if possible). Ask for the guest to share a biography with you so you have information about his or herself. Meet with the guest backstage before introducing them to establish a personal connection with them.

Listen while the guest speaks so you can provide specific examples in your thank you.

Begin with the guest's name.

“*Mr./Ms. (state their name).*”

Validate them.

“*Your message about (state what their message was about) is inspiring to SkillsUSA (state) members.*”

Thank them.

“*We are grateful for your time and willingness to share your message with us today.*”

Present a token of appreciation.

“*On behalf of SkillsUSA (state), please accept this small token of appreciation. Best wishes to you.*”

Shake hands with the guest and help them exit the stage.
CONFERENCE SKILLS TIP SHEET:

Writing Session Scripts

Use descriptive, yet succinct language.

Write clearly, using proper grammar and words easily understood by the audience.

Consider how you can make a session script appropriately engaging. Is there an image that can be shown on a projector screen? Is there a part of a song you can play to communicate a message? Is there a story about a SkillsUSA (state) member you can share?

Use a conversational tone.

Include all session components and ensure that transitions between components are clearly written.
CONFERENCE SKILLS TIP SHEET:

Memorizing Scripts

- Set goals for memorization benchmarks.
- Identify the main concept in each section of the script.
- Don’t get stuck on memorizing each specific word. Memorize the information so that it sounds natural and conversational coming from you.
- Eliminate any distractions that might prevent your learning of information.
- Pay close attention to reading the information correctly the first time.
- Develop an understanding of the words you’re memorizing.
- Divide the content that must be memorized into manageable amounts. One or two paragraphs are plenty to begin with.
- Create reminder or cue devices if possible.
- Speak the information in front of a mirror.
- Squeeze a stress ball while you memorize.
- Walk and talk at the same time.
- Some people memorize information easier while listening to a certain type of music.
- Repeat the information you’re memorizing in the car, during study breaks, while getting ready in the morning or just before bed.
CONFERENCE SKILLS TIP SHEET:

Attending Formal Meal Functions

Arrive on time with any speaking parts prepared.

Introduce yourself to the individuals at your table.

Be seated and if you will not want coffee, turn your coffee cup upside down on its saucer to indicate your preference to the server.

Place your napkin on your lap. If you must step away from the table to speak, place your napkin on the back of your chair to indicate you will return.

Wait until everyone at your table is served before you begin eating.

Use your knife to cut the meat serving if appropriate. Cut two or three pieces at a time and then place your knife on the edge of your plate with the serrated edge facing you. Consume the cuts of meat by switching your fork to your dominant hand and then cut additional pieces.

Take small bites so that you are available to visit with people at your table.

Avoid speaking with food in your mouth.

Do not play with your food or eating utensils.

Avoid slurping and burping noises.

Keep your elbows off the table.

Ask questions to others at the table so you aren’t expected to talk the entire time.
CONFERENCE SKILLS TIP SHEET:

Being Your Best During Conference

Know each of your conference roles inside out before arriving.

Get plenty of sleep prior to the conference.

Eat healthy prior to and during the conference.

Drink only water during the conference. This will help your voice and is a healthy choice.

If your voice becomes scratchy, consume a couple teaspoons of honey or lemon juice.

Suck on hard candy in between speaking engagements to soothe your throat.

Avoid carbonated beverages shortly before and during the conference.

Use hand sanitizer and wash your hands frequently.

Take a moment to yourself (in a secluded room or bathroom stall) just before speaking responsibilities to focus on your message.

Set your alarm to provide enough time to get ready and mentally prepare for each day's tasks.
Events of Application

**Growth Plan**
Discuss in individual conversations with each officer how they desire to grow prior to and during State Leadership and Skills Conference. Create a specific growth plan unique to each officer. This may include opportunities to practice their areas of growth prior to arriving at State Leadership and Skills Conference.
CONTINUOUS RESULTS

Coaching
Discuss with the officers how they can use the skills gleaned during their state officer experience to impact their school, campuses and communities after the conference is complete.

Re-invest
Identify state officers with specific skills and ask them to be part of the growth process with the newly elected team. Do you have a state officer who wrote a wonderful session script? Ask them to facilitate that part of training and/or use their session script as an example. Do you have a state officer who goes above and beyond to connect with members? Ask them to come back at the start of the new team's year and share their message. Do you have an officer with excellent organizational skills? Ask that officer to assist you backstage at next year's conference.
Reflecting on the Year
REFLECTING ON THE YEAR

The purpose:

You, other state staff members and local advisors invest a great deal of time and energy into each officer during their year of service. The association also invests a significant amount of financial resources into each officer. The result of these great investments is the development of new knowledge and skills in the officers. Being purposeful about reflecting on the year provides an opportunity to help the officers determine how they can re-invest their polished selves into the organization.

In the continuum:

While the state officer year is complete, there is room for the team to use what they’ve gleaned to help you continue growing the state officer program in your state. Be purposeful in seeking and sharing these opportunities with the officers. Leaders are happy to re-invest their time, talents and treasures when they feel valued for their abilities. By spending a little over an hour during this reflection piece, you’ll help affirm the value of your officers.

Who is involved?

- Appropriate state staff members
  - State director
  - State officer team coaches
- Each state officer

What is the process?

- Choose a time and place for the conversation to occur.
- Review the information provided in the facilitator's guide.
- Facilitate the conversation with the officers.

When does the training occur?

- Depending on your state's schedules and whether you work with a high school or college/postsecondary team, it may work best for you to meet with the officers immediately after the State Leadership and Skills Conference or at a time separate from the conference, and still after.
- Depending on the readiness of your team to receive this information, it may be appropriate for you to visit with the team prior to the state conference.

The most important parts of the reflection piece is that it be a timely experience and that officers are able to focus on the experience. Reflecting on the year should occur as close to the end of the state officer experience as possible, but also when the officers are able to enjoy it and be present in the conversation. Here are some ideas of how and when you might visit with the officers for the reflection on their year.

- Facilitate the conversation with the team and follow up the experience with a nice dinner to celebrate their hard work and efforts. You might do this prior to the state conference or you might do it shortly after.
- Facilitate the conversation during a celebratory meal.
- Organize a day of rewarding fun for the state officer team at the conclusion of their year. Use locations that are near you such a ropes course, lake, theme park, state park, bowling alley, or other venue the team will enjoy. Facilitate the reflection conversation and thank the officers with the fun experience you have planned.
REFLECTING ON THE YEAR

• Set up individual meeting times with each officer to complete a final review of their Personal Leadership Inventory and their growth plan and to discuss those topics outlined in the reflection. You can also use this time for the officers to complete any final expense reports, written reports or other tasks that need to be finalized in a timely fashion. Culminate the individual meeting times with a celebratory meal or activity with the entire team.
Reflecting on the Year

What’s next?
Through a series of enrollment, experience, labeling and demonstration events, participants explore, understand and apply content around the following question: What’s next? This lesson helps participants discover what they already know and build on one another’s experiences.

Objectives
By the end of this session, participants will know or be able to:

1. Identify their newly developed knowledge and skills and list ways to implement them outside of state office.
2. Communicate about their state officer experience.

Materials
- State Officer Personal Guidebooks
- Each officer’s personal mission statement and/or note card from the first post-election meeting

Preparatory Work
- Gather all necessary supplies and information you wish to share with the officers.
Enroll the Participants

My Skills and their Uses – Approximately 1 minute

“What have you gleaned from your year of service to SkillsUSA (state)?”

Provide the Experience

My Skills and their Uses – Approximately 10 minutes

Elicit student responses, creating a list on a flip chart.

Label the Information

My Skills and their Uses – Approximately 5 minutes

“You’ve grown a lot this year. As an association, we are incredibly appreciative for all you’ve done to serve our members. In fact, we are so grateful, that even before you were an officer, we committed to providing you with experiences to help you achieve many of the things on your list here. We hope as you wrap up your state officer year, you’ll seek to reinvest what was invested in you to continue growing the organization.”

“How have you changed as an individual this year?”

“How have you grown as a leader?”

“What will be different in your life because you were a SkillsUSA state officer?”

“How do you envision yourself giving back to our organization?”

Demonstrate the Relevance

My Skills and their Uses – Approximately 15 minutes

“The skills you’ve developed will serve you well beyond your SkillsUSA responsibilities.”

Discuss some opportunities within SkillsUSA and outside of the organization that might be of interest to each officer.

SkillsUSA: Leverage facilitator, national officer, alumni member, conference assistants

Outside of SkillsUSA: church, school or campus volunteer or leader
FACILITATOR’S GUIDE:

Communicating about the Year

Provide the Experience

*Communicating about the Year – Approximately 5 minutes*

“Turn to a neighbor and answer this question: What happens during state office?”

Label the Information

*Communicating about the Year – Approximately 7 minutes*

“When answering this question, the following parts are key to helping you organize your thoughts.”

General statement of your impression of the year:

“Wow! It was incredible.”

Specific examples:

“I traveled to 90 percent of the counties in our state, visiting 75 percent of our chapters. I delivered 50 speeches and 20 workshops. My teammates and I built relationships that will last a lifetime and I even got to meet with potential employers. I learned life lessons from the members I met and was coached to be a better leader by our state staff.”

Statement of gratitude:

“I’m humbled to have been allowed to serve as an officer and am thankful for everything I learned.”

Answer any questions from the individual who was curious about the year.

Demonstrate the Relevance

*Communicating about the Year
Approximately 15 minutes*

“Undoubtedly, you will or already have been asked that question: What happens during state office? It’s important you be able to communicate your answer to promote the opportunity and to share how it has impacted you. Your answers will be useful in job interviews, conversations with younger members and even with family and friends.”

“Let’s share our revised answer with one another now.”
Reflecting on the Year

**Review the Content**

*Approximately 10 minutes*

“As you know, a new team will replace yours. Knowing what you know, take the next few moments to write a letter to a future state officer to help them begin their year where you are exiting. Share helpful information with them so that they have a jump start to their year.”

**Celebrate Student Success**

*Approximately 5 minutes*

“Thank you for your service. It is appreciated and needed. I hope that you will continue to be a servant leader at every opportunity.”

Consider leaving the team with a small gift to help them remember their year.
Events of Application

**Growth Plan**

Ask each officer to take the Personal Leadership Inventory a final time and take time to review their results and make goals about how they will get involved in their local chapters, schools, campuses or communities after the year is complete.
CONTINUOUS RESULTS

Staying Involved
Ask each officer to do a specific task during the next team’s year if that is possible.
Awards Ceremony Protocol
for SkillsUSA Officers

Tips for Conducting a Quality Regional/State Awards Presentation
**AWARDS CEREMONY PROTOCOL FOR SKILLSUSA OFFICERS**

**Tips for Conducting a Quality Regional/State Awards Presentation**

**The Importance of Quality Ceremonies**

SkillsUSA is about recognition – recognition of students, teachers and partners. No matter how good your competitive events are, SkillsUSA members and partners may come away from your state conference disappointed if students are not properly and professionally recognized. A smooth, professional opening and awards ceremony is critical to a successful conference. Your recognition ceremonies should be structured and polished so that the audience leaves feeling they have seen a professional production.

**Delegating Management Responsibilities**

First and foremost, every state association director should have a stage manager in place early in the year to manage what happens on stage at general sessions, as well as the behind-the-scenes production of the awards event (music, videos, stage decoration, banners, etc.). This is normally a volunteer position held by an alumni member or an advisor (active or retired). Delegating this responsibility to a detail-oriented person who stays calm under pressure is critical to the success of your state general sessions. This person can work with a team to assign volunteer positions, make checklists for each staged event and work with the state officer team on their stage roles.

**Begin with Excitement**

An easy and inexpensive way to build excitement before and during a session is the use of music. Playing a series of upbeat songs as people enter the room can add spirit to the air. Pre-session music can help get the crowd excited and abruptly stopping the music just before the officers are introduced can also “shock” the crowd into a quick hush. Have someone put together an hour or so of music on a CD and be sure it is pre-screened to be appropriate for a student conference. Have another CD of transition music, short instrumental or pop pieces to use for transitions. Work with your AV person on the use of this music.

Once the medallion presentation has started, music can also keep the crowd engaged and energized. “Pumping up the volume” as students are making their way on and off stage can help keep enthusiasm in the audience. Keeping the volume down during the awards announcements also causes the crowd to pay closer attention to the announcement.

**Introduction of State Officers**

The announcer should get the audience’s attention by alerting them that the session is about to begin. A 15-minute warning, followed by ten, five, three, two and one minute is recommended. During these warning announcements, the announcer should ask everyone to “please take your seats – the ceremony will begin in five minutes.” Taking the house lights down when it’s time to begin is an effective way to quiet the audience and get their immediate attention. Use of a “follow-spot” spotlight is a great way to begin with an impact as the officers are introduced.
AWARDS CEREMONY PROTOCOL FOR SKILLSUSA OFFICERS

Tips for Conducting a Quality Regional/State Awards Presentation

Out of respect for the officers, the audience should be asked to stand when the officers are introduced. The announcer should state: "Ladies and gentlemen, please rise and welcome your (year) state officers." (the officers come on stage one by one or come on stage and line up in order, then step forward and wave as they are introduced). The audience should remain standing until after the invocation/thought for the day. The reason the gavel is rapped once after the invocation is to seat the audience. Use the gavel!

Podium Etiquette

The podium should never be left unattended. There should be no break in the action. Two podiums can make this much easier. When one speaker finishes, the next speaker should already be in place at the second podium. However, if you are using only one podium, make sure the next officer or speaker is “on deck” and ready to go. This can be achieved by having the next officer already standing behind the speaker or at the back of the stage. Ceremonies really drag on when the audience has to sit and watch the students get out of their chairs and walk to an empty podium. Rehearsal is important for proper timing to ensure students know how to make these transitions among speakers.

Getting Guests Onto the Stage

This should be a smooth operation and the audience should not have to wait for each guest to come out of the audience and walk to the stage. Special guests who will be speaking on stage can be seated on stage, behind the officer team. Guests could also be seated in the front row for easy access to the stage. Escorts should be positioned at each side of the stage. The escorts can be officers or alumni. As a guest is being introduced, the escorts should be prepared to walk forward and greet the guest, offer their arm and escort the guest at least to the stairs before entering the stage. The offering of an arm for escorting to the stage works best if a female escorts a male guest and a male escorts a female guest.

Make sure your officers meet the stage guests prior to the start of the event, so they know whom to escort and the guest knows what to expect.

Introducing Speakers or Special Stage Guests

After introducing a speaker, the officer doing the introduction should not leave the podium until the speaker arrives. The officer should shake the hand of the person he/she introduced. This is the formal way to relinquish the podium to the guest.

Following the special guest’s presentation, a token of appreciation should be presented. This requires at least two officers. One officer should be prepared to halt the guest and quietly ask him or her to remain at the podium for a special presentation. The other officer then steps to the microphone to thank the guest and offers a token of appreciation.

Positioning Medals on Stage

Presenting medals is easiest when you have a way to hang the medals on stage to make them easy to handle. A medal “tree” or “rack” can be built from wood or metal by construction or metal trades classes. Hang the medals separately (gold, silver and bronze should be pre-separated). If you do not have the luxury of a hanging system, using long, draped table(s) across the back of the stage can work. Again, lay the medals out on the tables by gold, silver and bronze so they are easy to keep organized.

Medal Handlers

Have officers or other volunteers whose only job is to hand the medals to those hanging the medals on student winners. Officers should be positioned to pick the correct number of medals from the rack or table and bring the medals forward to the presenters. They should then return to the medal area and stand forward with a smile, waiting for the next presentation.
**AWARDS CEREMONY PROTOCOL FOR SKILLSUSA OFFICERS**

**Tips for Conducting a Quality Regional/State Awards Presentation**

**Stage Instructions for Presenting Awards**

All stage traffic should flow in one direction. This looks much smoother and very professional. All stage guests, including winners, should enter one side of the stage and exit the other. This should be announced to the audience early. Have "stage guides" in place to keep traffic moving in the right direction and to answer questions if someone coming on stage is confused. There should be at least one officer or volunteer stationed at each riser to tell the students coming on stage what to do, which riser to stand on and when to step down and exit the stage. This is key to a professional ceremony. Winners are excited, and they may not have listened to the stage instructions so you should never assume they know the correct protocol.

**Hanging Medallions**

Don’t wait until the last minute to determine who is hanging medals; avoid having student officers hang medals. Invite industry sponsors, board members, state level administrators and government officials to be medal presenters for your ceremony. This is seen as an honor, and it engages these important individuals in the excitement of your event. It also creates goodwill and some lasting memories. Your presenters may not know the protocol for hanging medallions or presenting awards. Provide a quick training session backstage just prior to the ceremony to ensure that all volunteers know what they are expected to do.

You should have at least three medal presenters at each riser. Each presenter should be assigned a color (gold, silver or bronze), and they should present only that color throughout the ceremony. This prevents medals from being presented incorrectly, (many times gold and bronze are confused with one another, especially in dim lighting). Presenters should never hang medals until all three winners have stepped up on the risers. After all three winners are on the risers, the presenters should step around to the front and ask the winners to bow their heads slightly. All three medals should be presented at once. This looks much smoother and more professional. Once all three medals are hung, the officers or medal presenters should step aside to allow the audience a full view of the winners.

**Officers Appearance and Actions on Stage**

The stage and ceremony looks only as good as those who are on stage. Have a state officer manager check the officers to be sure they have the proper dress and personal appearance, prior to the start of the event. Officers are setting the example for the entire state association. What the students on stage are “allowed to do” will send a strong signal on how the entire delegation is allowed to dress and act. Officers standing behind the winners should avoid turning their backs to the audience. The officers on stage should be aware that as awards are presented, advisors, parents and the local media are taking photos and video. Officers are also on camera, and many times these photos will appear in newspapers and school bulletins. Therefore, officers should be poised and smiling. They should not be talking or whispering, chewing gum, playing around or doing any activity that could appear unprofessional to the audience. Be sure officers understand they are constantly being evaluated by their actions – especially when they are on stage.
### Award Ceremony Protocol for SkillsUSA Officers

#### Tips for Conducting a Quality Regional/State Awards Presentation

**Applause**

Officers and others on stage should lead the applause for awards. The ceremony can have enthusiasm throughout only if those on stage are leading the enthusiasm. It maybe very hard, but the officers must applaud enthusiastically for every winner – from the first one announced to the very last. Do not expect a lively ceremony without lively leaders on stage.

**Announcing the Winners**

Your awards announcer should have a strong, clear and enthusiastic voice. Using two announcers (male and female) is a nice way to break up the long announcing time involved in an awards ceremony. Your announcer should also be aware of any school or school system names that are hard to pronounce. A reference sheet with these names spelled, as they will appear along with a phonetic version to the right is a good tool to help your announcer and to prevent the embarrassment of mispronouncing a school name.

Awards should be announced in reverse order. This builds anticipation of the identification of the gold medal winner. When announcing a particular contest, the announcer should state the name of the contest first and then proceed to announce third through first place. Always work the contest name in one last time to make sure everyone understands what is being announced.

**Example:** "The next award will be for cosmetology. In third place, [or receiving the bronze medal], from [school name], is John Doe (name). In second place [or receiving the silver medal], from [school name], is Jane Doe (name). And your STATE CHAMPION in cosmetology, from [school name], is Jim Doe (name)."

A nice touch, although it takes more time is to wait until the medals are hung and then announce: "Let's congratulate our state winners in cosmetology (applause)."

Never have too much dead air time. It is critical to wait for students to get on the riser, get applause and photos prior to them leaving the riser. It takes great timing to keep the ceremony moving forward without dead air. Too much dead time can really kill the enthusiasm of the audience. Having two sets of risers and never having them both empty can make this possible.

**Displaying Winners’ Names and Schools**

A nice touch is to run a PowerPoint presentation of the winners as they are announced. The announcer can run the computer and read directly from the screen if this is done in time. never use an electronic (computer) script for announcing winners. Always have a paper copy as a back up!

**Officer Scripts**

Even for simple events, it helps to have someone serve as the script writer to write a strong welcome, any necessary introductions of speakers and some meaningful concluding remarks. This person should draft the scripts early, run them by others who are involved for feedback and then rehearse with the officers. It also looks more polished to have a script book at the podium, rather than for each speaker to be holding a set of notes.
SkillsUSA State Officer Training Facilitator Guide

AWARDS CEREMONY PROTOCOL
FOR SKILLSUSA OFFICERS

Tips for Conducting a Quality Regional/State Awards Presentation

It is also important for the state director to bring some official greetings and thank you(s) to the students and teachers, rather than having his or her remarks seem like a series of announcements, housekeeping items, or rules and regulations for the event. Remember, you are setting a tone for a meaningful event in the lives of students, and this may be the only time these individuals are ever recognized on stage in front of an audience of their peers. This is also one of the best opportunities you will have all year to let teachers know they are valued and important to the organization and to their students.

Conclusion

This document does not answer every question about recognition events, but it should help trigger some effective planning and bring greater consistency to SkillsUSA regional and state awards presentations.

Please make sure this information is presented to the volunteers responsible for managing your awards program. Our students, teachers and business partners work all year to prepare for SkillsUSA competitions. They deserve an exciting conclusion to the process. We hope the tears at your ceremonies will all be tears of joy and that everyone leaves the awards ceremony feeling like a Champion!
Skills Taught
## SKILLS TAUGHT

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<table>
<thead>
<tr>
<th>Personal and Professional Development Skills Taught</th>
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<th>State Leadership and Skills Conference</th>
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</thead>
<tbody>
<tr>
<td>Complete and interpret a personal inventory that analyzes leadership skills, strengths, weaknesses</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Explain how a team functions and identify the roles individuals play on a team</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Be open to new learning and experiences</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Develop appropriate self-confidence as an individual</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Set SMART goals and evaluate results</td>
<td>X</td>
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<td>Time management</td>
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<td>X</td>
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<tr>
<td>Appropriately dress and behave</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Ability to carry on conversation</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Take initiative to meet expectations</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Plan fall conferences and fulfill individual responsibilities for a successful conference.</td>
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<tr>
<td>Build self-confidence as a team member</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Set and evaluate team goals</td>
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<tr>
<td>Identify, respect and demonstrate commitment to state officer team/SkillsUSA values and expectations</td>
<td>X</td>
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<tr>
<td>Fulfill responsibilities as a team member</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Evaluate progress toward achievement of SMART goals and revise for future</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Teach and lead workshops</td>
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<td>X</td>
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</tbody>
</table>
## SKILLS TAUGHT

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</thead>
<tbody>
<tr>
<td>Successfully provide leadership to SkillsUSA and their state association and their state officer team</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Mentor SkillsUSA members and other youth</td>
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<td>X</td>
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<tr>
<td>Build positive relationships with members, teachers, adults and business and industry</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Motivate SkillsUSA members to continue their leadership and employability skills growth and development</td>
<td>X</td>
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</tbody>
</table>

### Marketing SkillsUSA

| Present a 30-second elevator speech about SkillsUSA | X                                   |                                   |                           |                        |         |                     | X             |                                       |
| Demonstrate knowledge of SkillsUSA programs and advantages of membership | X                                   | X                                 |                           |                        |         |                     | X             |                                       |
| Demonstrate dining and social etiquette required to make positive impressions | X                                   |                                   |                           |                        |         |                     | X             |                                       |
| Meet and greet others and leave a positive first impression | X                                   | X                                 | X                         | X                      | X       | X                   | X             | X                                     |
| Remember that everything is marketing – constantly in the eye of the public | X                                   | X                                 | X                         | X                      | X       | X                   | X             | X                                     |
| Identify the features/benefits of SkillsUSA membership | X                                   |                                   |                           |                        |         |                     | X             | X                                     |
| Talk professionally and comfortably with stakeholders | X                                   |                                   |                           |                        |         |                     | X             | X                                     |
| Identify the career pathway and CTE program they are pursuing | X                                   |                                   |                           |                        |         |                     | X             | X                                     |
| Share personal experiences in a positive and purposeful manner | X                                   | X                                 | X                         | X                      | X       | X                   | X             | X                                     |
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</thead>
<tbody>
<tr>
<td>Speak using politically correct and non-controversial topics and language</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Provide a consistent message about the purpose and opportunities available through SkillsUSA</td>
<td>X</td>
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<tr>
<td>Use SkillsUSA marketing tools and materials effectively to promote SkillsUSA</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Talk to stakeholders about the value of SkillsUSA</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Know when and where it is appropriate and advantageous to recruit new members</td>
<td>X</td>
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<tr>
<td>Make the ask when appropriate in a conversation</td>
<td>X</td>
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<tr>
<td>Talk about multiple career pathways and connection to career technical education as well as the role SkillsUSA in developing skilled workers</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Understand the necessity to be politically correct, respecting all perspectives and valuing diversity</td>
<td>X</td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Create sound marketing strategies to promote SkillsUSA</td>
<td>X</td>
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<tr>
<td>Identify and articulate features and benefits of SkillsUSA</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Identify the tools and materials to best market SkillsUSA in a variety of situations</td>
<td>X</td>
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## SKILLS TAUGHT

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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an appropriate and professional handshake</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Initiate conversation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Demonstrate self-acceptance and self-confidence</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Listen to understand the other person</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Communicate about subjects outside personal comfort zone</td>
<td>X</td>
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<tr>
<td>Be comfortable when talking to adults</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Understand age and generational issues that impact communication</td>
<td>X</td>
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<tr>
<td>Demonstrate appropriate social media etiquette</td>
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<tr>
<td>Maintain positive eye contact to communicate interest and sincerity</td>
<td>X</td>
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<tr>
<td>Maintain a conversation</td>
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<tr>
<td>Demonstrate active listening</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Proofread materials and make necessary changes</td>
<td>X</td>
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<tr>
<td>Start and retain interesting conversation</td>
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<tr>
<td>Use language appropriate for the conversation and the people involved</td>
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<tr>
<td>Initiate and sustain table talk</td>
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<tr>
<td>Understand the purpose of social media, how it works, how to protect themselves and how others use it</td>
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<tr>
<td>Use questioning effectively in conversation</td>
<td>X</td>
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</thead>
<tbody>
<tr>
<td>Follow up conversations and retain information for future conversations</td>
<td>X</td>
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<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Remember names</td>
<td>X</td>
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<tr>
<td>Instigate and sustain table talk in formal and informal settings</td>
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<tr>
<td>Write scripts for conferences</td>
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<tr>
<td>Write information for blogs, Facebook, websites, etc.</td>
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<tr>
<td>Proofread materials and make necessary changes</td>
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<td>Write effective press releases</td>
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<td>Write professional letters of application and inquiry</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Develop topics and lesson plans for effective workshops</td>
<td>X</td>
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<tr>
<td>Use activities effectively to motivate and engage students</td>
<td>X</td>
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<tr>
<td>Lead an ice breaker to set the state for an effective workshop</td>
<td>X</td>
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<tr>
<td>Design and conduct a workshop that informs and engages participants</td>
<td>X</td>
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<tr>
<td>Process an activity with effective questioning to maximize the learning for participants</td>
<td>X</td>
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<tr>
<td>Introduce self professionally and with confidence</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Meet and greet people, creating a positive first impression</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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## SKILLS TAUGHT

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<tbody>
<tr>
<td>Use business cards to create positive relationships</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Research companies prior to visiting</td>
<td>X</td>
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<tr>
<td>Use professional etiquette for a positive impression</td>
<td>X</td>
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<tr>
<td>Initiate a visit including proper phone etiquette, letter of introduction and follow-up</td>
<td>X</td>
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<tr>
<td>Make an interaction with business and industry memorable</td>
<td>X</td>
<td></td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Be succinct and to the point in communicating with business and industry</td>
<td>X</td>
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<tr>
<td>Project a positive image through appearance, attitude and communication skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Project a professional image at all times</td>
<td>X</td>
<td></td>
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<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Share the impact of positive personal experiences to motivate others</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop a personal and professional writing style that creates a positive impression</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Use questioning skills to enhance conversation</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Create a personal connection through the use of appropriate conversation</td>
<td>X</td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Express a sincere and appropriate thank you or response</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>Know when in the conversation to make the ask</td>
<td>X</td>
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<tr>
<td>Follow up with business and industry and provide additional information</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>Write effective and meaningful thank you notes or letters</td>
<td>X</td>
<td></td>
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<td></td>
<td>X X</td>
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<tr>
<td>Develop, cultivate and retain personal contacts</td>
<td>X</td>
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<tr>
<td>Remember names and positions of key contacts when meeting in the future</td>
<td>X</td>
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<td>X X</td>
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</table>

### State Expectations

<table>
<thead>
<tr>
<th>Set personal goals based on expectations of the state association and state director</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td>Project a positive attitude</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Perform to an acceptable level for all state expectations including time management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Understand and fulfill roles and responsibilities of state office</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Conduct self with appropriate etiquette in all situation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Understand the personal role on the team and fully participate in team building activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Speak with confidence and authority to meet state expectations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Think outside the box and be open to new ideas and procedures</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Encourage other state officers to perform at their highest level of performance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tbody>
<tr>
<td>Encourage qualified candidates to seek state office</td>
<td>X</td>
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<tr>
<td>Meet state expectations in all aspects of performance as a state officer</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Present a positive impression of SkillsUSA at all functions and activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Present self as a positive role model for SkillsUSA members</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

### Presentations

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Exhibit self-confidence when speaking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Determine the appropriate purpose for each speech</td>
<td>X</td>
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<tr>
<td>Tell stories in a meaningful and entertaining way that ties to the intent of the presentation</td>
<td>X</td>
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</tr>
<tr>
<td>Understand the application of clarity, courage, commitment, character in a presentation</td>
<td>X</td>
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<tr>
<td>Develop and write a meaningful presentation</td>
<td>X</td>
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<tr>
<td>Deliver a speech that meets state expectations</td>
<td>X</td>
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</tr>
<tr>
<td>Deliver different types of speeches to serve purposes as needed by state officers</td>
<td>X</td>
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<tr>
<td>Perform at a high level of effectiveness in all speaking situations</td>
<td>X</td>
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<tr>
<td>Develop topics and lesson plans for effective workshops</td>
<td>X</td>
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<tr>
<td>Use activities effectively to motivate and engage students</td>
<td>X</td>
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<tr>
<td>Lead an ice breaker to set the state for an effective workshop</td>
<td>X</td>
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</tr>
<tr>
<td>Deliver with ease a variety of different types of speeches to serve purposes as needed to support learning and encourage engagement</td>
<td>X</td>
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<tr>
<td>Deliver a persuasive speech with impact that causes audience to take action</td>
<td>X</td>
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<tr>
<td>Design and conduct a workshop that informs and engages participants</td>
<td>X</td>
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<tr>
<td>Process an activity with effective questioning to maximize the learning for participants</td>
<td>X</td>
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<td>X</td>
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