

# *About This Guide*

This guide has been prepared to assist in conducting a SkillsUSA chapter officer election process in a virtual, in-person or hybrid manner. It is important to honor the work and commitment of the students applying for chapter office and to conduct a process that is fair and equitable for all candidates, and most importantly, identifies the candidates that can best serve your local chapter in advancing in quality while engaging all members.

The actions described in this guide are suggestions and options based on experiences gathered from chapters. Each chapter may need to adjust or modify the actions presented to fit unique needs or time periods. Each chapter should also be familiar with the state officer election process for their specific state, as they may wish to mimic portions of it.

## *Why Host Elections?*

Chapter officer elections are one of the first steps towards a successful year. The student leaders created through the role of a chapter officer will be the examples which the rest of your chapter will follow. They will set the tone, create the goals, support the implementation and follow-through of projects and ultimately provide growth to your entire membership.

Chapters vary in their size, their goals, their capabilities and even their overall approach to creating champions. For that very reason, an election process should provide your chapter with the student leaders needed to build a successful chapter.

## *Included Within This Guide*

- A chapter officer election process that provides a step-by-step guide through your elections.
- 10+ Oral and Written Evaluation options that can be altered to fit your chapter needs.
- Rubric options, samples and examples of evaluations.
- Tips, recommendations, and best practices.
- Links to outside sources and additional helpful material.

# *Table of Contents*

Important SkillsUSA Framework Essential Elements for Chapter Officers.....	4
Election Types.....	5
Election Methods.....	6
Selection Method.....	6
Percentage Method.....	7
Evaluations.....	10
Oral Evaluations.....	10
Interview Questions.....	14
Virtual Chapter Officer Interviews.....	19
Written Evaluations.....	23
Meet the Candidates.....	30
Campaigning Rules.....	30
Social Media and Web-Based Platforms.....	31
Q&A Formats.....	32
Voting.....	37
Position Selection and Announcement.....	39



# *Important SkillsUSA Framework Essential Elements for Chapter Officers*

This is not an exhaustive list, but it does define the basic expectations of Framework skills needed for service as a SkillsUSA chapter officer.

**Adaptability/Flexibility** – Embracing change and fostering creativity; being resilient.

**Communication** – Sending and receiving clear messages through conversation, speaking, questioning, listening.

**Integrity** – Doing the right thing in a reliable way.

**Leadership** – Influencing the hearts, minds, and actions of others.

**Planning, Organization, and Management** – Designing and implementing processes to complete projects and tasks at established standards of quality.

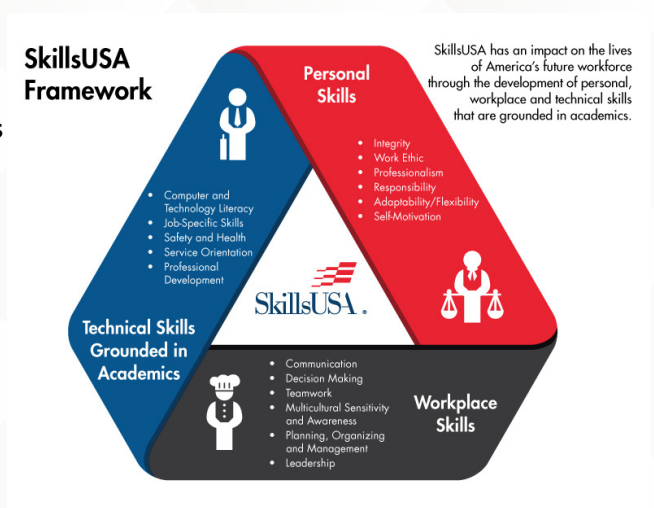
**Professionalism** – Behaving in alignment with SkillsUSA standards to display a positive image.

**Responsibility** – Taking ownership of one's work performance, behavior and actions as a SkillsUSA Officer

**Self-Motivation** – Establishing a passion for life and career.

**Teamwork** – Working with others to achieve a common goal.

**Work Ethic** – Being committed to punctuality, meeting deadlines, and following established policies and procedures to meet the responsibilities of SkillsUSA Office.



## ***Remember:***

Some candidates might need the opportunity to learn and grow through effective coaching. Not all candidates will be proficient in all of these important skills but they must possess the foundation to learn and grow during their year of service. One way to empower growth is to commit to using the SkillsUSA Career Essentials: Experience courses or other educational resources that support the development of these important skills.

# ***Election Types***

There are two common types of elections that may fit your chapter needs. Your leadership philosophy, the size of your chapter, your candidate pool, the size of your desired student leadership and other factors will help determine the best type.

## **Specific Position Elections**

In these elections, student candidates run for specific positions (i.e. Chapter President) instead of a general chapter officer position. This is usually only an option if there is a large enough candidate pool that you can fill a ballot with more than one candidate for each position. It is common to only have two candidates for each position after a preliminary assessment of candidates.

## **General Position Elections**

In these elections, student candidates run for a chapter office without knowledge of what position they will serve in. Following the election, the new officers are selected for specific positions (i.e. Chapter President), usually by a committee following some form of evaluation. This committee may consist of a combination of advisors, industry partners, alumni, and/or administration.

# *Election Methods*

SkillsUSA chapters should be flexible from year to year in how their elections are managed based on candidate interest, an evaluation of previous experiences and learned knowledge. This does not mean they need to change their election process annually, but should be open to adapting to the needs of the chapter. The methods below can also be adapted or combined to meet the needs of an individual chapter.

## **Selection Method**

This is the method of selecting the most qualified candidates from a candidate pool using pre-qualification and/or preliminary evaluation. This allows voters to not experience a choice overload come elections. Following a single evaluation or grouping of similar evaluations, those meeting the criteria continue in the process. This can occur multiple times through differing evaluations. After the final evaluation step has occurred, the candidate pool should only consist of the most qualified candidates and eliminate choice overload. If chapters find that the candidate pool is still too large for either a Specific or General Position Election, they can use the previous evaluations to create a ranking system where only the top candidates make the ballot.

### ***Example:***

**Step 1:** Applications (*including résumé, transcript and GPA, 2 Letters of Recommendation, and Essay*) due on MM/DD/YYYY.

#### **Minimum requirements to continue to Step 2:**

10th grade or above, 2.5 GPA or higher, C or higher in all CTE classes, application and all of its contents received by deadline and fully met individual requirements.

**Step 2:** Knowledge Test (*25 questions, multiple choice*).

#### **Minimum requirement to continue to Step 3:**

Must score 80% or higher.

**Step 3:** Interview and Speech, performed in-person or virtually via Zoom in front of the selection committee.

#### **Minimum requirements to continue to Step 4:**

Must score an average of 70/100 or higher on Interview. Must score an average of 35/50 or higher on Speech.

**Step 4:** Election (*Candidates meeting the requirements of Step 3 will be placed on the ballot*). The candidate(s) with most votes is declared the new officer.

# Percentage Method

This is the method of using all chosen evaluations of candidates in order to elect them. Each evaluation counts for a percentage towards selecting the Chapter Officers. Think of this as having an equation like  $A+B+C+D = \text{Results Score}$ . Voting will certainly be one of the (or the) highest percentage counted.

Election Percentages		Candidate #1		Candidate #2	
5%	Application	Score: 5/5	5 x 5% = 5	Score: 5/5	5 x 5% = 5
15%	Speech	Score: 35/50	70 x 15% = 10.5	Score: 40/50	80 x 15% = 12
15%	Knowledge Test	Score: 18/25	72 x 15% = 10.8	Score: 20/25	80 x 15% = 12
30%	Interview	Score: 81/100	81 x 30% = 24.3	Score: 70/100	70 x 30% = 21
35%	Votes	Votes: 90	90 x 35% = 31.5	Votes: 100	100 x 35% = 35
		TOTAL: 82.1		TOTAL: 85	
				NEW OFFICER	

# Combined Method

This is a method of using a combination of the Selection and Percentage methods. A candidate must first reach a set of minimal requirements (i.e. GPA, grade level, knowledge test score), like the Selection Method. Those that meet the minimal requirements then continue to the next phase, which is like the Percentage Method.

## **Example:**

**Step 1:** Applications (*including résumé, transcript and GPA, 2 Letters of Recommendation, and Essay*) due on MM/DD/YYYY.

### **Minimum requirements to continue to Step 2:**

10th grade or above, 2.5 GPA or higher, C or higher in all CTE classes, application and all of its contents received by deadline and fully met individual requirements.

**Step 2:** Knowledge Test (*25 questions, multiple choice*).

### **Minimum requirement to continue to Step 3:**

Must score 80% or higher.

**Step 3:** Interview and Speech, performed in-person or virtually via Zoom in front of the selection committee. No minimum scores, scores counted into following percentage.

**Step 4:** Host voting portion of election. Only those that met the requirements of Step 2 and participated in Step 3 are included on the ballot. Votes count into following percentage.

Election Percentages		Candidate #1		Candidate #2	
25%	Speech	Score: 35/50	70 x 25% = 17.5	Score: 40/50	80 x 25% = 20
35%	Interview	Score: 82/100	82 x 35% = 28.7	Score: 70/100	70 x 35% = 24.5
40%	Votes	Votes: 90	90 x 40% = 36	Votes: 100	100 x 40% = 40
		<b>TOTAL: 82.2</b>		<b>TOTAL: 84.5</b>	

**NEW OFFICER**





# ***EVALUATIONS***

There are multiple ways to evaluate your candidates to aid in the election this guide breaks them down into two portions consisting of oral evaluations and written evaluations. In addition to these evaluations, there are other ways for the electorate and others to learn about the candidates and possibly evaluate them as well. This is discussed in the “Meet the Candidate” section of this guide. These evaluations can be performed in a variety of ways to fit with the needs of your chapter. They can be done virtually, in-person, or a combination. Simply adapt the evaluation to fit your desired or necessary approach.

# Oral Evaluations

## Interviews and Speeches

Interviews and speeches are great ways to evaluate candidates in the election process. Speeches can even be used in a ‘Meet the Candidate’ format by recording and then disseminating them to the entire electorate. Establishing a committee to evaluate and score interviews and/or speeches will provide a strong professional touch to the election process.

## Committee Ground Rules

It is important to have a well-qualified interview and/or speech committee(s). The number of individuals on the committee(s) can vary, but should not be less than three people for diversity of opinion. If your chapter requires that candidates perform an interview and speech, the same committee can be used and the speech can be performed immediately before or following their interview. Basic ground rules for operating a committee:

- Everyone is an equal on the committee and is entitled to their opinion.
- Everyone has a vote, and the majority rules.
- Confidentiality is essential throughout the process.
- All involved must protect the integrity of the scoring, the questions and the process.
- Each committee member must read each application.
- Complete the appropriate rubric for the interview and/or speech.
- It is recommended there are no reactions to or discussion of individual candidates until after all presentations and/or interviews. A casual comment may influence another committee member’s opinion on a candidate.

# Conducting the Interview and Speech Process

It is important that SkillsUSA advisors and all candidates be informed as to how the interview and/or speech process will be conducted. Transparency is crucial to the integrity of the process.

## Basic steps to the process are:

- Appoint a committee to evaluate candidates.
- Committees should consist of a combination of SkillsUSA industry partners, alumni, advisors, administration, and/or local community leaders. Those appointed to a committee should be familiar with the operations of SkillsUSA and the role of SkillsUSA chapter officers prior to any evaluations.
- It is not recommended that the chapter lead advisor be a member of the interview committee. They should however facilitate the process, but not enter discussion or slating of candidates.
- Consider individuals who work in human relations and have experience in interviewing and candidate selection.
- Provide virtual training for any committees to understand the requirements and skills needed for service as a SkillsUSA chapter officer.
- Review the procedure of the in-person or virtual process.
- Review the duties and responsibilities of SkillsUSA chapter officers.
- Review the rubrics to be used for mutual understanding.
- Provide all officer applications and any other necessary documentation regarding the candidates to the committee members prior to the presentations so they have time to prepare questions for the interviews.
- Each interviewer should develop one or more questions based on the information provided in the application and other documentation provided.
- Discuss the interview questions to be used during the interview to avoid similar questions or topics based on the same Essential Elements of the SkillsUSA Framework.

- Establish the day and time for candidates to present their speeches and/or answer the questions posed by the interview committee.
- Provide copies of the candidate evaluation rubric to each member of the interview committee to be used during the presentations.
- Conduct the presentation day.
- Have each candidate provide a short introduction, present their speech and respond to the interview questions. You may also have the candidate perform the speech after the interview.
- The committee should complete any applicable rubrics and provide them to the facilitator for summary. The committee can meet immediately following the presentations or schedule a time to reconvene. All interviews and/or speeches do not have to occur on the same day and do not have to occur back-to-back. Schedules should be made to accommodate both the committee members and candidates.
- Committee members can share scores at the conclusion of all presentations and discuss candidates at that time. This should not be used as a time to consolidate scores or change scores. Once a candidate has been scored, there should be no change.

## **Speech Content and Parameters**

Candidates should be provided a list of or a single prompt or topic that their speech should center around. They should also be provided a time limit, rules, and tips for their presentation.

### **Examples of Prompts or Topics:**

- How will you empower the members of this chapter to succeed?
- What unique characteristics or skills do you bring to the chapter leadership?
- How will you help bring your SkillsUSA chapter to the next level of success?
- Talk about the current SkillsUSA theme and what it means for the chapter.
- Talk about being ready to lead and how you know you are ready.



# Speech Rules and Tips for the Candidate

- Speech should be no more than three minutes in length and can be shorter.
- A digital copy of the speech should be provided to the lead advisor or designee. This may be provided to the committee or posted for the electorate to view in the case that any video recordings of the speech are not functioning properly.
- Practice your speech in advance and be prepared to deliver the speech without the aid of a copy or notecards.
- You will be provided a copy of any speech rubric, which should be reviewed and used as an aid when writing and practicing the speech.
- Dress in official SkillsUSA attire (red blazer). If you do not have a SkillsUSA blazer, professional attire as approved by your advisor is appropriate.
- If delivering the speech virtually:
  - o Use a SkillsUSA virtual background or a plain wall as your Zoom background (no posters, banners or photos, etc.).
  - o You may sit or stand to deliver your speech. It is recommended that you place your digital device at a level or angle that best captures the top half of your body in a straightforward shot. It is also recommended that if you choose to sit, the seat should not be visible and should not have wheels or swivel features.
  - o Look at the camera lens on your digital device to provide the appearance of eye contact during speeches or interviews.
- If the speech is pre-recorded before submission (usually only if speech is not scored, but provided for the electorate), preview it in the file format required. This will not only allow you the ability to re-record, but also ensure the audio and video are functioning properly throughout the recording. The submitted video must be a single frame recording with no edits or cuts and no added features, voice-overs or animations.
- Speeches, whether delivered virtual or live, may be recorded and provided to the electorate.
- Your chapter lead advisor or designee will review all recordings to check the quality before it is shared.

- Any technical issues deemed to place you at a severe disadvantage will result in the electorate being advised of the issue or you may be allowed to pre-record a new speech for dissemination. If you pre-record a new speech, all other candidates may be provided the same option.
- If you stumble during your speech, just continue to the next train of thought, pause then continue, or attempt to move forward. In most cases, the viewer will not realize you have stumbled if you do not react negatively to it.
- Any long pauses may be reflective in your scoring.
- If you start your speech over, the recording will be started over, but each committee member has the option to reflect this in your scoring.
- Be sure to thank the audience.
- Breathe when speaking. Have intentional breaks in your speech to breath and separate thoughts.

## Interview Questions

Any interview questions should be reflective of the rubrics created or chosen. Here are some sample questions for each of the Framework Essential Elements based on the rubrics provided in this guide:

### Adaptability/Flexibility

- Tell me about a time when your best laid plans simply blew up. What did you do to fix the situation?
- One a scale from 1 to 10, with 10 being very flexible, how would you rate yourself? Why?
- Give me an example of when you have had to overcome obstacles or roadblocks to accomplish a goal. provide a strong professional touch to the election process.

### Communication

- Share a favorite story from when you were growing up.
- Tell me about a time you had to deal with another person who misunderstood something you said. How did you resolve the situation?
- Give me an example of when active listening was important? How do you focus on listening during a conversation or presentation?

## **Integrity**

- Tell me about a time your integrity was challenged. What did you do?
- What impact does personal integrity have on the success of a team?
- What values guide your personal integrity?

## **Leadership**

- Give me an example of how you have built trust on a team.
- Tell me about a time you successfully lead a team to accomplish a major project.
- What do you believe are the most important qualities of an ethical leader?

## **Planning, Organizing and Management**

- Give me an example of when you planned an activity from start to finish. What steps did you take?
- How do you establish priorities for your work?
- What do system do you use to stay organized?

## **Professionalism**

- What does professionalism for a SkillsUSA chapter officer mean to you?
- What behaviors do you regularly demonstrate that define your professionalism?
- Give me an example of how you respected another person even though you disagreed, or it was an awkward situation.

## **Responsibility**

- Tell me about a time you had multiple commitments. How did you decide on what to do and how to do it?
- Give me an example of when you had to admit that you made a mistake or were wrong.
- Have you ever been late with an important assignment? How did you resolve the situation and what did you learn from the experience?

## **Self-Motivation**

- What drives you to accomplish everything you do daily?
- Tell me about something that you learned not because it was assigned, but just because you wanted to know more.
- Tell me about two goals you have for yourself. What's your plan for how you will attain those goals?

## **Teamwork**

- Tell me about the best team you have ever had the opportunity to be a part of. What made the team so successful?
- What are the most important elements of effective teamwork?
- How do you honor the contributions of other on a team?

## **Work Ethic**

- Tell me about a time you went above and beyond expectations while working on a SkillsUSA project or activity.
- How would you motivate fellow members or chapter officers to maintain a strong work ethic, even when challenges occur?
- Dedication, high productivity and reliability are all characteristic of work ethic. Which of those three characteristics do you believe is the most important and why?

# **Feedback from the Committee**

It is important to keep notes during the interview process regarding strengths and areas for growth for each candidate. These notes should be compiled and forwarded to the candidates later to assist in making this a sound educational activity. The lead advisor or a volunteer committee member could summarize the notes and provide this helpful feedback to the candidates. It is important to highlight both areas of strength and those areas for potential growth. The lead advisor or designee facilitating may also take and include notes on strengths and areas for growth.



# **Interviewing Techniques for the Interviewer**

Here are some interviewing techniques to help with this process or any interview scenario. Chapter officer candidates should be provided a valuable experience and have every opportunity to succeed.

## **Avoid close-ended questions**

- Questions should never be able to be answered with a yes/no unless there is a significant probe following the question.

## **Use multi-level probing**

- Follow-up questions should start with ...
  - o Tell me more about ...
  - o Why did you say ...
  - o What did you mean by ...
  - o How did you ...

## **Other techniques**

- The echo – repeat what was just said in the form of a question.
- Compare and contrast – ask the candidates to compare/contrast two or more items or events.
- The compliment – offer praise for something the candidate accomplished.
- Use of examples – ask for an example to receive more information.
- Self-disclosure – the interviewer discloses something about himself or herself to help the candidate feel more comfortable about a sensitive topic area.

## **Use your body language**

- Lean forward to put the candidate at ease.
- Lean back to challenge candidate or make them think you might be questioning the answer.
- Use eye contact to your advantage.
- Tilt your head to indicate you may not be buying what they are selling.
- Open arms are welcoming, closed arms are challenging.

## **Hidden Theme**

The real goal of an interview is to search for clues, symbols and hidden themes that reveal how a person views him or herself and their confidence levels. The usual, “Where do you see yourself in five years?” will only scratch the surface of such issues.

One manager I worked with regularly asked interviewees how they react when someone cuts them off in traffic. What he was really asking for is how they respond under pressure, how they resolve conflict, and how they work with other people. It’s amazing what he learns about candidates just by how they describe how they handle that driving situation.

Another person likes to have candidates tell him about their upbringing. He believes that how people describe their parents and siblings indicates how they see themselves—winners or loser empowered or oppressed. Whatever questions you choose, your goal is to help people tell rich stories about their lives that reveal patterns of behavior and character traits.

## **Less Talk, More Listening**

Remember to allow the candidate to do most of the talking. As an interviewer, you are trying to find out about the candidate, not expound on your theories of the world. If you are talking to fill space or to hear yourself talk, it’s time to be quiet. Focus on really listening to the candidate.

Listen for the words people use to describe their reactions and experiences. If every sentence they start with begins with “I did this.” or “I told them that.”, chances are you need to probe further for this person’s view of teamwork. How diplomatic are they in describing teachers, family members or other students? You want them to be straightforward, but you’re also looking for some appreciation of the complexity of human behavior.

## **Best Fit**

In the end, interviews really come down to how well someone fits with your SkillsUSA program. Specific skills can often be taught and knowledge gaps can be filled, but attitudes are much harder to change.

Everyone is a product of their upbringing and the corresponding beliefs, values, experiences and culture that go along with it. Your job is to find out as much as you can about the person in front of you and how they will complement the organization. Concentrate on those questions that highlight the core of a candidate’s value systems. That will tell you far more than anything else.

# Virtual Chapter Officer Interviews/Speeches

## Zoom

Zoom provides you with the option to use the waiting room feature similar to how you would ask your candidates to wait as each are interviewed. The waiting room feature allows the host to admit candidates to the meeting one by one, or all at once. Further, you can record each candidate's interview or speech, which you can upload to Dropbox, Google Drive, YouTube or other web-based platforms and social media. You can include your electorate in the process by using Election Runner or other voting tools. Please see the step-by-step processes on how to implement these tools to create a Virtual Chapter Officer Interview and/or Speech.

Zoom also has a time limit of 40 minutes per session for free accounts, so schedule accordingly or use a paid account for interviews and speeches. For security purposes, use a "Meeting ID" and "Password"



## Google Meet

Google Meet does not have the same waiting room capabilities as Zoom, but you can limit the access by not providing the Google Meet link to the candidate until you are ready for them. This will also help keep the meeting secure. Provide each candidate with a time they should be ready to enter the Google Meet. When you are ready for them, you can send them a message or email with the Google Meet link for your meeting. They will be able to then click on the link and join. Google Meet has a recording option that can be turned on and off and is automatically saved to your Google Drive. Please see the step-by-step processes on how to implement these tools to create a Virtual Chapter Officer Interview and/or Speech.



## Google Meet

# Rubric for Scoring Interview Responses

Category	Growth Needed	Adequate	Outstanding	Points
<b>Direction</b> <ul style="list-style-type: none"> <li>• Able to provide solutions to problems.</li> <li>• Capable of self-reflection.</li> <li>• Able to use personal examples.</li> <li>• Able to appropriately direct the conversation.</li> <li>• Thoughtful rather than reactive in answers.</li> <li>• Able to ask appropriate and meaningful questions.</li> <li>• Demonstrates ability to organize thoughts.</li> </ul>	0-3	4-7	8-10	
<b>Drive</b> <ul style="list-style-type: none"> <li>• Projects self-motivation.</li> <li>• Reflects values and beliefs.</li> <li>• Projects interest in topic.</li> <li>• Demonstrates willingness to learn.</li> <li>• Able to accept critique or challenge to thinking.</li> <li>• Keeps ego in check but willing to stand up for self.</li> <li>• Willing to admit what they do not know.</li> </ul>	0-3	4-7	8-10	
<b>Relationship</b> <ul style="list-style-type: none"> <li>• is approachable.</li> <li>• Demonstrates sincerity and interest.</li> <li>• is likeable.</li> <li>• Works to build a relationship.</li> <li>• Indicates interest in networking.</li> <li>• Demonstrates appropriate body language.</li> <li>• is professional.</li> </ul>	0-3	4-7	8-10	
<b>Depth of Answers</b> <ul style="list-style-type: none"> <li>• Reflects knowledge base.</li> <li>• Able to ask thought-provoking questions.</li> <li>• Able to express personal opinion grounded in fact.</li> <li>• Capable of stating factual information.</li> <li>• Can compare and contrast.</li> <li>• Can explain information.</li> <li>• Can ask thought-provoking questions to clarify</li> </ul>	0-3	4-7	8-10	
<b>Personal Energy Level (Charisma)</b>	0-3	4-7	8-10	
<b>TOTAL POINTS</b>				



# Interview Rubric Option

Candidate Name:

<b>Growth Needed</b>	<b>Substance</b>	<b>Knowledge</b>	<b>Authenticity</b>	<b>Charisma</b>	
Body language	Depth of answer	Correct and factual	Relatability	Personal energy	
Eye contact	Think before Responding	Ability to apply	Genuiness	Transfer of energy	
Voice-expression	Uses personal examples	Seeks understanding	Honest and sincere	Interesting	
Professional	Consistent	Shares expertise	Relatistic	Approachable	
Poise	Reasonable	Admits if doesn't know	Positive and fun	Personality	<b>Total Points</b>
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

Candidate Name:

<b>Growth Needed</b>	<b>Substance</b>	<b>Knowledge</b>	<b>Authenticity</b>	<b>Charisma</b>	
Body language	Depth of answer	Correct and factual	Relatability	Personal energy	
Eye contact	Think before Responding	Ability to apply	Genuiness	Transfer of energy	
Voice-expression	Uses personal examples	Seeks understanding	Honest and sincere	Interesting	
Professional	Consistent	Shares expertise	Relatistic	Approachable	
Poise	Reasonable	Admits if doesn't know	Positive and fun	Personality	<b>Total Points</b>
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

Candidate Name:

<b>Growth Needed</b>	<b>Substance</b>	<b>Knowledge</b>	<b>Authenticity</b>	<b>Charisma</b>	
Body language	Depth of answer	Correct and factual	Relatability	Personal energy	
Eye contact	Think before Responding	Ability to apply	Genuiness	Transfer of energy	
Voice-expression	Uses personal examples	Seeks understanding	Honest and sincere	Interesting	
Professional	Consistent	Shares expertise	Relatistic	Approachable	
Poise	Reasonable	Admits if doesn't know	Positive and fun	Personality	<b>Total Points</b>
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

Candidate Name:

<b>Growth Needed</b>	<b>Substance</b>	<b>Knowledge</b>	<b>Authenticity</b>	<b>Charisma</b>	
Body language	Depth of answer	Correct and factual	Relatability	Personal energy	
Eye contact	Think before Responding	Ability to apply	Genuiness	Transfer of energy	
Voice-expression	Uses personal examples	Seeks understanding	Honest and sincere	Interesting	
Professional	Consistent	Shares expertise	Relatistic	Approachable	
Poise	Reasonable	Admits if doesn't know	Positive and fun	Personality	<b>Total Points</b>
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

# Rubric for Scoring Speeches

Category	Growth Needed	Adequate	Outstanding	Points
<b>Preparedness</b> <ul style="list-style-type: none"> <li>• Candidate is prepared.</li> <li>• Candidate knows content without sounding too rehearsed.</li> <li>• Candidate displays confidence</li> <li>• Candidate has appropriate SkillsUSA or professional attire.</li> <li>• Candidate conducts self in professional manner.</li> </ul>	0-3	4-7	8-10	
<b>Content</b> <ul style="list-style-type: none"> <li>• Candidate clearly states qualifications for office.</li> <li>• Candidate expresses why they deserve to be a SkillsUSA Chapter Officer.</li> <li>• Reasons for seeking office are appropriate and supported with examples</li> <li>• Content is interesting and engages the listener.</li> <li>• Content is appropriate for the purpose of the speech.</li> </ul>	0-3	4-7	8-10	
<b>Organization</b> <ul style="list-style-type: none"> <li>• Introduction captures the listener's interest.</li> <li>• Main points are clearly stated and supported.</li> <li>• Conclusion summarizes main points.</li> <li>• Conclusion leaves a memorable impact.</li> <li>• Sentence structure and word choice are appropriate and interesting.</li> </ul>	0-3	4-7	8-10	
<b>Delivery</b> <ul style="list-style-type: none"> <li>• Speaks clearly and appropriately.</li> <li>• Uses appropriate eye contact.</li> <li>• Uses tone, expression, speed and volume as tools to make speech interesting and highlight main points.</li> <li>• Uses gestures to emphasize main points</li> <li>• No gasps or "dead air" are present in delivery</li> </ul>	0-3	4-7	8-10	
<b>Personal Energy</b> <ul style="list-style-type: none"> <li>• Candidate energizes the room with the presentation.</li> <li>• Candidate uses body language and facial expression to convey energy and support points.</li> <li>• Candidate is comfortable with audience.</li> <li>• Candidate makes a connection with audience.</li> <li>• Candidate demonstrates energy appropriate for SkillsUSA office.</li> </ul>	0-3	4-7	8-10	
<b>TOTAL POINTS</b>				

# Written Evaluations

In order to learn who may be interested in a chapter officer position, an application or providing information and documents that the chapter requests, can be utilized. Each chapter should create their own application to fit the needs and requirements of their election process. This is commonly used to ensure that the interested candidate meets certain requirements, such as being enrolled in a recognized career and technical education (CTE) class for the year of officer service. If you are creating or modifying your application, you can use this to include other items as well to help evaluate the candidate's character.

At a minimum, applications are a good way to measure a candidate's ability to follow instruction, pay attention to detail and manage time, all of which can help with the assessment of a candidate's fitness for office.

## ***Examples:***

- If a candidate is asking for information clearly stated in the application or does not provide specific information, then perhaps their ability to follow instruction is lacking.
- If a candidate has many spelling and/or grammatical errors, then perhaps their attention to detail is lacking.
- If a candidate turns in required information or even the entire application late, then perhaps they have an issue with time management.

## **Items to provide to candidate in application packet:**

- Candidate qualification requirements and rubrics.
- Election process, rules and expectations.
- Potential or required travel and/or training opportunities (include any known dates).
- Responsibilities of chapter officers.
- Requested information/material list with deadlines.

## **Requested information/materials may include, but are not limited to:**

- Identification information (name, grade level, date of birth, etc.).
- CTE area of study.
- SkillsUSA membership status.
- Any photo release or other release forms required by your school, district or state.
- GPA and/or copy of Transcript.
  - o Some chapters use a minimal GPA or CTE grade as a pre-qualification for a chapter officer position. If you choose to use this as a pre-qualification, be sure to follow your school and state laws with regards to sharing any personal information.

## ***Sample Qualifications***

“Candidate must currently have and maintain a 2.0 GPA or higher. Candidate must currently have and maintain a C or higher in their enrolled CTE class(es). If at any time the candidate does not meet this requirement, they will be removed from contention for office or may lose their current position following a review process.”

### **Résumé**

Students should create or use an existing résumé to provide further information about themselves. This should include a minimum of employment and duties, school with grade (may include GPA here along with class ranks if desired), certifications, accolades, organization participation, community service and professional development.

### **Letters of Recommendation**

These should be from non-family members and should account for their professional abilities and/or character. Requiring multiple letters is ideal. Letters for the purpose of chapter officer elections should not come from the lead advisor of the chapter to avoid any perception of favoritism.

### **Essay**

Some chapters choose to have each candidate write an essay using a specific prompt or topic. A chapter can even use the current SkillsUSA theme. Candidates should be provided with specifics as to the font type and size, length perimeters, deadlines and how the essay will be evaluated and used. Chapters may include this in the application process. Some will use it to ensure the applicants are serious about running for office. Others may use an essay in a General Position election to help a committee select positions. Essays can even have a rubric and be scored by a committee (perhaps the same performing any evaluation of interviews and/or speeches) to be used in any of the election methods.



## ***Sample Essay Prompts & Topics***

- Write about your career readiness because of the SkillsUSA Framework.
- Write about a time you felt empowered in your career and technical education class or within your SkillsUSA chapter.
- In what specific way has SkillsUSA empowered you to succeed in life?
- How has participating in the SkillsUSA Program of Work empowered you to succeed?

## ***Examples of Essay Requirements***

- Candidate must complete the essay on the prompt or topic.
- Must be typed using either Arial or Times New Roman, 12-point font with 1-inch margins.
- Must be double-spaced and not exceed 1,500 words, not including title/prompt, name or citations.
- Citations should be included in the footer or at the end of the paper, if needed, quotes are not required. Lengthy quotes should be avoided.
- Title and name can be at the top of the page on a single line or as a part of the header.
- If essay runs more than a single page, use page numbers in the right corner of the footer.
- Essay is due on the same day of the application or the specified date provided by your chapter. Late work may not be accepted and you will be scored as if not having done the work.

# Rubric for Scoring Essays

Category	Growth Needed	Adequate	Outstanding	Points
<b>Content</b> <ul style="list-style-type: none"> <li>Writes clearly, answers the question(s)/prompt in a through and comprehensive manner.</li> <li>Writes answers in a reflective manner.</li> </ul>	0-3	4-7	8-10	
<b>Organization</b> <ul style="list-style-type: none"> <li>Ideas are clearly presented and organized.</li> <li>Writes easily, leads the reader through the writer's train of thought.</li> <li>Transitions between thoughts or content are seamless.</li> </ul>	0-3	4-7	8-10	
<b>Mechanics</b> <ul style="list-style-type: none"> <li>Writer is articulate.</li> <li>Language structure and mechanics reflect sophistication.</li> <li>Writing lacks spelling and grammatical errors.</li> </ul>	0-3	4-7	8-10	
<b>Impact</b> <ul style="list-style-type: none"> <li>Writer shows a combination of passion and knowledge throughout the essay.</li> <li>There is a lasting impact derived from the essay.</li> </ul>	0-3	4-7	8-10	
<b>Personal Energy Level (Charisma)</b>	0-3	4-7	8-10	
<b>TOTAL POINTS</b>				

# Knowledge Test

Knowledge tests can be used in a variety of ways. Chapters that have a large number of members applying for officer positions may choose to use a test for pre-qualification. Others may choose to use it as a percentage of scoring towards the overall candidate evaluation or election process.

If using the knowledge test as a pre-qualification for office or as a way to select the candidates that move on to a subsequent step in the election process, a minimal score may be set in advance. Candidates should be notified of such, and 80% or 70% are the two most commonly used minimum scores.

Knowledge test results can also be used as a scoring percentage that contributes to the overall candidate evaluation during the election process, such as in the Percentage Method of elections.

Testing can be in a variety of formats and lengths, but most commonly are multiple choice and 25 questions. Questions should contain material from an updated version of the SkillsUSA Leadership Handbook (2015 edition or newer) and SkillsUSA Framework. Additional materials can be used if desired by the chapter. Each chapter is encouraged to create their own test questions. Candidates should be provided access to the materials that they will be tested on.

## ***Sample Questions***

- 1) In the SkillsUSA ceremonial emblem, what do the orbital circles represent?
  - a. Knowledge
  - b. The individual
  - c. Technology
- 2) How many Essential Elements are included in the SkillsUSA Framework?
  - a. 4
  - b. 16
  - c. 3
  - d. 17

## Virtual Testing

If conducting your testing in a virtual setting, you have several options. You may already have a method or program that your school or district uses and approves of. After creating a test, be sure to check it for proper functionality and scoring before dissemination. Answer keys should note the reference material and page for any disputes and to assist in the modification of any future tests. Candidates should not be able to resubmit tests, see correct or incorrect answers after completing and should not be able to review the test prior to all candidates completing it.

There are many options available to assist with virtual testing, including:

- Google Forms (*google.com/forms/about*)
- SurveyMonkey (*surveymonkey.com*)
- Quiz Maker (*quiz-maker.com*)
- Fyrexbox (*fyrexbox.com*)
- Free Online Surveys (*freeonlinesurveys.com*)



# ***MEET THE CANDIDATES***



In order for the electorate to have an opportunity to get to know the officer candidates, you can use many different avenues. Normally this is accomplished in person where those voting can have face to face conversations with the candidates. Whether it be because of safety or to ensure all voters have an opportunity to participate, there are ways to accomplish this task virtually or a combination. As the size of your chapter grows or the number of programs increases, the need to expand in this area should also occur.

## **Campaigning**

Campaigning for an officer position or specific title is common at the regional, state and national levels. Some chapters allow campaigning and some do not. If you decide to incorporate the ability to campaign, you will certainly want to set certain rules, moral guidelines and financial limits. Always keep in mind that there will be students without the capability and means to campaign at the level others may be able to. If using campaigning, your state campaigning guidelines are a good place to start.

If campaigning is virtual, set limits on the number of social media posts allowed and when campaigning begins. There must still be rules and guidelines.

### ***Example Campaign Rules***

- All individual members are expected to encourage and observe good taste in the promotion of candidates so as not to disrupt the campaign and election process. Members should reflect the high expectations and professional standards of SkillsUSA.
- Candidates may post up to three standard size posters in designated areas.
- Candidates may not give away (or sell) any items or gifts such as pins, T-shirts or logo items.
- Candidates will be allowed to decorate a provided table and area at a 'Meet the Candidate' event. They may use others to help with the decorating and clean-up following the event. During the event, the candidate should be the only person at their table.
- Candidates cannot begin campaigning, including through social media until the specified date provided in your application or designated by the chapter.
- All decorations, posters, etc. must be approved by the lead advisor and/or administration. Any non-approved items will be removed.
- Candidates may spend a maximum of \$100 on their campaign including all materials, decorations or posters.
- Candidates must clean up and remove any campaign materials or decorations by the date specified in your application or provided by the chapter.
- Any inappropriate campaign material or anything that violates the campaign rules may result in a removal of the individual from candidacy.

## Candidate Bios

Bios are a great way to allow the candidates to provide a short description of their priorities, interests and accomplishments. These same bios can be used as a way to let the public know about the chapter officers using social media or web-based platforms.

Bios should be written by the candidate and in the third person. This gives them a little more freedom and allows them to get to the important information immediately. These should be short, a paragraph or two.

### ***Example Candidate Bio***

‘John Doe is a junior at Newport High School where he is in the Digital Art and Design program. As an avid SkillsUSA member, John has completed his SkillsUSA Career Essentials Micro-Credential, attended the SkillsUSA Activate Training, and the Washington Leadership Training Institute. Service to his community and country is a high priority for him. John regularly volunteers at the Harvest Hope Food Bank, Red Cross and his local church. He is also entering his third year in JROTC. John is also a starter on the Newport High varsity soccer team.”

It can also be fun to have candidates include a famous quote or SkillsUSA related item at the end of their bios.

### **Examples include:**

- **Favorite Essential Element:** Candidate picks one of the 17 Essential Elements and explains why it is their favorite or is the most important to their future success.
  - o Example: “Work Ethic: I keep the mentality that I may not be the smartest person in a room or in a company, but I can certainly outwork all of them.”
- **Favorite Quote:** Candidate can reference a quote that fits with their philosophy on life or school. They should be sure to properly quote and cite.
  - o Example: “Take chances, make mistakes. That’s how your grow.” – Mary Tyler Moore
- **Favorite Memory or Moment with SkillsUSA:** Candidate uses a few short sentences to describe their favorite memory or moment that they have experienced while participating in SkillsUSA or due to what they learned in SkillsUSA.
  - o Example: “I almost did not attend my first SkillsUSA chapter meeting as a new student to our school, but my advisor pretty much made me go. That meeting is where I met my best friends, found a new home and began my journey. That little push allowed me to take a leap in life.”

# Social Media & Web-Based Platforms

There are many ways to use social media or web-based platforms to inform your electorate about candidates and your chapter as a whole. These can include, but are not limited to: Snapchat, Instagram, TikTok, Twitter, Facebook, Google Site, Flipgrid or another web source. If you do not already have accounts for your chapter, they are easy to set up, but you should follow a few steps.

- Get permission from your school and/or district and follow any rules they associate to their uses. They may also limit you to the specific platforms they approve and who can access or post on the accounts.
- Try to keep the account names uniform for better outreach.
- Familiarize yourself with the SkillsUSA Graphic Standards ([skillsusabrandcenter.org](https://skillsusabrandcenter.org)) before creating any logos or frames, etc.
- Ensure all those with access to the accounts maintain the professional standards expected of SkillsUSA members and those of your school/district.
- During the election process, you can use these avenues to increase participation and better inform the electorate. Here are some ways to use these resources:

## Social Media:

- o Inform the electorate of upcoming elections.
- o Post pictures of candidates along with their names and what they are running for.
- o Link posts to any google site or other web source your chapter is using to provide information.
- o Post candidate speech recordings.
- o Live stream planned interactions with candidates, such as a Q&A session (see Q&A section of this guide).
- o Post pre-recorded or downloads of live streamed interactions with candidates.
- o Post short videos of the candidates speaking about different topics.
- Examples:
  - Talking about the Essential Elements that best describe them and why.
  - Talking about what the current SkillsUSA theme means to them or how they will apply it.
  - Talking about the favorite part of their current CTE class is.
  - Telling their SkillsUSA Framework Story. Their Framework story is similar to a success story. They speak about something that they experienced that changed them or motivated them. It should reference back to a specific or group of Essential Elements in the SkillsUSA Framework.

## Web-Based Platform

Web-Based Platforms are great ways to provide all of the information associated with your chapter officer elections and your chapter as a whole. You can create an entire section for elections that allow the electorate to easily explore each candidate. This can also be used to accept applications for office and to vote when the time comes.

**Providing the following is a great way to get started:**

- Pictures and names of candidates.
- Bios.
- Speech videos.
- Downloadable speeches (in case the video is not working for someone).
- Framework stories.
- Q&A and problematic question videos/answers.
- Links to your social media accounts! You can also place links in your social media posts or accounts that take viewers to your site.

## Q&A Formats

Question and Answer formats are a great way to help the electorate get to know each candidate and their positions on the important topics at your chapter's level. This can be done in several formats.

### Live Stream

Live streaming a Q&A session is a fantastic way to get members involved and to promote your social media pages. You can record or download the live stream to share to your various social media accounts or on your website later. Just be sure to plan in advance and set the professional ground rules for the interviewer and interviewee. One of the best platforms for this is Instagram. On Instagram, immediately following a live stream, tap 'download' to save the video to your camera roll. This can then be transferred over to other social media outlets and web-based platforms.

### Pre-Recorded

This can either be where the candidate is supplied a single question or a list of questions that they can answer in a self-made video. It can also be a video that you take of them in person or a recording from a virtual meeting/interview. In these cases, the candidate will have an opportunity to stumble or falter in their answer and correct it before publication. If using a pre-recorded video, you can provide some instruction to them, such as below:



- Use a blank wall, a SkillsUSA virtual background or a professional background. Using a fun background or nice foliage is great too. Nothing inappropriate or with others in the background who have not given permission.
- Ideally the candidate should wear SkillsUSA official attire, a SkillsUSA T-shirt, a logo polo, professional attire or the clothing your advisor suggests as appropriate.
- Encourage the candidate to show emotion and smile!
- If self-recorded, the candidate can either say the question before answering, let someone else ask it, or leave room for the question to be embedded into the video later.
- Videos should be previewed to ensure audio and video worked properly and all parties should approve it before distribution.
- Provide candidate with a maximum length for videos depending on what you are asking them to answer or speak about.
- If a single question, a few quick questions, or a rapid-fire session is desired, attempt to keep the entire video to two minutes or less. This allows for the video to be posted on nearly all social media platforms to include Snapchat, thus increasing your outreach to your chapter members.
- Flipgrid is a web-based platform that allows up to a 10-minute video if you want to produce longer videos.

## Written Format

This is just a typed/written version of a Q&A. Chapters that use this as an evaluation tend to use it during the process of assigning specific positions following election results. They also sometimes use this as a part of the officer application to gain knowledge of their character, thinking process, and potential contributions as an officer.

## General Questions

General questions that you may normally see during the interview process. This can be used as a tool by interviewers later on if they want to dive deeper into specific topics with the candidate.

### ***Sample General Questions***

- What is the single most important contribution that you bring to this chapter and how will you turn that contribution into chapter growth and success?
- How do you plan to further connect your SkillsUSA chapter with your local community and local industry?



## Rapid Fire Questions

This is not really an evaluation area, but is a great, fun and exciting way to connect the electorate to with each candidate. Questions should be fast, short, and require single word or extremely short answers. You can even change the question between candidates. This will help to show less involved members and non-members the fun side of SkillsUSA.

### ***Sample Rapid Fire Questions***

- Favorite color?
- iPhone or Android?
- Marvel or DC?
- Your spirit animal?
- Dogs or cats?
- Dark or milk chocolate?
- How many siblings?
- Sweet or sour candy?

## Problematic Questions

A problematic question can pose a concern or problem that is open ended or requires a longer response. It can also be a question that is open to interpretation or where there is no real wrong answer. It could allow for debate or discussion, although in our case, it allows the candidate to provide a potential solution or just some idea of what is important to that candidate. In some state level elections, candidates are asked these questions in front of all the chapter delegates. In this case, it is similar to a town hall, but with no questions from the audience. Chapters can also use these in front of a live audience, virtually, or a combination. In many cases, the question(s) may be answered virtually in front of a live panel or through a live stream, recorded or downloaded, and distributed to the electorate.

These are typically used when the final candidates being placed on the ballot are announced or as another tool for the electorate to get to know and evaluate the candidate on their own terms. Due to the potential length of the answers, a time limit should be placed on the candidates. Also, if there are a large number of candidates, this option may not be best fitted for your election process.

### ***Sample General Questions***

- What historical figure has had the most impact on your life and why?
- What part of the SkillsUSA pledge means the most to you and why?
- If you had to pick a single component of the SkillsUSA Framework that will best eliminate the skills gap, which would it be and why?
- Many people believe that automation will increase the skills gap. If you agree this is the case, how do you suggest we combat this issue while still allowing the advancement of technology? If you do not agree, how do you suggest we combat this believe?



# *VOTING*

There are many different avenues to perform the voting portion of your chapter election. If using an online voting assistant, there may be a cost associated. Pricing is based on the number of elections, number of votes, along with other factors. If you were to have an in-person, physical ballot election, the cost for supplies and the time taken to count the votes would most likely equate or surpass the use of an online voting assistant. There are certainly, less secure, free options to hold an election (i.e. Google Forms) that would require a separate knowledge of how to ensure a fair election process.

## Online/Virtual Voting Assistants

- Simply Voting – [www.simplyvoting.com](http://www.simplyvoting.com)
- My Direct Vote – [www.surveyandballotsystems.com](http://www.surveyandballotsystems.com)
- Election Runner – <https://electionrunner.com/>
- Election Buddy – <https://electionbuddy.com/>

***o NOTE: If you are using a Specific Position election, these would be the best option to ensure a fully secure process.***

- Google Forms and other virtual options.

If creating a google form to collect votes, you must first have a google account and those voting may need a google account or gmail account in order to participate. Many districts provide their students with a student email account unique to them that runs through google or a Gmail account.

If your members do not have the ability to complete a google form, then any other type of form or polling that does not show current results, only allows a single response, and records either a provided voter ID or email account could be used.

## Tips if using these options:

- After a vote is cast, it cannot be changed.
- If form allows, let the voter review their vote prior to officially casting.
- Only allow one submission per voter account (email or ID)
- Most forms allow you to collect the email address or student ID of submitted answers. You may also require a unique ID be entered. This could be a randomly provided 'voter ID' or the student ID.
- These forms should also allow you to export the results to a spreadsheet. You can use a separate spreadsheet that lists all voter IDs, student IDs, or member emails to quickly compare that there are no duplicates or unregistered members voting.
- In the case of a tie or extremely close election results where a candidate(s) will not make an officer position, a second or subsequent examination of the votes should be conducted to ensure the authenticity of the results.



# ***POSITION SELECTION AND ANNOUNCEMENT***

**Position Selection**

This is only performed in the case that your chapter used a General Positions election. You now have your elected officers, but need to place them into their roles (i.e. Chapter President). The different positions can be found in the SkillsUSA Leadership Handbook. It would be ideal to have a minimal of six officers. This fits well with the SkillsUSA Program of Work should you then assign them each committees or responsibilities that coincide with the Program of Work.

**Typical Positions**

President  
Vice President\*  
Secretary  
Treasurer  
Reporter  
Parliamentarian

**Additional Positions**

Chaplain  
Sergeant at Arms  
Historian  
At-Large(s) or Alternate(s)

*\*If wanting to have elected representatives for individual programs or career clusters, they can simply be a ‘representative’ (i.e. Culinary Arts Representative, Human Services Representative) or they can be the ‘Vice President’ for that particular area (i.e. Vice President – Human Services). This is similar to having Vice Presidents for regions of a state or regions of our nation.*

**Selection Committee**

A selection committee should be created to determine the assigned positions. This committee should be a mix of chapter advisors, administrators, alumni, community members, and/or industry partners. This can be the same group that was used during candidate interviews if desired. This entire process can occur in a face to face discussion or virtually.

**Steps to Position Assignment**

- Explain or provide a class to the selection committee on the duties and responsibilities of the differing positions. Include the characteristics normally required for those positions. It would be a good idea to provide a copy of the position descriptions from the SkillsUSA Leadership Handbook to the committee. The chapter lead advisor or designee should facilitate the committee.
- Provide committee with any and all evaluations and related documents or information regarding the elected officers. Any information is not viewable for a committee member should then not be viewed by any of the committee (i.e. in the case that a student’s GPA or transcript cannot be viewed by a member of the committee due to a rule or law prohibiting it).
- If you host any chapter officer training sessions or retreats, any observations of the officers (i.e. friendliness, leadership qualities, initiative, professionalism, etc.) should be noted and provided to the committee in an unbiased manner.



## ***Example Notes:***

- John Doe was always the first to volunteer for activities and participate in teamwork exercises.
- Jane Smith was usually the first to finish individual exercises and then proceeded to offer help to her other officers.
- Steve Adams answered his cell phone twice in the middle of instruction without excusing himself from the room first.
- Sandy Yates forgot to return her questionnaire and information form on day two of training. She also did not bring a writing utensil on the first day.

- Provide the committee with the opportunity to hear from the current or previous CTE teacher (or SkillsUSA advisor) of the elected officer. This can be done in person or virtually (live or recorded). It would be ideal to have this done live, with time limits, in order for the committee to ask any questions they have regarding the officer. If the lead advisor is the current CTE teacher (or SkillsUSA advisor) for the elected officer, they should either let someone else facilitate the committee or ensure they remain unbiased during the process.
- Allow the committee to have discussions about each candidate and each position at the direction of the facilitator. This should result in a single preliminary assignment of officers to specific positions.
- Post the preliminary chapter officer positions in a visible spot for all committee members to view (or review with them virtually to ensure they are all aware of the preliminary positions).
- Once the committee has had adequate time to review all materials, ask all pertinent questions, and have discussions, the facilitator should ask if they wish to vote on the preliminary chapter officer positions. If all members agree to vote, you may poll the committee on the acceptance or denial of the preliminary positions.
- Majority vote wins. If the vote does not reach a majority vote or the vote ends in a denial of the preliminary positions, return to the discussion period and move forward from there until a majority vote approves the chapter officer positions.

## **Announcement of Election Results (and Chapter Officer Positions)**

It is an extreme honor for a student to be elected as a SkillsUSA chapter officer. He or she will be taking on an important role in helping to build America's future workforce. This amazing accomplishment is no small feat and should be celebrated among the entire membership, student body and school district.

### **Announcement Period**

If you held a Specific Position Election, you will know the results and positions immediately following the ballot count, and therefore can make the announcement as soon as your chapter is ready to do so.

If you held a General Position Election, you will have two options for announcing the election results.

Following the ballot count the chapter can announce the elected officer without a position listed. A separate announcement can then be made after the positions have been decided upon. This usually occurs when the selection committee process does not take place immediately or soon after the election.

- Example: Chapter officers elected with results announced in May. Chapter officer training in June. Selection Committee meets in July. Announcement of positions in July or August.

Immediately following or soon after the election ballots are counted, the Selection Committee meets and decides on the positions. A single announcement with chapter officer positions is announced.

- Example: Election and ballots occur September 8th, Committee meets on September 11th, Announcement made on September 14th.

Chapters should take advantage of this opportunity to update any web-based platforms they use, prepare social media posts, and alert their school and district of the announcement so they can help promote the news. If able, chapters can get individual pictures of elected chapter officers in official SkillsUSA attire, professional attire, and/or other appropriate attire for the announcements. If able, chapters can get a Chapter Leadership photo taken as well to be used for the announcement or for future promotions that school year.



*SkillsUSA*  
*14001 SkillsUSA Way*  
*Leesburg, Virginia 20176*