



# Minnesota FFA Association



## State Officer Selection Handbook

# The Job of Serving as a State FFA Officer

## Roles and Responsibilities

The State FFA Officer, under the direction of the Minnesota FFA Association, Board of Directors, State Advisor, Executive Secretary, and Leadership Development Coordinator; is responsible for serving and representing more than 15,800 FFA members. Officers represent the image and direction of the National FFA Organization to teachers, state staff, teacher educators, agriculture industry executives, government leaders, the media and the general public. The officer is responsible for working as a team player with both FFA staff and five other team members in activities dedicated to advancing the mission of the state FFA association. The position is an elected position provided for by the Minnesota FFA Association Constitution and Bylaws. If elected to a position, officers will hold the position for one year - from organization convention to the following organization convention. Throughout this time officers are responsible for a number of responsibilities.

### **As a communicator and spokesperson for FFA, agriculture, and education, officers will:**

- Prepare and deliver speeches and facilitate presentations for a wide variety of audiences including: students, parents, administrators, sponsors, teachers and teacher educators. Facilitated presentations and speeches will be made on a large group scale (i.e., 100 or more), in small groups (i.e., 10 or less), and one-on-one interviews (i.e. with media, or in conversation with various stakeholders).
- Author several written and social media articles for various publications throughout the year.
- Build relationships with state partners in industry, education and government; as well as local and regional stakeholders like parents, administrators, teachers and others.
- Conduct visits, in cooperation with the Minnesota FFA Foundation and Minnesota FFA Alumni Association, to share key messages regarding the organization, its mission, and success stories with partners in business and government.
- Meet with members one-on-one and serve as a mentor and role model. Officers also develop and deliver numerous workshops for students on topics related to premier leadership, personal growth, and career success.
- Serve as student members of the Boards of Directors. In this role they are responsible for representing the student voice in debating and establishing policy that contributes to the strategic goals of the organization.
- Organize and manage personal finances, correspondence, personal schedules, and most travel throughout the year.
- Stay up to date on agriculture, agribusiness and agricultural education facts and issues.
- Participate in training, orientation, continual self-improvement and evaluation of activities.
- Develop and exercise an awareness and sensitivity for the diverse geographic, ethnic and cultural groups represented in FFA membership and the general student population.
- Keep up to date with all correspondence. Examples of required correspondence include, but are not limited to, thank you cards for business and industry visits, replies to member e-mails, correspondence with state FFA staff, teammates, and event planners at local, regional, and state events.
- Follow the state officer commitment form.
- Maintain a positive working relationship with teammates.

# 2023 – 2024 Tentative Calendar of Events

The following activities will consume the workload of the state officers' year of service. Adequate time will be provided for training, preparation, evaluation, self-improvement, relationships, rejuvenation, and team building. It is important to note that this calendar of events only includes those dates that are confirmed and/or known. Events will be added to this calendar as they become known and once the officer's school schedules have been set.

\*All events are in person unless otherwise indicated. Bolded dates indicate events that require the entire team in attendance on those exact dates. Other events may be opportunities for one or a few officers or may be able to be scheduled with other responsibilities in mind.

## **April**

April 22 – 23: State Officer Interviews (Beginning by 8 am) – Twin Cities

April 23 – 25: State FFA Convention – Twin Cities

*\*A short meeting is held for those elected to state office immediately following the close of the final session. Parents are invited to attend.*

## **May**

May 5 – 8: State Officer Initial Training – Litchfield, MN

May 5: Parent Dinner

May 9: FFA Foundation Meeting (President only, hybrid option)

## **June**

June 5 – 8: Facilitation Training/ Timberlake Camp – New London, MN

June 12 – 16: State Officer Summer Programming Training – Location TBD

June 19 – 22: POWER Officer Training – Regional Officer Training - Hackensack

June 25 – 30: State Greenhand Leadership Conference – Hackensack, MN

June TBD: FFA Day at the Twins (Target Field, Minneapolis)

## **July**

July 12: MN Association of Agricultural Educators Conference – Red Wing

July 16 – 18; 18 – 21: State Leadership Conferences for Chapter Leaders – Hackensack, MN

Week of July 23: State Officer Summit in Washington D.C.

July 27: MN FFA Foundation Golf Tournament- Atwater, MN

## **August**

August 1 – 3: FarmFest – Morgan, MN (2 days of visits)

August 8 – FFA Foundation Meeting (President Only)

August 23-September 4: State Fair (September 1 – 4: In-Person for FFA weekend, other dates optional)

## **September**

September – October: Regional Visits

September – February: FFA Chapter visits

## **October**

October 29 – November 5: National FFA Convention and Delegate Work

## **November**

November 17 – 18: Minnesota Farm Bureau Annual meeting – Twin Cities

November 18: FFA Board Meeting (virtual)

November 18: Minnesota Farmers Union annual banquets – Twin Cities

## **December**

December 15: Tentative State Convention Planning Meeting

## **January**

January 12 – 14: State Officer Keynote Training

January – April: Convention Prep

## **February**

February TBD – Foundation Board Meeting

February TBD – CTSO Day at the Capitol (2 – 4 officers)

February 17 – 24: National FFA Week. Officers are often asked to visit chapters on Feb 16-18 and 23-24 for local level celebrations.

February TBD: Ag Policy Experience conference and FFA Day at the Capitol

## **March**

March 7: Agriscience Fair

March 8: Awards Evaluation Support

March 9: FFA Board Meeting (Tentative date, in-person or virtual TBD)

## **April**

April 19 – 21: State FFA Convention Prep

April 21 – 23: State FFA Convention

In addition to posted dates and events, officers will participate in visits with legislators and agricultural leaders. Not all officers may participate in every single event at the same time, however there are many opportunities that officers will be able to take advantage of throughout the year. Additional opportunities beyond those listed will arise as the year goes on. Dates may be tentative if other factors impact our ability to deliver a program on a certain date.

**Being an officer involves a commitment to things not listed here as well. For example, when officers are at home or at school they are expected to stay “on-top-of-things” by checking and replying to e-mail; calling contacts to prepare for the next set of travels; maintaining finances; planning travel; and keeping up with correspondence. Much independent work outside of these scheduled events is necessary for success. Being an officer means being available throughout the entire year and that includes some home office time as well as a large commitment to traveling for the organization.**

## Requirements for election include:

**Degree:** Candidates must hold the State FFA Degree at the time of election.

**Membership:** State Officers must be an active member during their year of service.

**Age:** Candidates must be high school seniors, college freshmen, or college sophomores at the time of their election to be seriously considered. Running early for experience will be seriously discouraged.

## Key dates and process:

March 1 – Each of the components 1 through 5, listed below must be completed, sent on-line, via e-mail, or postmarked to the Advisor of the Minnesota FFA Association as stated in the application.

### Pre-Convention Materials Components:

All components must be complete and submitted by the announced yearly due date for a candidate to be considered for state office. All materials should be mailed directly to the state advisor.

**1. Written Application:** The document is to be completed online from the Minnesota State FFA Association website. In order to be allowed to interview at state convention, each section and e-signature line must be complete. Please only utilize the space provided. The application responses (omitting the cover page) will be scored prior to state convention.

**2. Résumé:** Candidates will submit a 1-2 page document conveying their most relevant experiences related to serving as a state officer. As a note, résumés are not just a listing of your awards, achievements, offices and memberships. A successful résumé will articulately convey your contributions as they relate to your involvement and experiences. The résumé will be scored prior to state convention.

**3. \*Letters of Recommendation:** Each candidate will submit three separate letters of recommendation from a non-family member testifying on the candidate's readiness and ability to serve as a state FFA Officer. The letters of recommendation will not be scored.

**4. \*Minnesota Officer Commitment Form:** Please read, understand, and sign the commitment form before running for state office. Failure to submit this form will lead to ineligibility to participate in interviews.

\*denotes an un-scored portion

**State Officer Preparation Day** – All candidates are invited to attend and participate in a State Officer Preparation day. This day will include practice interview rounds will be held for all candidates.

**State Officer Interview** – Due to the number of candidates and the limited time available for candidate interviews, the Minnesota FFA Student and Adult Board of Directors have approved a process to evaluate and score each candidates application and résumé. Based on the scores from this round, completed by the adult representatives from the Minnesota FFA Foundation, Minnesota FFA Alumni, Minnesota FFA Adult Board and the Student Chairpersons – up to eighteen (18) candidates will be selected for interviews prior to convention.

All candidates who submit their application and participate in the State Officer preparation day will receive an email informing them of their status as a candidate the first week of April following the prep date.

# The Nominating Committee

The state nominating committee shall consist of the following:

- **The immediate past state officers serving as the committee chairs**
  - The role of the chair is to coordinate the logistics of the selection process and serve as a liaison between the candidates and the committee prior to convention
  - From the immediate past state officer team, a committee co-chair will be selected and will assist the chair in coordination of the committee's work.
- **Two adult consultants representing the alumni association, the foundation board or the school administrator serving on the FFA Board of Directors.**
  - These adults will be chosen by their respective groups on a rotation coordinated by state staff
  - They will be responsible for scoring applications and writing exercises
  - The consultants will assist in directing the candidates and facilitating rounds during the selection process
- **Two agricultural education instructors**
  - Instructors are entering the final year of their term on the adult board of directors
  - The instructors will assist in maintain the fairness and integrity of the selection process
- **Eight student members**
  - Members will submit an application to be considered for service
  - The current state officer team will select members from the pool of candidates under the guidance of the adult consultants and advisors
  - The selection will be facilitated by state staff members and the committee chair, but these individuals will not have any final say in who is selected for the committee
  - If possible, preference will be given to equal representation from all regions
  - The student members will make the final decision for the slate of officers with the guidance of the chair, adult consultants, and agricultural education instructors.

## The Selection Process

As stated by the National FFA Organization Board of Directors, "the selection process is a tremendous experience for all candidates and nominating committee members involved. This is a process that most certainly impacts lives for all involved. Though the results of the process may be most apparent for six of the candidates, the benefits of being involved in such an endeavor will most certainly be realized for all involved for many years to come. Such a process must be guided by a core philosophy. The process is also greatly influenced by the constitution and a set of policies enacted by our Board of Directors to ensure fairness to all involved during the selection process."

Because of the extensive research put into the national officer selection process, the Minnesota State Officer Nominating Committee, will implement a very similar process based on the national system. Much of this handbook is taken directly from the *National Officer Selection Handbook*. For more information about the national officer selection process, see [http://www.ffa.org/index.cfm?method=c\\_students.NOStudyGuide](http://www.ffa.org/index.cfm?method=c_students.NOStudyGuide).

## Guiding Objectives for National Officer Selection Process

### **The primary goal of the state officer selection process is to select the best team of six student representatives for the Minnesota FFA Association**

We accomplish this goal through:

- Selecting and developing a highly qualified student nominating committee
- Using a structured process to identify and surface the team of six candidates who most reflect the competencies required by the role of state officer

### **A secondary goal of the state officer selection process is to provide all officer candidates with a positive developmental experience.**

We accomplish this goal through:

- Employing a challenging, fair, and transparent process for all candidates
- Providing all candidates access to current and relevant resources in preparing for the selection process
- Making all candidates aware of options for continued service to the association outside of state office

### **A secondary goal of the state officer selection process is to provide a leadership experience to eight students selected for service on the nominating committee.**

We accomplish this goal through:

- Employing a fair and transparent process for the current state officers to select this group
- Providing nominating committee members with access to high quality learning and development experiences

## Competencies

The building blocks for the state officer selection process are eight competency areas identified in a national study in 2005. They serve as a detailed list of job qualifications and skills most required to serve as a successful state officer. Each competency is further broken down into subgroups of specific incidences of each skill. Not all competencies will be scored in every round. Every competency will be score more than once over the entire process.

Each state officer candidate will be evaluated on the following competencies:

**Competency #1 Communication:** Demonstrates the effective use of various forms of communication, i.e., non-verbal, listening, written, speaking and facilitation to convey a message in both large group and one-on-one settings.

- 1.1 Demonstrate non-verbal skills when communicating with others
- 1.2 Display listening skills when dialoging with others
- 1.3 Demonstrate writing skills when communicating with others
- 1.4 Demonstrate speaking skills in a variety of settings and audiences
- 1.5 Demonstrate facilitation skills in a workshop setting

**Competency #2 – Team Player:** Demonstrates the ability to work in a team setting, values diversity of opinion, and works to be inclusive in the process, and is willing to put others above self.

- 2.1 Demonstrate the ability to work in a team pursuing a common goal
- 2.2 Demonstrate the acceptance of differing viewpoints during group or individual interactions
- 2.3 Demonstrate the ability to put team before self

**Competency #3 – Areas of Knowledge:** Demonstrates the ability to articulate the systemic nature of food, fiber, agricultural, and natural resources issues, FFA and educational issues.

- 3.1 Demonstrate knowledge of issues of food, fiber, agricultural and natural resources
- 3.2 Demonstrate knowledge of the FFA and its current issues
- 3.3 Demonstrate knowledge of America’s education system and its current issues

**Competency #4 - Organization:** Demonstrates the ability to see the big picture, break large projects into smaller tasks, appropriately prioritize multiple demands, and use time management and organizational tools to produce quality results by identified deadline.

- 4.1 Demonstrate efficient time management
- 4.2 Demonstrate organizational skills
- 4.3 Demonstrate an ability to plan and prioritize

**Competency #5 - Character:** Displays a disposition that is genuine, responsible, honest, mature, confident, respectful, and has a positive outlook on life.

- 5.1 Displays reliability, integrity and trust among others
- 5.2 Displays adaptable and flexible characteristics
- 5.3 Displays a positive attitude
- 5.4 Displays sincerity and compassion toward others
- 5.5 Displays maturity
- 5.6 Displays coachable, life-long learning tendencies
- 5.7 Displays a strong work ethic

**Competency #6 – Passion for Success:** Displays personal attributes that are courageous and passionate in carrying out the FFA mission with contagious enthusiasm.

- 6.1 Displays self-confidence
- 6.2 Committed to the FFA
- 6.3 Demonstrates an energetic disposition
- 6.4 Displays initiative in completing a task

**Competency #7 – Influence:** Demonstrates the ability to influence others through modeling expectations, build relationships, and growing the organization.

- 7.1 Supports and motivates FFA members and partners
- 7.2 Mentors and coaches others
- 7.3 Committed to member representation

**Competency #8 – Critical Thinking:** Demonstrates the ability to seeks out solutions and resourcefulness in finding information.

- 8.1 Demonstrates ability to solve problems
- 8.2 Demonstrates ability to think critically and conduct research

A more detailed description and analysis of each competency can be found at: <https://www.ffa.org/national-ffa-officers/#candidates>

**Evaluation:** The scale used to evaluate each of the competency builders is a 1-2-3-4-5 scale. A score of “5” indicates “Strong Evidence the Skill/Attribute IS Present;” “3” indicates “Some Evidence the Skill/Attribute is Present;” and “1” indicates “Strong Evidence the Skill/Attribute is NOT Present.” This scale focuses students on searching for verifiable evidence of skills and attributes outlined in the competencies. To facilitate this detailed look-for indicators will accompany each 1 - 3 - 5 rating for each competency builder. An example rubric can be found in the Appendix to this handbook. This is only an example. The complete version of each competency builder rubric are available at [www.ffa.org](http://www.ffa.org) in the candidate resources section.



# Scored Rounds

## **Pre-Convention Materials Components:**

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**3. \*Letters of Recommendation:** Each candidate will submit three separate letters of recommendation from a non-family member testifying on the candidate's readiness and ability to serve as a state FFA Officer. The letters of recommendation will not be scored.

**4. \*Minnesota Officer Commitment Form:** Please read, understand, and sign the commitment form before running for state office. Failure to submit this form will lead to ineligibility to participate in interviews.

**5. \*Media Contact Form:** Please submit a completed media contact form with the other application materials, filling in as much information as possible.

### *Competencies evaluated:*

- 1.3 - Writing skills when communicating with others*
- 4.2 - Organizational skills*
- 4.3 - Ability to plan and prioritize*
- 5.1 - Reliability/Integrity/Trust*
- 5.4 - Sincerity/compassion*
- 5.6 - Coachable/Life-long learning*
- 5.7 - Demonstrates work ethic*
- 6.2 - Commitment to FFA*
- 6.4 - Initiative*

### Resources for this round:

- <http://owl.english.purdue.edu/>
- <http://stpaulcareers.umn.edu/resumes/index.html>
- English teacher or professor
- University or college writing center
- University or college career center
- Counselor or academic advisor

\*denotes an un-scored portion

**Written Test:** This test allows candidates to showcase their base understanding of agriculture, education, and the FFA in a format outside of the interview room. The test will consist of 30 multiple choice questions, ten coming from each of the three areas of knowledge. The content of the questions will be relevant knowledge likely to be utilized by state officers and will not merely be obscure trivia. Each candidate will have one hour to complete the test without the use of any reference materials. All questions will come directly from the resource material. A sample test will be provided to candidates at the preparation days. This round will be scored by the adult advisors.

*Competencies evaluated:*

*Areas of Knowledge - 3.1 - Knowledge of agricultural industry and current issues*

*Areas of Knowledge - 3.2 - Knowledge of FFA and current issues*

*Areas of Knowledge - 3.3 - Knowledge of America's education system/Ag Ed/Issues*

Resources for this round:

- Farm Facts 2019 (Available [here](#))
- Team Ag Ed Member Websites (<http://www.teamaged.org/>)
- The Official FFA Handbook (Latest edition)
- The Official FFA Manual (Latest edition)

**Writing Exercise:** All candidates will complete a writing exercise based on the realistic roles of a state officer. The purpose of the essay is focused on student's ability to convey knowledge and understanding in a different way than allowed through multiple choice questions. Each candidate will be provided with a prompt and materials to complete the writing exercise. Prompts may include but are not limited to press releases, newsletter articles, thank you notes, business letters, and blog posts. Candidates will have two hours to complete the round. This round will be scored by the adult consultants.

*Competencies evaluated:*

*Communication - 1.3 - Writing skills when communicating with others*

*Critical Thinking - 8.1 - Solve problems*

*Critical Thinking - 8.2 - Think critically and conduct research*

Resources for this round:

- English teacher or professor
- University or college writing center
- University or college career center

**Introduction:** Candidates will have 1 minute to introduce themselves in front of the full nominating committee in order for the committee to get a first impression of each candidate. *Note: this may be completed as a video prior to interviews.*

*Competencies evaluated through observation:*

*5.3 - Positive attitude*

*6.1 - Self-confident*

*6.3 - Energetic*

**One on One Interviews:** This round will consist of ten interviews each with a different member of the nominating committee. This is an opportunity for the committee to develop rapport and get to-know candidates in a one-on-one setting. This round will also provide an opportunity for evaluation of a number of targeted competency builders through structured questions and follow-up questions. The competencies outlined will be evaluated through observation and careful listening to candidate responses to questions. Following each interview, the committee member will have three minutes to evaluate the candidate. The interviews will be conducted with the eight student members of the nominating committee, the committee chair, and the two agricultural education instructors acting together. The adult consultants will work as facilitators and time keepers for this round.

*Competencies evaluated through questions:*

- 1.5 - Facilitation skills in a workshop setting*
- 2.1 - Work in team in pursuing common goal*
- 2.2 - Acceptance of differing viewpoints*
- 2.3 - Team before self*
- 4.1 - Efficient time management*
- 4.2 - Organizational skills*
- 5.1 - Reliability/integrity/trust*
- 5.2 - Adaptable/flexible*
- 5.6 - Coachable/Lifelong learning*
- 5.7 - Work ethic*
- 6.2 - Commitment to FFA*
- 6.4 - Initiative*
- 7.1 - Supports and motivates FFA members and partners*
- 7.2 - Mentors and coaches others*
- 7.3 - Member representation*

NOTE: Each of these builders will be assessed with a direct question to which candidates will respond. Each builder listed above will be evaluated twice times over all ten interviews. To achieve this all of the builders listed will be distributed among the ten nominating committee members. Each builder will be evaluated by two of the committee members.

*Competencies evaluated through observation:*

- 1.1 - Non-verbal skills*
- 1.2 - Listening skills*
- 5.4 - Sincerity/compassion*
- 5.5 - Maturity*

NOTE: Nominating committee members will utilize the rubric provided to reflect on the candidate and their responses as a whole to evaluate these builders. Each builder will be evaluated by half (5) of the committee members.

Resources:

- <http://www.careerhelp.umn.edu/PDFs/Behavior%20Based%20Interviews.pdf>
- <http://www.careerhelp.umn.edu/PDFs/Interview%20Questions.pdf>
- [http://www.quintcareers.com/behavioral\\_interviewing.html](http://www.quintcareers.com/behavioral_interviewing.html)
- Schedule practice behavioral interviews with community professionals, teachers, or advisors

**Stand and Deliver:** This round will evaluate each candidate's ability to prepare, deliver, and respond to questions on a spoken presentation. Candidates will have time in a private preparation room to prepare comments on a given topic. When students arrive to the preparation room, they will receive the topic and instructions regarding the setting and audience to which the comments will be directed. No materials will be allowed in the room during this time other than a pad and pen provided by the nominating committee. Candidates will promptly move from the preparation room to the interview room to deliver their speech. Candidates will then respond to questions asked pertaining to the speech topic. The number of questions the committee intends to ask will be clearly stated prior to the start of this period. Should a candidate finish early they may leave the interview room. The committee will have time to complete their evaluation for the candidate's performance before the next candidate begins. Topics for the speeches will fall within one of the three areas of knowledge outlined in the competencies and will correspond for the upcoming national theme. Questions asked in the five minutes after the speech will be related to the other two areas of knowledge not highlighted during the current year.

2023 Theme – Education

2024 Theme – Agriculture

2025 Theme – FFA Current Events and Issues

*Competencies evaluated:*

*1.1 - Non-verbal skills*

*1.4 - Speaking skills*

*4.1 - Efficient Time Management*

*4.2 - Organizational Skills*

*4.3 - Planning and Prioritization*

*6.1 - Self Confident*

*7.1 - Supports and motivates FFA members and partners*

*8.2 - Ability to think critically and conduct research*

*3.1 - Agriculture Current Events and Issues*

*3.2 - FFA Current Events and Issues*

*3.3 - American Education and Agricultural Education*

Resources:

- <http://www.feedstuffs.com/ME2/Default.asp>

- <http://www.trufflemedia.com/home/>

- [http://www.ffa.org/index.cfm?method=c\\_Media.subscription](http://www.ffa.org/index.cfm?method=c_Media.subscription)

- <http://www.ffa.org/>

- <http://www.teamaged.org/>

- [http://www.ffa.org/index.cfm?method=c\\_alumni.ShowAlumniHome&CFID=806068&CFTOKEN=63399056](http://www.ffa.org/index.cfm?method=c_alumni.ShowAlumniHome&CFID=806068&CFTOKEN=63399056)

- [http://education.state.mn.us/MDE/Academic\\_Excellence/Career\\_Technical\\_Education/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Career_Technical_Education/index.html)

- <http://www.mda.state.mn.us/>

- <http://homeworktips.about.com/od/speechclass/a/fastspeech.htm>

**Round Robin Issues Conversations:** The purpose of this round is focused on evaluating the candidate's demonstration of the effective officer competencies while carrying on a conversation regarding key issues related to a stakeholder. Stakeholders during this round may include: administrators, agriculture instructors, teacher educators, sponsors, media and parents. Each interview will position the candidate with three of the nominating committee members and one outside adult consultant. Each of these consultants will represent a different stakeholder. All consultants will be provided with an interview guide; however, they may interject specific follow-up questions to probe the candidate's understanding. The student nominating committee members will observe the conversation and will conduct all of the evaluation. Nominating committee members will have two minutes following each candidate to complete an evaluation of his or her performance. The adult

consultants may offer qualitative information regarding the accuracy of responses to specific questions. The adult consultants may not offer advice on the specific score to give the candidate.

*Competencies evaluated:*

- 1.2 - Listening skills*
- 1.4 - Speaking skills in a variety of settings*
- 2.2 - Acceptance of differing viewpoints*
- 3.1 - Agriculture Current Events and Issues*
- 3.2 - FFA Current Events and Issues*
- 3.3 - American Education and Agricultural Education Current Events and Issues*
- 5.3 - Positive Attitude*
- 5.5 - Maturity*
- 7.1 - Supports and motivates FFA members and supporters*
- 7.3 - Member representation*
- 8.1 - Ability to solve problems*
- 8.2 - Ability to think critically and conduct research*

Resources:

- Utilize many of the same resources from the stand and deliver section
- Try setting up practice conversations with school administrators, agribusiness professionals, and other stakeholders in your area

**Facilitation:** The purpose of this round is to evaluate the candidate's ability to influence through facilitated presentation in front of a realistic audience. Candidates will plan, prepare, and organize a workshop using materials provided. All materials will be provided to the candidate along with a sheet of instructions outlining the specific context and topic for the workshop. Following preparation candidates will move to the interview room where they will facilitate a section of their presentation (candidates' choice of section) with the audience available. The nominating committee will have time to evaluate the presentation once the candidate is finished.

*Competencies evaluated:*

- 1.1 - Non-verbal skills*
- 1.2 - Listening skills*
- 1.4 - Speaking skills*
- 1.5 - Facilitation skills*
- 2.1 - Work in team in pursuing common goal*
- 4.1 - Time management skills*
- 4.2 - Organization skills*
- 4.3 - Ability to plan and prioritize*
- 5.2 - Adaptable/ flexible*
- 5.7 - Work ethic*
- 6.3 - Energetic*
- 8.1 - Ability to solve problems*
- 7.1 - Supports and motivates FFA members and partners*
- 7.2 - Mentors and coaches others*

Resources:

- <http://www.tlhc.ttu.edu/content/asp/video/downloads/e-Moments.pdf>
- [http://www.ffa.org/index.cfm?method=c\\_sstaff.StateOfficers](http://www.ffa.org/index.cfm?method=c_sstaff.StateOfficers)
- <http://wilderdom.com/games/InitiativeGames.html>

**Personal Round:** The purpose of this interview is to ask a final set of questions developed by the committee to address competencies such as character, passion for success, influence, and team player. Each candidate will have 10 minutes with all of the committee members. Nominating committee members will have no less than five minutes between each candidate to complete an evaluation of his or her performance.

*Competencies evaluated:*

2.1 - Ability to work in team pursuing common goal

2.3 - Ability to put team before self

5.1 - Reliability/integrity/trust

5.3 - Positive attitude

5.4 - Sincerity and Compassion

5.5 - Maturity

5.6 - Coachable/Lifelong learning

6.1 - Self-Confident

6.2 - Commitment to FFA

6.3 - Energetic

6.4 - Initiative

Resources:

- Think about the experiences, events, and people who have helped you get to this point in your life
- Personal growth and leadership books may prove useful for this round

## Scoring:

**Weighting of competencies:** It was determined by stakeholders that some of the competencies are more important to the officer selection process. Thus, the overall score should be constructed by allowing those competencies that were deemed most important to carry more weight. For example, in the overall score used in the selection process a candidate's cumulative score for

Areas of knowledge represents 10 percent whereas the candidate's cumulative score for character represents 20 percent.

#1 - Communication .....	15%
#2 - Team Player .....	15%
#3 - Areas of Knowledge.....	10%
#4 - Organization.....	8%
#5 - Character.....	20%
#6 - Passion for Success.....	12%
#7 - Influence.....	12%
#8 - Critical Thinking.....	8%

**Calculating cumulative score:** The overall cumulative score is determined by a simple process.

As shown in the previous section, during each round particular competency builders will be evaluated using a 1-2-3-4-5 scale. The score recorded for each of these competency builders will be entered into the scoring system. The sum of the scores for each competency builder will be accumulated into an overall score for each of the competencies. An average value between 1 and 5 for each of the eight competencies will be calculated. This is achieved by dividing the cumulative sum of all competency builders for one particular competency by the total number of data points collected on that competency. The overall cumulative score for each of the eight competencies (a value between 1.0 and 5.0) will be multiplied by the weighting index shown above to determine the contribution that competency will make to the overall score (a value between 1.0 and 5.0 points).

### **Benefits of scoring:**

- First, it allows the overall cumulative score to build throughout the process.
- Second, it reduces the influence one round may have on the candidate's overall score
- Third, it focuses the process on performance related to the competencies
- Fourth, since the scores are not averaged for each round and then those averages added together, the overall score for each competency (prior to multiplying by the index) is a better reflection of the student's actual performance
- Finally, since each competency has differing numbers of builders it is important that those competencies with more builders do not carry more influence in the overall score until multiplied by the index for that particular competency

**IMPORTANT NOTE:** Scoring allows for impartial, collective feedback on the performance each candidate. The data will be used as a tool in the selection process but will NOT be the sole deciding factor in the election of any candidate. This handbook should be seen as a guide. The committee may make changes to the process at anytime if there is just cause and consensus among all members.

## **Convention Absence Policy:**

**Excused absences:** Candidates who miss a part of the interview process due to ACT testing, state speech competition, scholarship interviews, state level tournaments, or school events that have required long term preparations (fine arts events – plays – concerts) will be excused to participate in these events. Family events including emergencies or special events (like weddings) also fall into this category. Candidates understand that they may not be able to complete all of the areas of the state officer interviews.

**Unexcused absences:** Candidates who have other conflicts like prom, non-state level sporting events, or other event practices (NOT performances) need to consider the ramifications of this event and make a choice if they should do both events/activities. ANY ACTIVITY NOT SHARED WITH THE NOMINATING COMMITTEE PRIOR TO ONE WEEK BEFORE CONVENTION (non-emergency) WILL BE AUTOMATICALLY CONSIDERED UNEXCUSED.

Your scores for the process are averaged by competency, not round (see the selection process handbook for further explanation). The scores from a round missed for an excused absence will be omitted from the averages so it will not count for or against you. Scores missed from an unexcused absence will count as zeros in the average and will greatly lower all of your scores. The reason for any candidate missing or making up a round will be explained to the nominating committee. Further consideration of the absence as to final selection of officers will be at their discretion.

Please be aware that avoiding missing a round is always best. We will be flexible in rearranging candidate order within each round but cannot be flexible in rearranging the order of the rounds themselves.