

[MINNESOTA FFA



State Officer Candidate Handbook

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Introduction

Dear State FFA Officer Candidate,
Congratulations on your decision to apply for Minnesota FFA State Office!

Serving as a state officer is an incredible privilege. State officers are entrusted with serving over 16,000 members and nearly 45,000 agricultural education students across our state. Throughout the year, they drive thousands of miles, meet hundreds of members, and have the opportunity to impact countless lives.

The selection process can be difficult but rewarding. I remember practicing interview questions in the car, giving speeches to friends, and trying my best not to think about interview day. At times, this can leave you feeling exhausted. Through the weeks of preparation and hours of interviews though, I learned more about myself and left as a better leader and person.

As you begin to prepare, I encourage you to reflect on why you're here. Not only to, "practice brotherhood..." but what experiences and people have truly led you to this moment. You're not here by accident, and I hope that you'll find growth during this process, no matter the outcome.

Over the next few months, take the time to learn from those around you, invest in yourself and above all—enjoy it. On behalf of the entire Minnesota FFA State Officer team, good luck and we look forward to seeing you at convention!

Sincerely,



Luke McCrea

2026-2027 Minnesota FFA State President

State Officer Job Description & Activities

A Minnesota 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 for a position, officers will hold the position for one year - from organization convention to the following organization convention. Throughout this time, officers will act as a communicator and spokesperson for FFA agriculture, and education and will hold the following responsibilities:

- 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.

Calendar of Events

Below is a list of required events that state officers will attend throughout their year of service. Dates and times are subject to change, and this is not an exhaustive list. Other events may be scheduled by State Staff, the Minnesota FFA Foundation, and the Minnesota FFA Alumni and Supporters.

Spring

Interviews

Convention

State Officer Training and Parent Dinner

Summer

Checkpoint 1

POWER

SGLC

FFA Day at the Twins

Minnesota Association of Agricultural Educators Conference

SLCCL

State Officer Summit

Foundation Golf Tournament

FarmFest

Foundation Meetings (President Only)

Minnesota FFA Foundation State Fair Telethon

State Fair FFA Weekend

Fall

Region Visits

Chapter Visits

National FFA Convention/Delegate Work

Minnesota Farm Bureau/Minnesota Farmers Union Annual Meetings

Winter

Winter Leadership Summit/State Leadership Development Events
FFA Board Meetings
Checkpoint 2
Convention Prep
CTSO Day at the Capitol
National FFA Week
APEX and FFA Day at the Capitol

Spring

State Convention Prep
State 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. For tentative dates of events, please refer to the State Officer Tentative Calendar of Events on the Minnesota FFA website.

Official Dress Guidelines for State Officers

FFA OFFICIAL DRESS INCLUDES:

- An official FFA jacket zipped to the top.
- Black slacks and black socks/nylons or black skirt and black nylons.
- White collared blouse or white collared shirt.
- Official FFA tie or official FFA scarf.
- Black dress shoes with closed heel and toe.

NOTE: Official garb of recognized religions may be worn with Official Dress. Also, appropriate personal protective equipment may be used with Official Dress.

1. Maintain a neat and professional appearance as well as an excellent personal hygiene at all times.
2. Hair styles must be appropriate, professional, and well maintained.
 - No unnatural coloring of the hair beyond blond, brown, black, or red natural highlights.
 - No beards, mustaches, etc.
 - Sideburns should be neatly trimmed and may not extend below the bottom of the earlobe.
 - Any hair accessories need to complement Official Dress. Please be conservative with these accessories.
3. There should be no pins on the State FFA Association jacket.
4. Black pants and skirts need to be black-not faded or gray in appearance.
 - a. Get pants and skirts that require little to no ironing.
5. Skirts need to be at the knee or slightly below. Make sure they fit properly.
6. Skirts must be straight and professional looking.
 - a. No ruffles or high-cut slits
7. Nylons need to be black. (They should be off-black color rather than jet black).
8. Solid black socks need to be worn with black pants.
9. Shoes:
 - a. Shiny, black leather shoe. Tie or loafer shoes acceptable.
 - b. Solid black pump with a comfortable heel.
 - c. Shoes need to be polished at all times.
10. White shirts need pointed collars.
 - a. Rounded collars are difficult to wear with the scarf or tie properly.
11. Use jewelry in moderation.
 - a. There should be no class rings other than your own worn.
 - b. Only one ring per hand should be worn at the maximum.
 - c. State Officers may wear earrings that complement the official dress, nothing too large or distracting.

12. Each State Officer will display their State FFA Degree charms on a gold chain.
 - Be Careful! Chains catch on chairs and break easily.
13. Keep your clothes wrinkle free and lint free.
14. Please be aware of your appearance.
 - Make sure shirts are tucked in, scarves and ties are in place, jackets are zipped, etc. You are representing the image of Minnesota FFA! Look Sharp!

Benefits & Expenses

Officers will be provided financial support and tokens of appreciation throughout their year of service.

- Reimbursement for travel and purchases required for state office.
 - Travel to events scheduled by the state association
 - Supplies necessary to conduct workshops and events
 - All receipts are required for reimbursement
- Covered Expenses
 - The association will cover larger expenses such as hotel rooms, plane tickets, one checked bag for travel, team meals.
- Provided Resources
 - Modest clothing stipend
 - FFA jackets
 - Leadership/developmental resources
 - Backpacks sponsored by Minnesota FFA Alumni & Supporters

Officers will not be reimbursed for the following:

- Tickets (speeding or parking)
- Insurance (Car Insurance, Health Insurance)
 - Officers must be prepared to maintain their own personal insurances. As they will be expected to travel independently, officers should have access to a reliable vehicle or a plan for transportation.
- Purchase of Fuel
 - Milage is reimbursed, making fuel a duplicate expense.
- Unauthorized travel or expenses
 - If a trip is not an approved FFA trip, there are no approved expenses that can be reimbursed.

Convention Absence Policy for Candidates

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 section 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

Requirements for Election

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.

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

<https://ffa.app.box.com/s/ukmygfkzv8s2miedal2wbm0km2d8ddmb>

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 office.

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

Another 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 experience

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 is available at www.ffa.org in the candidate resources section.

Election Process

Written 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 submitted electronically, with the exception of the Minnesota State Officer Commitment Form, which should be mailed directly to Minnesota FFA State Staff. (Address can be found on the online application.)

1. 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

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

Election Process

State Officer Preparation Day: State Officer preparation days are available on various dates and advisors will be informed about these events. However, these events are not endorsed by the Minnesota FFA Association.

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 submitted materials. 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 by the deadline will receive an email informing them of their status as a candidate the first week of April following the prep date.

In Person Interview Components

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 2024 (Available [here](#))*
- *Team Ag Ed Member Websites*
- *Minnesota Agriculture Profile and USDA/MDA.*
- *The Official FFA Handbook (Latest edition)*
- *The Official FFA Manual (Latest edition)*

Election Process

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.

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

Election Process

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.

2025 Theme – FFA Current Events and Issues

2026 Theme – Education

2027 Theme – Agriculture

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

Election Process

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.

Election Process

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.tltc.ttu.edu/content/asp/video/downloads/e-Moments.pdf>
- 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 any time if there is just cause and consensus among all members.

Nominating Committee

Minnesota FFA's Nominating Committee selection process uses the following priorities and guidelines:

- 1) All selected committee members will come from chapters in good standing with the state association and will be active FFA members.
- 2) The nominating committee will consist of one student representative from each region in addition to adult representatives and two past state officer co-chairs selected from the state at large.
- 3) In order to represent Minnesota FFA students of all backgrounds, the selection committee will work to build a nominating committee that balances the different perspectives and experiences of Minnesota FFA members (age, gender, race, chapter/community type, types of experiences, etc) while selecting students who possess the maturity, independence and perspective to be able to make strong decisions for the association.
- 4) Regional appointments to the nominating committee members will not come from chapters that have state officer candidates in this year's selection process. No student can serve consecutive years on the committee. Special consideration will be given to students representing chapters that have not recently had a member serve on the nominating committee.

Advice from Past State Officers

Cole Sundeen, 2024-2025 State Treasurer

You don't need to be perfect, but you do need to be prepared. Running for state office is already a huge step in your leadership journey. Come in prepared, knowing your facts, understanding your purpose, and being ready to speak from your experiences.

Lauren Stoel, 2024-2025 State President

State office is a wonderful opportunity to grow as a leader and inspire others, but it also comes with a lot of responsibilities that can feel overwhelming. Be prepared to be pushed outside your comfort zone, and remember that even on the hardest days, it's all worth it.

Miriana Hartwig, 2023-2024 State Reporter

The most important thing you can be is yourself. Push yourself everyday to show up as the most confident and authentic version that you can be. Be proud of yourself for taking this step, no matter how far it takes you, and remember that it's all about being a team!

Alison Murrell, 2023-2024 State Secretary

Enjoy the process of applying to be a state officer! The process itself is an incredible opportunity to participate in. Head into the process prepared for both the rounds and the possible year ahead, and make connections with candidates. Set your mind on things above, show the heart you have for this organization, remember your why, and have fun!

Minnesota FFA State Officer Commitment Form

AS A CANDIDATE FOR MINNESOTA FFA OFFICE, I WILL:

1. Agree to arrange my schedule to arrive in and remain in St. Paul according to recommendations.
2. Comply with all instructions of the nominating committee including, but not limited to, being available to the nominating committee as directed; participate in all facets of the state officer selection-election process, and be prompt in all aspects of the procedure.

Minnesota FFA Officer Commitment Form

1. Be dedicated and committed to FFA and the total program of education in Agriculture, Food & Natural Resources.
2. Be willing to commit the entire year to state officer activities.
3. Be willing and able to travel in serving the Minnesota FFA Association.
4. Continue to develop knowledge of agriculture, education in Agriculture, Food & Natural Resources, and of FFA; and keep myself up to date on current events.
5. Through preparation and practice, develop myself into an effective public speaker and project a desirable image of FFA at all times.
6. Regularly, and on time, write all letters, thank-you notes and other correspondence which are necessary and desirable.
7. Strive to improve my ability to carry on meaningful, personable and enjoyable conversations with individuals of all ages and walks of life; and work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers and adults.
8. Accept and search out constructive criticism and evaluation of my total performance to evaluate, periodically, my personality and attitudes making every effort to improve myself.
9. Maintain and protect my health.
10. Treat all FFA members equally by not favoring one over another.
11. Conduct myself in a manner which commands respect without any display of superiority.
12. Avoid places or activities that in any way would raise questions as to one's moral character or conduct.
13. Consider FFA officer activities to be my primary responsibility.
14. Use wholesome and appropriate language in all speeches and informal conversations.
15. Maintain proper dress and good grooming for all occasions.
16. Serve as a member of the team, always maintaining a cooperative attitude.
17. Be willing to take and follow instructions as directed by those responsible for Minnesota FFA Officers and state and national FFA programs.
18. MN FFA encourages the State Officers to pursue their education at a post secondary institution, working diligently to maintain quality grades and be a positive role model for other students at the institution and to agricultural education students.

Minnesota FFA State Officer Commitment Form

The following are offenses that will cause dismissal from State FFA Office:

- 19.** Any use of alcohol, and/or supply of alcohol to members or others. State FFA officers will forego all alcohol from the day the officer is elected until he/she installs a new state officer. This means 24 hours a day, 7 days a week for 365 days. This means anywhere within the United States and any International travel.
- 20.** Any use and/ or supply of controlled substances (drugs), not under direction of a physician. In addition, any use of tobacco or tobacco related products is prohibited.
- 21.** Participation in any illicit or promiscuous acts.
- 22.** Commission of any felony against the laws of State or Nation.
- 23.** Other violations of codes of ethics and responsible behavior so identified that may be acted upon by individual State FFA Adult Board.

The above apply to any FFA activity (official or unofficial) or membership involvement by the State FFA Officers, individually or as a group. If any of the above violations occur, the state officer or officers will be asked to appear before the entire State FFA Adult Board to give a complete explanation of the incident which occurred. The State FFA Adult Board will then rule on a dismissal of the officer or officers involved.

I certify that I have reviewed and understand the Minnesota FFA Policy concerning behavior of officers of the State FFA Student Organization.

Signature of State Officer Candidate

Date

Signature of Parent/Guardian

Signature of Advisor

(This Officer Commitment Form MUST be mailed to the address below with your \$50 check. Materials must be postmarked no later than March 1st.)

Minnesota FFA
Attn: Ashley Crowson
61709 State Hwy 56
Dodge Center, MN 55927

Minnesota FFA Study Guide

Minnesota FFA State Officer Candidate Practice Test

The questions provided are an example of the type of questions that may be on the test and are retrieved from the resources provided under the test description. The test will be multiple choice.

1. What year was Minnesota FFA chartered?
2. Who is the current National FFA Central Region Vice President?
3. How Many Regions are Part of Minnesota FFA?
4. How many Minnesota FFA members are there?
5. Who is the Minnesota FFA Executive Director
6. How many FFA chapters are in Minnesota FFA?
7. Which Minnesota FFA conference is intended for chapter leaders?
8. What year were women allowed to join FFA?
9. What should you do before making a motion in a meeting while using Roberts Rules of Order?
10. What is the FFA motto?
11. What does MAELC stand for?
12. What are the three components of a complete agricultural education program?
13. How many different SAE categories are there?
14. What is the role of the Minnesota Association of Agricultural Educators (MAAE)?
15. The Agricultural Education Mission statement is:
16. Certified Agricultural Education teachers in Minnesota can provide agricultural classes for graduation credit in which of the following areas?
17. Which of the following is NOT a part of Minnesota's Team AGED?
18. What does CTE stand for?
19. What is the 2+2 Agricultural Education Program in Minnesota?
20. As a state officer, which of the following would be your responsibility in supporting agricultural education?
21. What are the two general farm organizations that support Minnesota FFA?
22. Who is the Minnesota Commissioner of Agriculture?
23. Minnesota is a #1 producer of what?
24. How many people does one U.S. Farm Feed Annually?
25. Who is the president of the Minnesota Farm Bureau Federation?
26. What is the Federal bill that is passed every five years providing support for farmers and nutrition programs?
27. How much of every retail dollar goes back to the farmers ?
28. About what percent of the U.S. Population are farmers and ranchers?
29. What percentage of farms are family owned?
30. Minnesota is home to five agriculture and food companies that are on the Fortune 500 list, which of the following is NOT a fortune 500 ag and food company?

