

# Kentucky FFA State Officer Candidate Handbook 2021



KENTUCKY  

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FFA ASSOCIATION

## ***Special Note***

*The information contained in this handbook assumes that the officer selection process, state convention, summer trainings, and other events will occur without restrictions related to COVID-19. If adjustments must be made to events and/or processes, that information will be communicated to FFA advisors and will be explained to officer candidates in detail.*

## **Introduction**

Each year the Kentucky FFA Association selects a team of individuals to represent the association as state FFA officers. Throughout the year, these state officers wear a variety of hats. They are elected officials expected to represent the student membership in their words, actions, and leadership. They teach workshops focusing on teamwork and leadership to FFA chapters. They are motivational speakers who provide inspiration to members and stakeholders. They are communicators and public relation representatives for the FFA, building positive relationships across the state. They are teammates to each other and to FFA state staff. They are learners, eager to grow and fulfill their responsibilities.

The work of a state officer is much more than what most people realize. Past state officers have compared the experience to having a full-time job while going to school. State officers must be able to utilize their strengths, improve upon their weaknesses, manage themselves, and maintain a clear vision in order to properly execute the duties of their office. Their year of service is a true embodiment of ‘Living to Serve.’

This handbook has been designed to provide a tangible resource for those individuals desiring to one day serve as a Kentucky FFA State Officer. All information should be read and understood, and the individual must be willing to commit to the guidelines contained within. If after studying this handbook, you feel up to the job, then you may have what it takes to be a state officer. Best of luck in your pursuit of this challenging, yet extremely rewarding experience.

Any questions about state office or the selection process should be directed to Kentucky FFA Executive Secretary, Matt Chaliff ([matt.chaliff@education.ky.gov](mailto:matt.chaliff@education.ky.gov)) or Kentucky FFA State Advisor, Brandon Davis ([brandon.davis@education.ky.gov](mailto:brandon.davis@education.ky.gov)).

*Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy nor suffer much, because they live the gray twilight that knows neither victory nor defeat.*

**Theodore Roosevelt**

# State FFA Officer Roles, Competencies, and Responsibilities

*To show your true ability is always, in a sense, to surpass the limits of your ability, to go a little beyond them: to dare, to seek, to invent; it is at such a moment that new talents are revealed, discovered, and realized.*

***Simone de Beauvoir***

## **The Job of Being a State Officer**

The primary responsibility of a state officer is to serve the association in local, regional, state, and national activities in a way that will inform, motivate and inspire FFA members, advisors, teachers and others to achieve the mission, strategies and core goals of the state association and national organization.

### **State Officer Job Description**

Being elected to state FFA office is making a commitment to service that is unique to most student organizations. In addition to serving and representing more than 14,000 FFA members, you will represent the image and direction of the association to teachers, state staff, teacher educators, agriculture executives, government leaders, the media and the general public. You will also be a teammate to eleven other officers and a co-worker to the agricultural education state staff.

### **A Year of Humility**

The odds are good you have probably witnessed a state officer living in the limelight. Maybe they were attending an agriculture function, maybe it was a photo on social media after they met with industry leaders, or maybe it was on stage, underneath the spotlight as they spoke to an arena filled with hundreds of people. However, for each of those highlight reel moments you see, there are many more where the officer plays a behind the scenes role. One where they are leaving home early to get to a regional event on time, one where they are reading over documents to prepare for a team meeting, or even one where they find themselves traveling non-stop for a week away from their family and friends. If you run for office based off how fun it looks to be an officer, you are only seeing a very small part of the duties a state officer fulfills.

State Officers who make a true impact are those who run for office because of a deep desire to serve others. A successful year as an officer demands the utmost humility and a willingness to selflessly serve those around you. A self-serving attitude or a desire to constantly be in the spotlight will leave you feeling disappointed and burnt out once you quickly realize that is not what the year is made up of. If you are running, you should know now, the position of state office is one of service. One where you will very often have to lay your personal desires and wants down for the good of others. There will be many people who desire your time and your energy throughout the year, including members, teammates, staff, and other stakeholders. If you are driven by the giving of yourself to serve others though, you will see the reward in the sacrifice. The year is a year of giving of yourself so others may benefit. If your reason for running is anything other than serving others, it is time to re-evaluate your motives and whether serving as an officer is the correct next step for you.

### **A Year with High Expectations**

As an officer, you will have many expectations put upon you for how to conduct yourself and how to work. It requires unquestionable integrity, consummate professionalism, and an immense amount of responsibility. The odds are very good that you have never experienced a

workload quite as demanding as the one you will face as a student officer. There will be many items requiring your attention all at the same time. Fulfilling the numerous demands of you can take a toll physically, mentally, spiritually and relationally. Great state officers work hard while making it look easy. A strong work ethic and wherewithal are must haves for those wishing to serve as an officer. The work you will do will be constant and comes with incredibly high expectations. You will become a colleague to the state Ag-Ed/FFA Staff as you work with them to fulfill the work of our association. You will be working with advisors who will expect prompt and thorough responses from you in order to assist with the planning and organizing of their chapter and regional events. You will be expected to follow up with FFA members and supporters through written communication. You will be expected to manage your expenses and budgetary responsibilities in a timely and effective manner. You will be expected to develop creative and impactful speeches and workshops; then to deliver them in an engaging and educational manner. All these duties and more will have to be completed simultaneously and with excellence. In addition to all the hard work, you will also be serving as the face of our association, which means how you look and present yourself will always be on display. High expectations will be held for you on your appearance, behavior, and communication.

If it sounds demanding, that's because it is. The position comes with many responsibilities and high expectations. If elected, be prepared to grind and show your grit. However, also know you will have a dedicated team to equip, encourage, and empower you each step of the way.

### **A Year of Growth**

If you are running for state office, it is fair to assume personal growth has been a contributor in your FFA career. Undoubtedly, you are not the same person today that you were when you first joined this organization. At every level, you have grown, and the same will be true for you if you are elected to state office. The year of an officer is one marked by incredible personal growth. You will be pushed, challenged, and stretched far beyond your comfort zone. You will be expected to become your absolute best, as you strive to serve our association and its members.

Becoming a state officer is much different than becoming the best state officer you can be. One requires you to be selected by the nominating committee and the other requires a commitment to continuously improve for an entire year. When serving as a state officer there will be no time or room for resting on your laurels. While the state staff will provide immense training and opportunities for growth, the individual officer is the gatekeeper of their own growth. Choosing to push yourself towards constant growth as a person and as an officer will allow you to better serve our members and the association. Officers become incredible leaders and influencers when they choose to never be satisfied or complacent in their personal development. Remaining humble and coachable will allow you to take your already impressive skill set to the next level as you impact members and stakeholders across the Commonwealth. Continuously improving requires a willingness to be coached, self-evaluation, reflection, and goal setting. It is much easier to just perform and not care about how it went or getting better. Not having a growth mindset will only allow you to cheat yourself and to cheat others. As a candidate, you should be having a growth mindset and working to continuously get better. This should not be in order to be elected, rather in order to be the very best version of yourself you can be. If each

candidate does this, it allows the nominating committee to make the best decision possible. The growth mindset you possess now will be just as valuable to you if elected. As an officer, it will be your duty to constantly get better in order to best serve members and to set for them an example of a true leader.

Serving as a state officer is a once in a lifetime opportunity. If blessed with this opportunity, you will find the year to be a remarkable one with many unforgettable moments. While your year has the potential to be many things, there are three things it must be for you to get the most out of it. It must be a year of service, a year of meeting and exceeding high expectations, and a year of growth. Among many other expectations, these three will remain constant.

## Job Qualification/Competencies Required

**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. Additionally, at the time of running for state office, a candidate must be a graduating senior or have already graduated from high school.

**Competencies:** The following is a listing of the essential competencies required for serving as a state FFA officer. The officer selection process is designed to screen candidates to find those who demonstrate these competencies consistently.

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 and one-on-one settings

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

Competency 3 – Areas of Knowledge - Demonstrate the ability to articulate the systemic nature of food, fiber, agricultural, and natural resources issues, FFA and education issues

Competency 4 – Character - Displays a disposition that is genuine, responsible, honest, mature, confident, respectful and has a positive outlook on life

Competency 5 – Influence - Demonstrates the ability to influence others through modeling expectations, building relationships, and growing the association and organization

## **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 and one-on-one settings*

### ***Competency Builders***

**Demonstrates non-verbal skills when communicating with others** - *Uses appropriate tone; gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand signals, facial expressions, body language).*

**Display listening skills when talking to others** - *Recalls information; is attentive; utilizes appropriate wait times; listens for understanding; finds connections in the conversation.*

**Demonstrate writing skills when communicating with others** - *Uses correct spelling and grammar; delivers a clear and concise message; uses various forms of written communication appropriately (including formal letters, thank-you notes and emails); varies writing style based on audience.*

**Demonstrate speaking skills in a variety of settings (including classrooms, board rooms, auditorium, arena, small groups, and one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students)**

**Demonstrate facilitation skills in a workshop setting** - *Accommodates different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, problem solving); seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; utilizes effective format in creating a delivering a facilitation outline (i.e., National FFA Magic Formula for Presentations, Instructional Plan Outline, etc.), and uses transitions appropriately.*



## **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*

### ***Competency Builders***

**Demonstrate the ability to work in a team pursuing a common goal** - *Easily transitions between leader and follower role; seeks to be a positive influence in group; is aware of personality styles; and successfully manages team dynamic.*

**Demonstrate the acceptance of differing viewpoints during a group or individual interactions** - *Fosters a safe and open environment; values diversity of opinion; and shows respect and empathy toward others.*

**Demonstrate the ability to put team before self** - *Empowers others; displays a spirit of humility; shares success with team members; and assumes responsibility for undesirable outcomes.*

### **Competency 3 - Areas of Knowledge**

*Demonstrate the ability to articulate the systemic nature of food, fiber, agricultural, and natural resources issues, FFA and education issues*

#### ***Competency Builders***

**Demonstrate knowledge of the food, fiber, agricultural, and natural resources industries and their current issues** - *Ability to connect facts and issues and articulate how they impact agriculture locally and globally; discuss key and emerging trends with related statistics; passes along knowledge of the career opportunities through agricultural career pathway (as outlined by the Kentucky Department of Education); articulate the primary components of the integrated food chain from production to consumption.*

**Demonstrate knowledge of the FFA and its current issues** - *Ability to connect facts and issues and articulate how they impact FFA on a local, state and national level; discuss key and emerging FFA issues with related statistics; recall historic FFA events and understand their significance; recite and explain the FFA mission; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organizations ability to develop and to foster leaders for the industry of agriculture.*

**Demonstrate knowledge of Kentucky and America's Education system and its current issues** - *Can articulate the role of FFA as an intra-curricular component of agricultural education; and understands the relationship between FFA and the Kentucky Department of Education career and technical education, federal funding and the issues connecting them. Can relate the importance of the state accountability system to efforts in place in the agricultural classroom and in FFA activities.*

## **Competency 4 - Character**

*Displays a disposition that is genuine, responsible, honest, mature, confident, respectful and has a positive outlook on life*

### ***Competency Builders***

**Displays reliability, integrity, and trust among others** - *Does the right thing, even when it causes discomfort; takes responsibility for his/her actions; does what he/she commits to and more.*

**Displays adaptable and flexible characteristics** - *Reacts well to changes; adjusts to new situations confidently.*

**Displays a positive attitude** - *Approachable and engages in conversation; demonstrates an optimistic attitude; has an enjoyable presence about them.*

**Sincerity and compassion** - *Demonstrates the genuine welfare of others; communicates true self with tact (passion or vulnerabilities).*

**Maturity** - *Demonstrates an appropriate demeanor for the situation; uses mature language and mannerisms; demonstrates patience and self-control.*

**Coachable, life-long learning** - *Seeks constructive feedback and uses in proactive manner.*

**Work ethic** - *Demonstrates a sense of ownership; demonstrates a strong desire/drive for completion on all projects regardless of the circumstances.*

## **Competency 5 - Influence**

*Demonstrates the ability to influence others through modeling expectations, building relationships, and growing the association and organization*

### ***Competency Builders***

**Supports and motivates FFA members and partners** - *Communicates the value of being a member and the opportunities available in FFA; demonstrates support of individuals and groups through recognition, awards, letters and personal notes.*

**Mentors and coaches others** - *Generate ideas for professional improvement for members and officers, serves as a role model.*

**Committed to member representation** - *Carefully weighs impact of decisions on FFA and its members; isn't afraid to make tough decisions for the good of the association.*

**Builds Relationships** - *Employs strategies to learn about others; attempts to ask questions; shows enthusiasm; engages others; and finds common ground with others.*

## **Essential Functions of Kentucky FFA State Officers**

- Participate in state officer training, orientation, continual self-improvement and evaluation of activities as required.
- Attend all meetings of the FFA officer team, as well as meetings of other agricultural education organizations.
- Make visits to business and industry in cooperation with the Kentucky FFA Foundation.
- Participate in chapter activities as requested, to include facilitation of workshops, giving speeches, and meeting members.
- Attend the Kentucky FFA Leadership Training Center to serve as a facilitator for the Communication Skills class, interact with members, prepare nightly comments for sessions, and other duties as assigned.
- Plan and conduct the Rising Sun Conference.
- Serve as a delegate to the National FFA Convention including serving as a member of assigned committees and conducting the work of the Organization.
- Plan and execute the annual state FFA convention.
- Attend officer home visits to plan for upcoming events of the association.
- Attend regional events to perform all duties expected of a state officer at such functions.
- Author and co-author articles for print and online publications hosted by the Kentucky FFA Association and other participating organizations.
- Stay up to date on agriculture, agribusiness, and agricultural education facts and issues.
- Develop positive relationships with FFA members, advisors, supporters, and the public.
- 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 on all correspondence.

*The preceding examples are representative of the assignments performed by this position and are not intended to be all-inclusive.*

## Officer Experience at a Glance

*The following activities will consume most the state officers' year of service. Adequate time must be allowed for preparation, evaluation, self-improvement, relationships, rejuvenation and team building.*

Base Camp and Facilitation Training	June 16-23	Lexington
FFA Camp	June 28 – July 2 July 5-9 July 12-16	Four officers attend each week
State Officer Summit	July 18-22	Washington D.C. (President and Vice President attend in person with rest of team participating virtually)
Advocacy and Communication Training	August 1-6	Frankfort/Louisville
Kentucky State Fair	August 16-29	3-5 days, based on school schedule
Rising Sun Conference	September 10-11	FFA LTC
National FFA Convention	October 25-30	Indianapolis
State Convention Planning	December/January	Location and Date TBD
FFA Foundation Industry Visits	January	Locations and Date TBD
National FFA Week	February 19-26	Various locations
Regional FFA Days	Feb-April	Dates and Locations set by regions
State Convention Planning	March/April	Location and Date TBD
Chapter workshops and activities	Year Long	As requested by chapters
Chapter Banquets	February-May	As requested by chapters
Representation at meetings/conferences	Year Long	As required
Officer Home Visits	Year Long	2 days each – determined by team
Officer Retreat	Mid-May	2 days - Natural Bridge State Park
State FFA Convention	June 4-9, 2022	Lexington

*Being an officer involves a commitment to tasks not listed here as well. For example, when officers are not on official business, they are maintaining their academic requirements. They are also expected to stay up to date by checking and replying to email; calling contacts to schedule and prepare for the next set of events; maintaining finances; scheduling travel; and keeping up with correspondence. Being an officer means being available throughout the entire year and that includes “home office time” as well as a large commitment to working on behalf of the Association.*

## Student Officers

During their service, state officers typically are also attending college. This adds an additional level of responsibility to the life of an officer. It is crucial that officers discover a workable balance between the demands of attending school and doing the work of the association. Failure to find this balance results in an officer struggling in both their educational and FFA responsibilities.

Because of the rigorous demands of state office, it is recommended that much thought be put into the classes taken and the scheduling of those classes during the year of service. At some point during the year, an officer **will** miss class to perform FFA responsibilities. Most notably, National FFA Convention will require an officer to miss an entire week of classes and chapter visits will occur during normal school hours throughout the year. Planning and informing professors are vital for the officer to be able to make these arrangements work and not be penalized.

Upon election, officers should consult with their academic advisor and professors to inform them of the requirements of state office. At times it may be in the best interest of the officer to hold off in taking some classes after their year of service so they will not struggle in more advanced courses later. Universities with agriculture programs typically work well with officers and can ensure the disruption is minimal. Upon request, the Executive Secretary can provide a letter to professors explaining the role of a state officer.

Careful consideration should also be paid to the course load taken during a semester. Taking 18 hours in a semester while serving as an officer is almost always guaranteed to lead to disaster. Even if classes are only missed occasionally, the amount of after school hours for traveling and planning for FFA events makes time for studying precious and, at times, limited. It is highly recommended that officer candidates consult current/former state officers from the school they plan on attending to get a “feel” for the best way to approach school and state office.

**Above all, officers are students first.** Academics should be a priority and missing class should occur only in a “must do” situation. Many officers find it beneficial to work out a class schedule that allows for one or two “free days” during the week (i.e. taking classes only on Mondays, Wednesdays, and Fridays so that Tuesday and Thursday can be used for studying, chapter visits, preparing speeches and workshops).

Remember that staying ahead of the game is much easier than trying to play catch-up for an entire semester. Organization, time management, and focus must be a daily part of an officer’s life.

## State Officer Commitment

*All state officer candidates must complete the state officer commitment form by securing all signatures and submitting it as part of their completed application. Upon election, state officers will sign the commitment form again in the presence of state staff and their fellow officers.*

If elected a state FFA Officer, during my year of service, I pledge that I will:

- Be committed to the Kentucky FFA Association and willing to dedicate the time necessary to be an effective State FFA Officer.
  - Attend all state officer training activities.
  - Serve the needs of FFA chapters and regions.
  - Complete all correspondence in a timely and professional manner.
  - Be willing to take and follow instructions.
  - Be willing and able to travel as required in serving the Kentucky FFA Association.
  - Serve as a member of the team, always maintain a cooperative attitude.
- Exhibit a commitment to personal and professional growth.
  - Seek out and utilize constructive criticism.
  - Keep up to date on current events.
  - Protect personal health and safety.
  - Engage in personal reflection and goal setting.
  - Continually develop effective public speaking skills.
  - Have a working knowledge of agriculture, agricultural education, FFA and education systems.
- Represent Kentucky FFA in a positive light.
  - Use appropriate language in all speeches, conversations, and online interactions.
  - Always forego alcohol and illegal substances during the year of service.
  - Maintain professional appearance for all occasions.
  - Avoid places or events that could raise questions about moral character or conduct.
  - Ensure that online presence and interactions are professional and appropriate.
- Create an environment where all feel welcome and included.
  - Value the contributions of individuals from diverse backgrounds.
  - Treat all FFA members equally.
  - Carry on meaningful and appropriate conversations with individuals of all ages and backgrounds.



# Selection Process for Kentucky FFA State Officers

*Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved.*

***Helen Keller***

*Article VIII of the Kentucky FFA Constitution outlines the officers of the Association and the means by which they are selected.*

## **Chapter and Regional Nomination**

Each chapter may nominate one candidate to represent the chapter at the annual selection of the state officer candidates. Specific processes for selecting the chapter representative are to be determined by the chapter and outlined in the chapter's constitution and bylaws which are not in conflict with state or national requirements.

Among the chapter candidates presented to the regional delegates during a called meeting, two candidates will be chosen to represent the region at the State FFA Convention. Each region will adopt a process by which the two candidates are selected. This may include, but is not limited to, a written application, interview, and prepared speech. The protocol used in a region must be followed as described in the regional constitution and bylaws.

After the nomination of candidates has occurred at the regional level, the names of those candidates will be forwarded to the FFA Executive Secretary. Applications must be mailed to the Executive Secretary by the stated date and be complete at time of receipt.

If a candidate nominated from a region decides not to pursue state office prior to May 15<sup>th</sup>, they will be replaced by the candidate who received the third most votes from the regional selection process. Per action by the Kentucky Association of Agriculture Educators, in the event a candidate for state office decides not to run for office and makes this decision known to state staff after May 15<sup>th</sup>, there will not be a replacement candidate named.

When only one candidate is nominated for state office from a region, the candidate must meet all qualifications and participate in all facets of the state selection process. If the candidate does not meet the above, the nominating committee will not nominate the candidate to state office, thus no officer will be represented from that region.

## **Nominating Committee**

Each region may nominate one member to serve as their representative on the State Officer Nominating Committee. One member may additionally be selected to serve as an alternate. These members must be receiving the state FFA degree and not be from a chapter that has a state officer candidate. In the event a region does not nominate a committee representative, or the nominee does not meet the qualifications, the region will not have representation on the committee.

The chair of the nominating committee shall be the immediate past state president. At least one adult consultant will also work with the nominating committee during the selection process.

## **State Officer Candidate Application**

Each candidate selected by their region to run for state office, must complete and submit to the Kentucky FFA Executive Secretary, an application. The application must be received/postmarked by May 15<sup>th</sup>.

The application will be sent to all teachers of agriculture in the spring. Once regional candidates have been selected, the advisor should supply the candidate with the application and ensure that all components of the application are complete upon submission.

### ***The application consists of seven parts:***

1. Candidate Information – Basic contact information as well as information to be used for press releases upon election.
2. Letter of Application – Briefly outlines the candidate's experiences and interests in becoming a state FFA officer.
3. Resume – Summary of academic, leadership, and work experiences that convey a candidate's readiness to take on the challenges of state office.
4. Letters of Recommendation – Three letters from individuals that provide insight into the candidate's characteristics that would make them an effective state officer.
5. Officer Commitment Form – Agreement by candidate to follow the guiding principles and procedures of state officers. Also contains the signatures of a parent/guardian, FFA advisor, and school administrator.
6. SAE Information – Brief overview of the Supervised Agriculture Experience program of the candidate.
7. Photograph – Provided to the nominating committee to assist in deliberations and may be used for promotional purposes prior to state convention.

The application contains specific instructions on how to complete each of the above sections.

The application is not scored as an individual component of the selection process. It does, however, provide the committee with insight into the candidate's experiences and portions of the application may be used during the selection process.

## **Interview Rounds and Procedures**

The interview process consists of two written components (multiple choice knowledge examination and essay) and four interview rounds (Introduction, Stand & Deliver, One-on-One, and Small Group). All candidates will complete all components of the selection process.

### **Written Components**

State officers must consistently demonstrate a command of key issues related to agriculture, FFA, and the education system. While some of this knowledge may be demonstrated by asking quality questions and carrying on informed conversations rather than “knowing facts,” it is still important that officers come in with a base understanding of core issues and facts related to these three areas of knowledge. Thus, a written exam consisting of two portions – multiple choice questions and an essay question -- will be administered to allow candidates to demonstrate evidence of this desired knowledge set. Candidates will complete the exam on Monday. Thirty minutes will be allowed for candidates to complete each of the writing components. Study materials will NOT be allowed during the examinations

#### ***Multiple Choice Knowledge Examination***

All candidates will have 30 minutes to complete a written exam with 40 multiple choice questions. The composition of the exam will be as follows:

- 6 questions on FFA History
- 6 questions on FFA Structure and Operations
- 10 questions on FFA Events/Programs
- 6 questions on American agriculture issues
- 8 questions on Kentucky agriculture issues
- 4 questions on agricultural education

The multiple-choice examination will count for 20 points toward a candidate’s final score.

#### ***Writing Exercise***

All candidates will have 30 minutes to complete a written essay on a topic relevant to agriculture, FFA or the education system. 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 writing sample will be reviewed and scored by two student members of the nominating committee. Scores will be assigned based on the candidate’s ability to demonstrate both content knowledge and communication skills in writing. Each of the two nominating committee members will score the samples on a scale of one to five with five representing strong evidence the skills are present and one representing strong evidence the skill is not present.

## **Interview Rounds**

There will be four rounds of interviews held on Monday before state convention.

**Round One - Introduction** – In this round, candidates will have the opportunity to “introduce” themselves to the nominating committee. In this one-on-thirteen format, candidates should capitalize on this time by making their first impression a lasting impression. In addition, candidates can expect to answer two or three behavioral-based interview questions posed by the nominating committee and to expound on their goals, motivations and/or desire to be a state officer. This round lasts 4 minutes.

**Round Two - One-on-One** - This round will consist of twelve 2-minute interviews each with a different member of the nominating committee. The interview is focused on two objectives. First, this is an opportunity for individual committee members to develop rapport and get to know candidates in a one-on-one setting. Second, this will provide an opportunity for evaluation of several targeted competencies through structured questions and follow-up questions. The competencies outlined will be evaluated through observation and careful listening to candidate responses to questions.

**Round Three - Skills Application** – This round has two parts: Stakeholder Engagement and Stand & Deliver.

**Stakeholder Engagement** - Each candidate will interact with an individual that represents agriculture, education, and/or FFA in a 5-minute conversation. Prior to this conversation, the candidate will be provided with information regarding the background of the stakeholder and the scenario in which the conversation is occurring.

This stakeholder will be provided a guide to follow during the conversation, but they may interject follow up questions to probe the candidate’s understanding of a topic. A group of nominating committee members will be seated away from the stakeholder and candidate and will only serve as observers. The stakeholder used in this activity will have no personal relationship with any of the candidates. Additionally, the stakeholder will not share their opinions about any of the candidates to the nominating committee members.

**Stand and Deliver** – Candidates will have 10 minutes in a preparation room to prepare for delivering a 2-3-minute speech on a topic that is given to them. When preparing their speech, candidates should plan as if they are advocating for this topic and its supporting ideas. When candidates arrive to the preparation room, they will receive the topic and instructions regarding the setting and audience to which the speech will be directed. Candidates will have a full 10 minutes to formulate their remarks. No materials will be allowed in the room during this time other than a pad of paper and a pen, which will be provided.

Candidates will promptly move from the preparation room to the interview room to deliver their 2-3-minute speech. Regardless of where they are in their time, time will be called at the end of three minutes. Candidates must stop their speech and wait for questions from the committee.

Carefully constructed questions will be asked of the candidate regarding the speech topic. Candidates have a total of two minutes to respond to the questions asked. The number of questions the committee intends to ask will be clearly stated prior to the start of this two-minute period. Time will be called at the end of two minutes regardless of where the candidates is in his/her response. Should a candidate finish early he or she may leave the interview room.

Adequate time will be provided between when a candidate completes the Stakeholder Engagement activity and the Stand and Deliver activity. Half of the candidates will complete the Stakeholder Engagement activity first, while the other half will begin with Stand and Deliver.

***Round Four – Conclusion*** – This is the same format as the first round. The full nominating committee will interview each candidate individually. This round will likely consist of one to three questions, which could cover any of the 5 competencies. The length of each interview is 3 minutes.

*Candidates must remain in the holding room for the entire process, except for a dinner break and during other predetermined breaks.*

## **Nominating Committee Function During Convention**

Once candidates are excused from the holding room, the formal selection process has essentially been “placed on paused.” The committee will meet two more times during convention. The first meeting will be on Wednesday. At this time the committee will discuss the interview process and will make recommendations for improvements. They will also review preliminary scores from Monday’s interviews as needed. The final meeting of the committee will be on Thursday morning, where the slate of officers will be determined. Though the committee may not be in formal meetings, they will be watching the candidates’ actions during convention. While this is not a formally “scored” area, the committee may decide to address any pertinent issues they see during convention when they meet again.

Nominating Committee members and officer candidates are not to communicate with each other regarding the selection process and should avoid lengthy contact.

## **Candidates’ Function During Convention**

Candidates shall serve as ushers during the convention under the direction of the State Officer Candidate Coordinators and the state staff. Specific information dealing with times to report and duties will be shared in the holding room and prior to the start of sessions. Candidates should plan to arrive early to prepare for sessions and stay after sessions to prepare the convention hall for the next session. At times there will also be meetings and practices candidates must attend.

Candidates will be involved in a series of other events during convention. Time with their chapter may be limited and candidates should be prepared to assist in convention functions as called on by the state staff. Candidates participating in contests and other official activities will be permitted to do so without consequence.

State Officer Candidate Coordinators will hold candidate only activities to assist in surviving the convention. Details will be shared at convention by the candidate coordinators.



## Candidates' Schedule During Convention

This is a draft schedule for the 2021 Convention for reference only. A final schedule will be made available to all candidates before the start of convention.

### **Monday**

9:15 – Candidates arrive  
9:40 to 10:45 – Complete FFA Knowledge Exam/Writing Exercise  
11:00 am – Candidate Luncheon with State Officers  
12:00 – Round 1 - Introduction  
2:15 – Round 2 – One-on-One  
4:00 – Round 3 – Skills Application  
6:20 – Dinner  
7:00 – Round 4 – Conclusion  
8:30 – Interview complete and committee begins deliberations

### **Tuesday**

11:00 am – Leadership Workshops  
1:00 pm - Leadership Workshops  
*Attendance recommended if not competing in state contests*  
  
3:00 pm – Meet State Officer Candidate Coordinators in Convention Hall  
3:30 pm – **Session 1 begins**  
*After session – Prep for session 2*  
7:00 pm – Meet State Officer Candidate Coordinators in Convention Hall  
7:30 pm – **Session 2 begins**  
*After session – Prep for concert*  
11:00 pm (approx.) – Practice Installation ceremony

### **Wednesday**

10:00 am – Meet State Officer Candidate Coordinators in Convention Hall for awards practice  
2:00 pm – Meet State Officer Candidate Coordinators in Convention Hall  
2:30 pm – **Session 3 begins**  
*After session – Prep for session 4*  
7:30 pm – Meet State Officer Candidate Coordinators in Convention Hall  
8:00 pm – **Session 4 begins**  
*After session – prep for session 5*  
Candidate-only meeting with State Staff and State Officer Candidate Coordinators

### **Thursday**

8:30 am – Meet State Officer Candidate Coordinators in Convention Hall  
9:00 am – **Session 5 begins**  
12:00 pm - Luncheon for New Officers, Retiring Officers, and their parents  
1:00 pm - 2021-2022 State Officers' Meeting

## **Nomination, Election, and Installation of Officers**

On the final day of convention, the nominating committee will reconvene. During this meeting the committee will review results from voting, discuss any issues/concerns, and will prepare a slate of candidates to recommend to the delegates.

Once the decision has been made, the committee will be sequestered during the final session to keep the results confidential.

When called by the state president, the Nominating Committee Chair (the Second Vice President) will present the report of the nominating committee to the delegates. As each officer nominee is called, they will be retrieved by the corresponding retiring state officer and brought on stage.

Once the entire report has been presented, the Second Vice-President will move for the passage of the nominating committee report, which has an implied second. The current president will seek acceptance of the report from the delegate body. Once the motion is passed, a motion will be entertained to elect the slate to state office. When adopted, officers-elect will be installed by the retiring officers.

After installation each officer will present the retiring officer with their retiring officer plaque and pin. The new state president will give brief remarks and close the convention using the official closing ceremony.

Upon adjournment new officers and their families will attend the new and retiring officer luncheon. The officers will then meet with state staff for a brief orientation meeting. *Every effort will be made to ensure the orientation meeting concludes by 3:30pm ET.*