

Nevada FFA State Officer Selection Process Guide



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The selection of these six individuals is an arduous task for their peers, the members of the Nominating Committee. The committee members, charged by the State President with the duty to select a slate of officer candidates and elect them to their respective offices, must ensure that the needs of the State Association are placed in the hands of a capable and effective team of leaders. The candidates, in turn, must be prepared to meet not only the challenges of the selection process, but also those that they will face as officers if elected. This document serves as a guide to all those who fulfill roles in the selection process- candidates, committee members, adult consultant, chapter advisors, and coaches. It is important to note that this is not a rulebook, nor a set of regulations, merely a system of guidance on which to base decision making, preparation and evaluation.

The Nevada FFA State Officer Selection Process Guide is completed with six separate sections:

Section 1- The Job of Being a State Officer

Section 2- Guiding Principles for the Selection Process

Section 3- The Selection Process

Section 4- Preparing for the Selection Process

Section 5-The Nominating Committee

Section 6- The Scoring System

Section 1-

The Job of Being a State Officer

The primary responsibility of a state FFA officer is to serve. From the moment you are elected at state convention you are committed to the members of the Nevada FFA Association and the National FFA Organization. Ahead of you lies a year which will be marked by the service you provide. However, that service comes in many different forms, many of which you may be unaware of as a chapter member. The role of an officer team at the state level is beyond just being with the members.

If elected, you will be expected to fulfill roles as a representative of students, an advocate for the organization and agricultural education, as a team leader and member planning events, and as an individual challenged to uphold standards. The life of a state officer in Nevada can be a challenging balancing act of school, work and officer duties. It is important to remember that you have made a commitment of service to the state, to your team, and to yourself.

Association officers must work with a variety of people in a variety of situations and settings. While you are provided the initial keys to be a successful state officer through training and advisorship, it is up to the individual officer to maintain their level of performance throughout the year. It will be a challenging year full of joys and discomforts—with the joys far outweighing the discomforts. Decide now if you are up for this challenge. If you would rather live the life of a college student—follow your own schedule, see your friends, and watch television, state office is not a good fit for you.

In this section...

State Officer Roles and Responsibilities

- Job Summary
- Essential Functions
- Additional Expectations of the State President
- Officer Activities
- Year At-a-Glance
- Qualifications
- Official Dress Guidelines
- Anticipated Expenses
- Travel Policy

State FFA Officer Job Summary

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

State Officers serve under the supervision of the State FFA Executive Director and State FFA Executive Board in accordance with official policy and budget limits. Where involved with student leadership activities, state officers' efforts will be coordinated by the State FFA Executive Director. More specific responsibilities include:

Essential Functions

- * Adhere to the State FFA Officer Policies of the State FFA Association and follow through with those activities agreed to in the State FFA Officer Commitment Form.
- * Participate in training, orientation, continual self-improvement and evaluation of activities as directed by the State FFA Staff.
- * Maintain a positive attitude and enjoy your year of service with members, advisors, staff, sponsors and others.
- * Represent the State FFA Association at local, state, and national activities as scheduled by the State Staff.
- * Serve as a member of the State FFA Executive Board at all meetings as required by the State Staff.
- * Develop positive relationships with FFA members, advisors, staff, sponsors and the public.
- * Stay up to date on agriculture, agribusiness and agricultural education facts and issues.
- * Plan, prepare, read, study, listen, and practice to continually improve public speaking skills.
- * Communicate by a regularly scheduled newsletter to chapters within state officer's section. This must be coordinated with the Executive Director.
- * Plan, prepare and conduct Chapter Visits in each chapter within your designated section. Communicating with advisors about specific visit details.
- * Participate in planning and conducting all state association events and activities.
- * Participate in making visits to business and industry as directed by the State Staff

working in cooperation with the State FFA Foundation staff.

- * Assist during State FFA Foundation events.
- * Participate in local chapter banquets as invited by local chapter advisors.
- * Participate in planning, preparing and conducting the State FFA Convention.
- * Prepare and submit monthly expense vouchers and other reports as required by the State Executive Director.
- * Keep up to date with all correspondence.
- * Develop and exercise an awareness and sensitivity to diversity amongst FFA membership and the general student population.
- * Perform other duties as instructed by the State Staff

Keep in mind... Being a state officer isn't all glamour. An officer travels thousands of miles during the year, representing the State FFA Association. They spend many hours preparing workshops, attending meetings and corresponding with members and advisors. Officers receive training from the State and National FFA that helps develop their leadership and presentation skills and offers excellent hands-on education and training for young people.

State Officer Year At-a-Glance

Yearly Activities & Duties

April

Blast Off

Summer Leadership Camp Preparation

May

Summer Leadership Camp Preparation

Livestock CDE

Foundation Spring Creek Sporting Clay Shoot

June

Retreat/Summer Leadership Camp Preparation

Summer Leadership Camp/COLT

July

National Leadership Conference for State Officers

State Presidents' Conference

September

FFA Class

Various Assignments

Foundation Sporting Clay Shoot

Greenhand Conference

Zone Officer Training

October

FFA Class

Various Assignments

Soils & Range CDE

National FFA Convention

November

FFA Class

Various Assignments

Nevada Farm Bureau Convention

8

Revised 1/13/14

Nevada Cattlemen's Convention

State Convention Preparation

December

FFA Class

Various Assignments

Chapter Visit Preparation

January

Chapter Visits

State Convention Preparation

Nevada Agriculture Youth Legislative Experience

February

State Convention Preparation

Winter Leadership Training

March

State Convention Preparation

State Convention

Every year state officers are selected and are surprised by the many activities and duties associated with the position.

The following is a list of the most surprising aspects;

- Amount of Commitment to the Association & Position
- Role Model – transition from a member to leadership position, watched at all times, attitude (setting a positive example)
- Planning – amount of planning and organizing
- Time Management – FFA/School/Family/Friends (juggling, no procrastination)
- Need for Structure – moving away from home & no parents
- FFA Full-Time Job –spend 7-10 hrs/week on average (plus school, work, family, etc.)

Percent of State Officer Time

60% - Planning and Practicing

20% - Trainings/Representing/Business & Industry Visits

20% - Member time

Residency

Officers of the Nevada FFA Association are highly encouraged to establish temporary residency in the Reno/Sparks or Carson City metro areas during their year of service. These areas serve as the base for the State Officer team, with the association offices housed at the Department of Education in the state capitol. Past officer teams have found that living in close proximity to each other and the metro areas improves the effectiveness of the team and increases individual officer success. Many officers choose to continue their education during their term of service and the area provides an opportunity through three state institutions for higher-education within the region (Truckee Meadows Community College, Western Nevada College, or the University of Nevada, Reno). *It should be noted that officers who choose not to relocate for the year are responsible for additional travel requirements for meetings, team planning and team cohesion events.*

School/Work

If a state officer decides to attend school and/or work, prior arrangements need to be made to insure flexibility and commitment to his/her state office. Select minimal units and courses that are flexible with your schedule. Past officers have had trouble with lab-based courses, honors-courses, and taking too many courses. Officers often work during their year of service. If this is a necessity, make sure that your employer is willing to work with you and your irregular schedule. Although many events and planning sessions are pre-planned, there are activities that occur on a short notice. *It is a state officer's responsibility to manage their school, work, and officer duties. School and work should not be an excuse for an officers' lack of commitment to their year of service.*

Qualifications

Degree: Candidates for State Office must hold the State FFA Degree at the *time of their election*. (Pursuant to *Article 4, Section L* of the Constitution) Students who have applied for the degree during the same year in which they are a candidate are eligible upon verification that they will be receiving the degree during State Convention proceedings.

Membership: State Officers must be active members during their year of service.

Competencies: Section two provides a listing of the essential competencies required for serving as a state FFA officer. These competencies have been identified by the National FFA Organization as competencies for effective officers and are utilized in evaluating National Officer Candidates during National Convention. The officer selection process is designed to screen candidates to find those who demonstrate these competencies consistently.

Limitation on Officers in High School- State officers serving during their senior year of high school cannot compete in CDEs the state convention that he/she is retiring from office.

Official Dress Guidelines for Nevada State FFA Officers

The following includes information on dress code during an officer's term. Please note

that state staff has the final approval on dress code at all FFA functions.

1. Males need to be clean shaven and have an appropriate haircut that looks neat and professional.
 - No beards, mustaches, etc.
 - Sideburns should be neatly trimmed and may not extend below the bottom of the earlobe.
2. Females need to have an appropriate hairstyle that looks neat and professional.
 - Any barrettes or 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.
 - Get pants and skirts that require little or no ironing.
5. Skirts need to be at the knee or slightly below. Make sure they fit properly.
 6. Skirts may have pleats; however, straight skirts look most professional.
 - No ruffles
 - No high cut slits
7. Nylons need to be black. (They should be a see through black color rather than a thicker black)
8. Males need to wear black socks.
9. Shoes:
 - Females should wear a solid black pump with a comfortable heel.
 - Males should wear a shiny, black leather shoe. Tie or loafer shoes acceptable.
 - Shoes need to be polished at all times.
10. White shirts need pointed collars.
 - Rounded collars are difficult to wear with the scarf or tie properly
11. Use jewelry in moderation
 - Males will not be allowed to wear earrings.
 - Males & Females will not be allowed to have any facial piercings.
 - Males & Females are not allowed to acquire a tattoo during their officer term. If an officer has a tattoo before being selected, it must be covered up during the entire term.
 - There should be no class rings other than your own worn.
 - Only one ring per hand should be worn at the maximum. Engagement rings are not allowed during the officer's term.
 - Females may wear earrings that complement the official dress, nothing too large or distracting.
12. Each state FFA officer will display their state FFA degree charm on a gold chain.
 - The State Association will provide state FFA officers with their first chain. After that you will need to purchase any replacements. Be Careful! Chains catch on chairs and break easily.

13. Keep your clothes wrinkle free and lint free. Bring along an iron if necessary and a lint brush.
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 Nevada FFA! **Look Sharp**

FFA OFFICIAL DRESS INCLUDES

Females- Official FFA Association Jacket, Black straight skirt, White shirt, Official FFA Scarf, Light black nylons, Black Shoes

Males- Official FFA Association Jacket, Black pants, White shirt, Official FFA tie, Black socks, black shoes

Casual Official Dress – Shirt/polo (provided by Nevada FFA), khaki pants, nice shoes, and belt.

Business Casual – There will be some events that require business casual attire. This includes polo's, button-down shirts, sweaters, slacks, and skirts.

General Dress – Hats, tank or tube tops, flip-flops, short shirts/shorts/skirts, and ragged jeans are not allowed.

Anticipated Expenses For State FFA Officers

The Nevada State FFA Association will purchase the following items for State FFA Officers:

- | | |
|------------------------------|-----------------------------------|
| - One FFA Association Jacket | - Shirt, Skirt/Pants, & Shoes |
| - One scarf or tie | - Business cards |
| - Time Management System | - One Casual Official Dress Shirt |
| - One State Degree chain | |

The State FFA Association will reimburse the State FFA Officers for expenses related to their duties including mileage, meals, lodging, and other job related expenses as funds are available (based on the budget). Officers will need to submit vouchers and proper receipts to get full reimbursement for their expenses.

State FFA Officers will need to provide the following:

A vehicle in good working condition is a must! State FFA Officers put on many miles throughout their year of service. They will travel many times by themselves to events such as chapter visits, banquets, contests and some meetings. Many times carpooling will be done to save on mileage expenses where the entire team is attending an event. Officers will be reimbursed for mileage.

The following are personal expenses State FFA Officers incur during the year. Plan accordingly.

Nevada Agriculture License Plate	\$61.00
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It is recommended that State FFA Officers have access to a credit card and cell phone when traveling.

Travel Policy for State FFA Officers

Below are policies regarding travel of State FFA Officers and should be known to FFA Chapters.

- A. State Officers are reimbursed by the Nevada FFA Association for travel on a \$.20 per mile rate from their home to return. A mileage form will be given to each officer so reimbursement can be made. Reimbursement for mileage, but not meals, can only happen for more than 50 miles from home.
- B. State officers are encouraged to participate in chapter leadership development activities approved by state staff. This includes meeting with chapter officers and members to discuss the local chapter program and to suggest activities which may be of interest to them - - in keeping with the Program of Activities. Attendance at Parent and Member Banquets are additional opportunities for services.

- C. State Officers must receive approval from the state FFA staff to deviate from these policies.
- D. State officers are expected to follow all driving rules set by the Nevada Department of Transportation. Any fines associated with the violation of these rules are the responsibility of the state officer.
- E. Insurance coverage and maintenance of a personal vehicle is the responsibility of the state officer. Any damages to the state officer's personal vehicle while on official FFA business are the responsibility of the officer. Nevada FFA is not liable for any damages.

Travel Policy-
Specifications regarding State FFA Officers enrolled in High School during term of service

Juniors in high school are eligible to run for state office. If selected, they would serve during their senior year of high school. The Nevada Department of Education's Office of Career, Technical, and Adult Education has set rules on travel for high school students serving in state officer positions. These students must be transported and chaperoned by their local advisor. This includes all meetings and events.

Most officers are selected at the end of their senior year and then serve the majority of their time out of high school. The first few meetings of the term are often conducted before graduation. Their advisor must provide transportation to these meetings.

Section 2-

Guiding Principles for the Selection Process

Section 1 outlines the varied roles that a state officer is expected to fill- advocate, motivator, and role model, just to name a few. Because of the wide range of skills and personal traits that is required to meet the challenges of fulfilling these roles, the Adult Consultants to the Nominating Committee and the Nevada FFA State Staff have chosen to revise the State Officer Selection process. The largest movement behind their revisions are the changes made to the National Officer Selection Process.

Implemented during the 79th National FFA Convention in Indianapolis, Indiana, the changes to the National Selection Process were the result of two years of work by a national working group. This task force, approved by the National Board of Directors, convened in the fall of 2004 during national convention to review the process as observers. The group identified 12 potential changes to the process and submitted them to the board for approval.

This section outlines the principles and objectives behind the changes to the National and State Selection processes, as well as the constitutional provisions for the election of the six Nevada FFA State Officers. Above all, the revisions in the State Selection Process are made in an effort to ensure fairness in the election of officers, provide Nominating Committee Members with a wide view of candidate abilities, and allow candidates to effectively develop their skills prior to State Convention.

In this section...

Philosophy and Objectives for the State Officer Selection Process

- Constitutional Provisions for Election of Candidates

Constitutional Provisions

NEVADA FFA CONSTITUTION; BY-LAWS; ARTICLE IV

L. State Officer Selection

1. State Officer applications must be submitted to the State Advisor postmarked by the third Tuesday prior to the beginning of the State FFA Convention.
2. A written test will be administered to candidates. This test will include questions regarding The National FFA Organization, agriculture, Agriculture and American Education, current issues, Nevada FFA Association, and anything else the executive committee deems pertinent.
3. The Nominating Committee may consist of one member from each chapter. Members of the Nominating Committee must be present at all trainings, interviews, and meetings or they will not be allowed to vote in the officer selection process. An adult consultant will oversee the Nominating Committee and a former state officer appointed by the executive committee will chair the committee.
4. No member may participate on the state nominating committee for more than one year.
5. Upon compiling all scores, the adult consultants shall provide the nominating committee with a list of the ten highest scoring candidates for the deliberation process according to total score. Each Nominating Committee member will then vote individually by secret ballot for six candidates who they believe will be best qualified to serve as a state officer. Considering the scores AND individual nominations, the committee will then deliberate and slate six candidates to serve as the next state officer team.
7. Only two officers may be selected from one chapter. If there are two or more candidates from each zone, then at least one officer must be elected from each zone. If only one candidate runs from a zone, that candidate is not guaranteed an office. If less than six qualified state officer candidates run for office, then more than two candidates can be selected from the same chapter.
8. State Officer Candidates must hold the State FFA Degree.
9. Should the situation arise that these rules cannot be followed, the State Advisor will bring this to the attention of the NATA prior to the announcement of selected officers.
10. The following criteria for scoring will be used during state officer selection:

b. Written Test	300pts
c. Interview Rounds	700pts
TOTAL	1,000pts

Section 3-

The Selection Process

Selecting six officers is no easy task. The process is more rigorous than many interviews you will encounter in your professional life. In it lies a tremendous opportunity for personal and career growth. Preparation for the process begins in advance of state convention - some would argue that it begins when you become an FFA member. One thing is certain, the process will certainly provide an adequate test of your ability to serve in the capacities outlined.

The entire selection process is based upon the competencies identified in the Effective Officer Study conducted in 2005 by the National FFA Organization. The competencies are evaluated in a number of different ways ranging from your performance on a written exam to your performance with real stakeholders in an interview setting. As shown in the last section, the competency builders are the building blocks for the interview process. This section details the specific ways candidate's skills will be evaluated.

The selection process provides a method to carry out this important task. All the details are provided for your help in preparing. It may be cliché, but ask most any past state officer - regardless of what you know about each round there's still something that's more important to your success: stay true to yourself!

In this section...

Application

Interview Rounds and Round Procedures

- Competencies of Effective Officers
- Application Scoring
- Written Test-Multiple Choice
- Written Test- Composition Activity/Essay
- Rotational Interview
- Stand and Deliver Practicum
- Facilitation Practicum
- Personal Interview Round
- Expectations for Interviews

Deliberations, Callbacks and Selection of Officers

- Deliberations
- Callback Interview Procedures
- Specific Procedure to Follow
- Policies Guiding the Additional Interviews

Competencies of Effective Officers

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

- 1.1 Non-Verbal skills
- 1.2 Listening skills
- 1.3 Written communication skills
- 1.4 Speaking Skills
- 1.5 Facilitation Skills

Communication is critical to everything you do: whether it's a one-on-one interaction, a presentation to a large audience or a thank you note you write to a CEO. When you become an effective communicator, you have a greater impact on those around you.

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 and Indicators:

- 2.1 Work in teams
- 2.2 Acceptance of differing viewpoints
- 2.3 Team before self

When you serve as a state officer, you must remember that you are a member of the team. It is important to consider others' feelings, opinions and beliefs at all times.

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.

Competency Builders and Indicator:

- 3.1 Agriculture Knowledge
- 3.2 FFA Knowledge
- 3.3 Agricultural Education and American Education System Knowledge

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.

Competency Builders and Indicators:

- 4.1 Efficient time management
- 4.2 Planning and Prioritization Skills
- 4.3 Self-Starter

Competency 5 - Character

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

Competency Builders:

- 5.1 Reliability/integrity/trust
- 5.2 Adaptable/flexible
- 5.3 Positive Attitude

- 5.4 Sincerity and compassion
- 5.5 Maturity
- 5.6 Coachable, life-long learning
- 5.7 Work Ethic

Character is about knowing right from wrong. You can count on a person with character to say and do the right thing. You can also count on them to honor their commitments.

Competency 6 - Passion for Success

Displays personal attributes that are courageous and passionate in carrying out the FFA mission with contagious enthusiasm.

Competency Builders and Indicators:

- 6.1 Self-Confidence
- 6.2 Commitment to FFA
- 6.3 Energetic
- 6.4 Initiative
- 6.5 Commitment to Service

When you are a state officer, success means carrying out the FFA mission with an attitude of courage and passion.

Competency 7 - Influence

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

Competency Builders

- 7.1 Supports/motivates FFA members and partners
- 7.2 Mentors and coaches others
- 7.3 Member representation
- 7.4 Builds Relationships

Influence is caring enough to make a positive difference in the lives of FFA members, staff and partners.

Competency 8 - Critical Thinking

Demonstrates the ability to seek out solutions and resourcefulness in finding information.

Competency Builders and Indicators:

- 8.1 - Ability to solve problems
- 8.2 - Think critically and conduct research

Critical thinking is an important ability for state officers to possess, as they will often need to be resourceful in finding information and seeking solutions to problems.

Rubrics for all Competency Builders are available online at www.ffa.org under the “Becoming an Officer” homepage.

Scored Components of the Application

- Letter of Application
- Résumé
- Biographical Information – Form E
- Listing of FFA Activities – Form E
- Explanation of Reason for Candidacy – Form E
- Explanation of Personal Qualifications – Form E
- State Officer Candidate Statement – Form E
- Surveys of State Officer Candidate Qualifications, three separate (submitted to State Staff by teacher/administrator/mentor) – Form F

Non-scored, Required Components of the Application

- Silver State FFA Officer Agreement Form – Form B
- Silver State FFA Officer Commitment Form – Form A
- FFA Jacket Information – Form C
- Business Card Information – Form C
- Biography – Form C
- Emergency Medical – Form D
- Proof of valid Nevada auto liability insurance

Notes regarding the Letter of Application

A letter of application is usually your first introduction when applying for a position with an organization. The letter of application should give the reader a reason to look at your resume. There are several common components to include in your letter of application. They are listed below. A successful letter of application will articulately and passionately address why you desire to serve as a Nevada FFA State Officer in 1,000 words or less.

Some components to consider in your letter of application:

1. Date of letter
2. Address to Nominating Committee Members; 700 East Fifth Street, Carson City, NV 89701
3. Introductory paragraph
4. Paragraph about your background or experience, which you believe qualifies you for the responsibility of state office.
5. One to two paragraphs addressing why you desire to serve as a State FFA Officer.
6. A concluding paragraph moving the reader to consider you
7. Appropriate close and signature

Notes regarding the Résumé

A resume is a document used to convey your most relevant experiences related to the particular position for which you are applying. A resume is not a listing of your awards, achievements, offices and memberships. Developing a successful resume involves evaluating your previous experiences and selecting a few experiences, which best convey your readiness to take on the requirements of the job. A successful resume will articulately convey your contributions as they relate to your involvement and experiences in one page.

Some things to consider including on your resume:

1. Contact information (name, address, e-mail, phone number)
2. Career objective

3. Education (PLEASE DO NOT INCLUDE YOUR G.P.A)
 - High school name, city, state - years attended
4. Relevant leadership experiences (FFA, school, community)
 - Position, organization - dates held
 - Responsibilities
 - Major contributions
 - Membership, organization - dates of membership
 - Major contributions
5. Relevant professional work/experiences (SAE, other relevant work experience)
 - Position, organization, city, state - dates of employment
 - Responsibilities
 - Major contributions
 - Achievements
6. Relevant Awards/Recognition/Achievements
 - Award title, awarding organization, date awarded

Interview Rounds and Round Procedures

The selection process consists of two sections: written evaluations- comprised of the application, multiple choice examination, and composition activity- and practicums- comprised of three interview rounds, an extemporaneous speech, round robin conversation, and a group presentation. Each of these individual activities receives a score based on a specific set of competency builders. Within this sub-section each activity is explained and a list of competencies to be evaluated is provided. Each builder will be rated on a five to one scale. Five reflects strong evidence that the skill/attribute is present. One reflects strong evidence that the skill/attribute is not present.

All candidates must complete each activity to be elected to State Office, regardless of their scores. Each nominating committee member must be present for all rounds and candidate presentations and must submit a score for each competency evaluated during an activity for every candidate in the selection process. Failure of a Nominating Committee member to do so will result in the nullification and elimination of all scores they have provided for all candidates and activities. Candidates must be present at their designated interview time, or they may be termed ineligible to complete the round by the State Staff and Adult Consultants.

Adult Consultants shall be responsible for the tabulation and reporting of scores provided by the members of the committee or external consultants. The candidates' rank shall be determined after all rounds have been completed based on the scoring procedure outlined in Section 6 of this guide and shall be presented to the Nominating Committee. The scores for all candidates within each competency will be provided to the members of the committee who will utilize the data collected to make evidence-based decisions in forming a slate of six state officers.

The following explains each of the rounds within the process in detail.

Application

The nominating committee will use the application in order to produce questions for personal rounds. The primary purpose of the application will be to develop an understanding of the candidate prior to rounds. Applications will not be scored, but will provide a base understanding of candidates for the nominating committee.

Written Test

Officers must consistently demonstrate a command of key issues related to agriculture, FFA, and the agriculture and American 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 a composition activity - will be administered to allow candidates to demonstrate evidence of this desired knowledge set. Candidates will complete the exam on Wednesday. A maximum of three hours will be allowed for students to complete both portions of the exam. No study materials will be allowed in the examination room.

Multiple Choice Questions

All candidates will complete a written exam with multiple choice questions. The composition of the exam will be divided with an equal number of questions on current issues in agriculture, current issues in FFA, and current issues in the American education system and agricultural education.

The following competency builders will be evaluated on a one to five scale. Five indicates strong evidence the skill is present. One indicates strong evidence the skill is not present. To calculate a score out of five for each competency builder each question answered correctly, related to the respective builder, will receive an appropriated fraction of points. (i.e., a student answering 13 out of the 20 questions on agriculture issues correctly receives a score of 3.25 on competency builder 3.1 - knowledge of agriculture industry and current issues, with each question worth 0.25 points). All questions are weighted equally and worth the same value.

Competency Builders Evaluated through Questions:

3.1 Agricultural Knowledge

3.2 FFA Knowledge

3.3 Agriculture Education and American Education System Knowledge

Composition Activity

All candidates will complete a written essay on a topic relevant to agriculture, FFA or the American 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 year a list of potential topics will be published for all candidates. Candidates are encouraged to understand each topic very well. However, the essay will also require candidates to demonstrate an understanding of how that particular topic relates to the

other themes, not reflected in that particular year (i.e., if agriculture is the theme during the current year then the essay question will require students to demonstrate understanding of the topic as well as the relationship that topic shares with FFA and/or the American education system.)

Competency Builders Evaluated

- 1.3 Writing skills when communicating with others
- 8.1 Solve problems
- 8.2 Think critically and conduct research

One of the following competencies will be evaluated in this round:

- 3.1 Agricultural Knowledge
- 3.2 FFA Knowledge
- 3.3 Agriculture Education and American Education System Knowledge

Three separate, independent adult consultants to the nominating committee will review each of the essays. These consultants will review the essays on site and rate them on each of the competency builders identified for this portion of the essay. Compositions shall be written on a form paper provided to the candidates and shall be identified in manner that allows them to be evaluated anonymously. Candidates may only use the amount of paper provided and may only write in the lined section of that paper. Compositions shall be written in black ink only. Each consultant shall be provided with a clean photocopy of each candidate's composition.

Personal Round I- Interview

In this round, candidates will have three to five minutes to introduce themselves to the nominating committee. In this format, candidates should capitalize on this time by making their first impression a lasting impression. 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.

Competency Builders Evaluated:

- 1.1 Non-Verbal Skills
- 5.3 Positive Attitude
- 5.4 Sincerity/Compassion
- 6.1 Self-Confidence
- 6.2 Commitment to FFA
- 6.3 Energetic
- 6.5 Commitment to Service
- 7.1 Supports/motivates members and partners

Rotational Interview

This round will consist of several 5-10 minute interviews each with a different group of approximately two members of the nominating committee. The interview is

focused on two objectives. First, this is an opportunity for the committee to develop rapport and get-to-know candidates in a one-on-one setting. Second, this will 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 members will have approximately one minute to evaluate the candidate. Notes are provided below to clarify how the competency builders will be distributed among the committee members to facilitate assessing a large number of qualities with the given time constraints. Questions will be focused on the behavioral interviewing method, evaluating candidates on their responses to questions regarding past actions and interactions.

Competency Builders Evaluated with Questions:

- 2.1 Work in team pursuing common goal
- 2.2 Acceptance of differing viewpoints
- 2.3 Team before self
- 4.1 Efficient time management
- 4.2 Planning and prioritization
- 4.3 Self-starter
- 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
- 6.5 Commitment to Service
- 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 several times over all interviews. To achieve this all of the builders listed will be distributed among the nominating committee members.

Competency Builders Evaluated through Observation:

- 1.1 Non-verbal skills
- 1.2 Listening skills
- 5.4 Sincerity/Compassion
- 5.5 Maturity
- 7.4 Builds relationships

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 all of the committee members.

Stand and Deliver Practicum

This round will be 30 minutes in length. Twenty minutes focused on the candidate's ability to plan, organize and prepare a spoken presentation. Five minutes focused on the candidate's ability to deliver spoken presentation for context. Finally, the nominating committee will ask the candidate two questions, lasting no longer than five minutes.

Candidates will have 20 minutes in a private preparation room to prepare between three and five minutes worth of 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. Candidates will have a full 20 minutes to formulate their remarks. 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 five-minute speech. Regardless of where they are in their remarks time will be called at the end of five minutes. At that time 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. There will be two questions. Candidates have a total of three minutes to respond to the questions asked. Time will be called at the end of three minutes regardless of where candidates are at in their response. Should a candidate finish early they may leave the interview room.

Topics for the speeches will fall within one of the three areas of knowledge outlined in the competencies. Each year a listing of topics will be made available on the candidate resource page at www.nvaged.com prior to state FFA convention to use in preparation.

One of the topics will be selected prior to the start of the round at convention as well as the context in which the speech will be delivered. Details about the specific topic chosen and the context will be provided to candidates only when they enter the preparation room.

An Adult Consult will assist the committee in determining the accuracy of information presented by the candidate.

Competency Builders Evaluated

1.1 Non-Verbal Skills

1.4 Speaking Skills

6.1 Self-Confidence

7.1 Supports and motivates FFA members and partners

7.3 Member Representation

8.2 Think critically and conduct research

One of the following competencies will be evaluated in this round:

3.1 Agriculture Knowledge

3.2 FFA Knowledge

3.3 Agricultural Education and American Education System Knowledge

Facilitation Practicum

The purpose of this round is to evaluate the candidate's ability to influence

through facilitated presentation in front of a realistic audience and to work effectively within a group setting. This round will be between 40 and 70 minutes in length (depending on the number of candidates and time restrictions of the process). Candidates shall be assigned to groups by a lottery system. Each group shall be given 30 minutes in which they are to plan, prepare, and organize using materials provided. All materials will be provided to the candidates along with a sheet of instructions outlining the specific context and topic for the workshop or presentation. Candidate groups will have a private room in which to conduct their planning and may not bring any materials with them into the preparation area. Following preparation candidates will move to the interview room where they will have no less than 5 minutes and no more than 10 minutes to facilitate their presentation with the audience available. The length of the presentation shall be equal for all groups and shall be included in the instruction sheet provided during preparation.

Each group shall be allotted the same amount of time for preparation. Adult Consultants shall choose the most effective method for notifying candidates of their group assignments each year, notifying candidates as to the method chosen during candidate orientation. Also during orientation, candidates shall be notified of the total amount of preparation time to be allotted. At the discretion of the State Staff and Adult Consultants, presentation topics may vary between groups so as to ensure information security and process integrity.

A list of potential topics for this round will be published on the candidate resource webpage at www.nvaged.org prior to the state FFA convention each year. The topics for presentation shall be chosen from this list. (Please note that this is a separate list than that used for the Stand and Deliver Practicum and Composition Activity) The student nominating committee members will evaluate candidates' performance using the competency builders outlined below.

Competency Builders Evaluated

- 1.2 Listening Skills
- 1.4 Speaking Skills
- 1.5 Facilitation Skills
- 2.1 Work in teams
- 2.2 Acceptance of differing viewpoints
- 4.1 Time management skills
- 4.2 Ability to plan and prioritize
- 4.3 Self-starter
- 5.2 Adaptable/flexible
- 5.5 Maturity
- 6.1 Self Confidence
- 6.3 Energetic
- 6.4 Initiative
- 7.4 Builds Relationships

Round Robin Conversation Practicum

The purpose of this portion of the process is for the committee to evaluate the way

that a candidate acts in conversation and gain insight into interactions with stakeholders. In this round, candidates will participate in three, separate five minute conversations with stakeholders while being observed by the nominating committee. These conversations will relate to each of the three areas of knowledge competencies. The candidate will be given a prompt telling them about the stakeholder and what will be expected in the conversation right before entering the room.

Competency Builders Evaluated:

- 1.2 Listening Skills
- 3.1 Agriculture Knowledge
- 3.2 FFA Knowledge
- 3.3 Agricultural Education and American Education System Knowledge
- 5.3 Positive Attitude
- 7.1 Supports and motivates FFA members and partners
- 7.3 Member representation
- 8.1 Ability to solve problems
- 8.2 Think critically and conduct research

Personal Round II- Interview

The purpose of this 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. It also allows the committee members a final view of the candidates to help them determine their potential slate of officers. The interview round will not exceed ten minutes. During this time committee members will ask questions related to the competency builders identified below.

The Adult Consultants shall determine the allotment of time for each interview prior to the start of convention and notify candidates during the candidate briefing. Each candidate shall receive the same amount of time.

The student nominating committee members using the one-to-five scale developed for each builder will evaluate the following competency builders. The complete version of each competency builder rubric is available at www.ffa.org in the candidate resources section.

Competency Builders Evaluated

- 2.3 Team before self
- 5.1 Reliability/integrity/trust
- 5.4 Sincerity and compassion
- 5.5 Maturity
- 5.6 Coachable/Lifelong learning
- 6.5 Commitment to service
- 7.2 Mentors and coaches others

Expectations for All Interviews

Candidates are expected to report 15 minutes prior to their scheduled interview time. This ensures that all candidates are in place and ready to start on time. This early

arrival provides the nominating committee the flexibility to start the next grouping early should they be operating ahead of schedule. In addition, the FFA Policy and Procedures Handbook lists the following policy should a candidate arrive late for their interview or exam activity.

In the event that a candidate is tardy to a round, the [state staff] and the adult consultants will make and enforce a ruling.

After the completion of a round, candidates are placed under a strict code of silence. They are not to discuss the specifics of the round with anyone until all candidates have completed that round.. Failure to uphold this commitment to integrity may lead to the invalidation of a student's candidacy for state office by state staff.

Scheduling of Interviews

The creation of the interview schedule is guided by the time requirements for each round. The order of the candidate interviews within each round is determined by random assignment. The only modification of the random assignment process that is considered is when a candidate in the last grouping of the previous round is drawn to be first in the next round that occurs on the same day. No consideration is given to FFA zone or chapter, gender or ethnicity in the random assignment.

The interview schedule for each round will be posted in a designated area at the start of the previous round.

Candidates will receive a schedule highlighting the major activities of the week as part of the overall Convention and selection process materials provided to each qualified candidate.

Deliberation and Selection

Following the final interview round, the nominating committee begins the daunting task of selecting a slate of six officers. A considerable amount of time and thought go in to this decision. Students are encouraged to base all decisions on evidence generated throughout the entire selection process. Nominating committee members may also decide to hold a call-back interview round. In that case the committee may use the procedure outlined to bring back a small group of candidates for further consideration. Both of these processes are outlined here for the purpose of illustrating what goes on behind closed-doors.

Deliberations

The Adult Consultants, as non-partial agents, prepare the committee for the deliberation process. An independent, unbiased adult facilitator will guide the committee through the deliberation process. The facilitator provides boundaries for the discussion and maintains group focus on the outcome.

The deliberation facilitator then holds a brief orientation with nominating committee members. During this meeting they may:

- Discuss ground rules for discussions
- Overview of process
- Provide orientation to score reports and charts generated from week

Following the brief orientation the top ten candidate scores are provided along with other possible sources from the week. Some data sources provided include:

- Scores
- Writing samples
- Exam
- Notes taken during interviews

All committee members take the material provided and then have a period of time to review and begin to make individual decisions. The committee reconvenes and makes initial recommendations for slate. Members share the recommendations and evidence that supports their decisions. From this point much of the work is discussion based. The emphasis on **providing evidence** remains the norm for making comments. It is also during this time that the committee determines if they wish to bring anyone back for an additional interview. Discussions continue until a slate is finalized. Once the nominating committee members reach agreement students sign off on a final slate of six officers.

Section 4-

Preparing for the Selection Process

Preparing for the selection process is in fact preparing to be a state officer, and like your year of service, your months of preparation will be an individual journey. However, there are some resources that will help the candidate prepare and some guidance that can help coaches and advisors assist students in achieving their goal to serve the Nevada FFA Association.

Perhaps the greatest key to preparing for the process is to know where the starting and finish lines lie. Every journey of this kind must, in fact, begin with the individual candidate- knowing who you are and what is expected of you. From there you can create a personal plan for preparing.

This plan should include not only studying information and techniques, but also practicing skills and discovering who you are as a person and as a leader. It is also important to note that the finish line is not actually receiving a state office; it is, more importantly, completing the tasks set ahead of you as a candidate to the best of your ability and state office is only one of the many rewards you may gain by crossing it.

In this section...

Competency Rubrics

Basic Knowledge Areas

Suggested References

Study Ideas

Competency Rubrics

To help in developing your understanding of each of the competency builders the rubrics used to evaluate each builder is published and available at www.ffa.org in the candidate resources section. A sample rubric is provided in Appendix B of this guide. Below are some ideas about how to use this information:

- Have a number of other people rate your performance using the rubrics provided.
- Get feedback and coaching from someone who is knowledgeable about each of the competency areas - have them provide you feedback from the rubric
- Evaluate others using the rubrics - sometimes seeing others do well or not so well can help provide feedback for your own improvement

Also available from www.ffa.org, on the “Becoming an Officer” homepage, are a collection of reflections by past National FFA Officers on how they implement the competencies in their service. This “In their own words” series offers candidates a separate document for each of the eight competencies.

Basic Knowledge

With all the roles that an FFA officer must fulfill, it is imperative that state FFA officers enter their term with a high level of understanding of agricultural education, supervised agriculture experience, FFA and the agriculture industry. This section will describe the minimum that each candidate should possess before the selection process begins.

FFA Knowledge

FFA is an intra-curricular activity having its origin and base in a definite part of the school curriculum — agricultural education. The close relationship facilitates each other’s good points with the FFA providing the “laboratory” for leadership, personal, and career development experiences for the classroom instruction. Thus a well-functioning FFA chapter, with planned program of activities, a strong team of students and adult leaders and active “advisor-ship,” enriches the instruction in agriculture.

As with all well-run organizations, a strong mission and clear vision based on a set of core beliefs and values guide the National FFA Organization.

Fundamentals to Know About the National/Nevada FFA Organization

In addition to knowing and internalizing the above information, knowing the basics of FFA and the history of FFA is important. The following is a minimum of what each candidate should know about FFA.

1. What is the place of FFA within the program of agricultural education?
2. Why was the FFA organized?
3. What are some unique features of the FFA?
4. If a sponsor to FFA, as well as 4-H asks you “What is the difference between the FFA and the 4-H,” how would you respond?
5. Relative to the administration of Nevada FFA Association, know:
 - a. What is the state executive board?
6. What is the relationship of the state officers to:
 - a. State Staff

- b. Sponsors & Supporters
 - c. Members & Advisors
7. What are the roles and responsibilities of a state officer?
 8. What is the relationship of the State FFA Association to the Nevada Department of Education (NDOE)? Explain.
 9. It is essential that you have a thorough knowledge the following:
 - a. The history of the FFA.
 - b. The purposes of the FFA.
 - c. A program of activities and how it is developed.
 - d. The essentials of good officer training on the local and state levels.
 - e. The portfolio of FFA programs, products and services for members and teachers.
 - g. All ceremonies for FFA meetings and degrees.
 - h. Parliamentary Procedure.
 - i. k. The FFA Code of Ethics.
 10. How is the FFA financed in Nevada?
 11. What are the essentials of a successful chapter?
 12. What are good guidelines for planning and conducting a program of activities?
 13. What are the relationships of the National FFA Constitution, State Statute Law, Public Law 105-225 and Carl D. Perkins Vocational-Technical Education Act Amendments of 1998?

Fundamentals to Know About the Nevada FFA Foundation

The FFA Foundation greatly benefits FFA members. The following is the minimum that a candidate should know about the Nevada FFA Foundation.

1. When was the Nevada FFA Foundation organized?
2. What are the purposes of the Foundation?
3. How is the Foundation administered?
4. How is the Foundation financed?
5. What would you as a state officer do to increase the understanding of the Foundation by local FFA members?
6. How would you increase the number of FFA award winners who would take the time to write thank you letters to sponsors?
7. If you had three minutes to explain the importance of FFA to a corporate president, what would you say?

Fundamentals to Know About the FFA Alumni Association

The FFA Alumni Association is a membership group of former members and others interested in supporting the agricultural education program and the FFA.

1. When was the National FFA Alumni Association established?
2. What is the vision and mission of the National FFA Alumni Association?
3. How do you organize or charter a local Alumni affiliate?
4. Does a member of a local FFA Alumni affiliate have to be a member of the state and national?
5. Do you have to be a former FFA member to be a member of the Alumni?

American Education and Agricultural Education Knowledge

The FFA provides students with many ways to learn more about agriculture as well as

opportunities for self-improvement. The teacher of agriculture uses a shop to teach agricultural mechanics; he/she also uses the FFA as a “teaching tool” to teach leadership and to motivate students to set high goals and work to achieve them. With this comes pride and recognition for a “job well done.” The following is a minimum of what a candidate should know and be able to discuss.

1. The Smith-Hughes Act and its role in establishing agricultural education in the public schools.
2. The problem-solving approach to teaching and its influence on agricultural education, SAE and FFA.
3. The evolution of the local agriculture program — from single-teacher, rural only to multiple types of locations and staffing patterns; from content focused only on production agriculture to today’s programs of multiple career clusters being provided.
4. The history of Supervised Agriculture Experience (SAE) and its role in the local instructional program.
5. The 7 components of the Local Program Success model and best practice examples related to each.
6. What are NAAE, NASAE and AAAE? How do each of these organizations influence the direction of agricultural education? What are the state equivalents of each?
7. The role of advisory committees, other school administration and staff, local FFA Alumni members and sponsors in the local program.
8. What are the strategic goals for agricultural education nationally (see A New Era in Agriculture report from The Council)?
19. Understanding of current research findings in agricultural education such as:
 - a. Current student enrollment trends in agriculture.
 - b. Supply and demand of agriculture teachers.
 - c. Percentage of agriculture students with SAEs.
 - d. Percentage of agriculture students who are paid FFA members.
 - e. Influence of FFA membership on student performance (see Purdue/Horatio Alger study).

Agriculture Knowledge

The following is a minimum of what a candidate should know and be able to discuss about the agriculture industry.

1. Understanding of basic agriculture-related statistics for Nevada and nationally.
2. Understanding of the major components (titles) of the current farm bill.
3. Understanding of the major issues being faced by the American agriculture industry.
4. Understanding of the influence of global agricultural trade on U.S. agriculture.
5. Understanding of the impact of production agriculture on the environment (conservation, nutrient management, pesticides, etc.,).
6. Understanding of the influence of biotechnology on food production and processing.
7. Understanding of the emerging trends in production agriculture practices (no-till and minimum till, organic farming, sustainable agriculture including rotational grazing, etc.,).
8. Understanding of the current trends and issues in food processing and food safety (value added such as meal kits, unique packaging, irradiation of meat, etc.,).
9. Awareness of trends in the major food and fiber commodities produced in the United States.
10. Knowledge of the top leaders in the American agriculture industry.

As stated at the start of this section, the greatest key in a successful journey of preparing yourself for the state FFA officer selection process is knowing the beginning and the end points. While this is not a specific “area of knowledge” outlined in the competencies it is implicit in almost all of the other eight competency areas. The previous parts of this section (as well as the remainder of this handbook) have illustrated the end point — what a state FFA officer needs to know and do to be successful. The beginning point is for you to determine. While many feel they know who they are, it doesn’t hurt to get a “second opinion.” Can you answer all these questions?

1. What is the first impression you make when you meet someone?
2. What are your beliefs? Can you convey them without offending others of different beliefs?
3. Can you write a letter or e-mail that will influence the reader?
4. How is your individual speaking skill? What are your skills in speaking to groups?
5. Are you direct? Warm and friendly? Humorous?
6. Can you effectively relate your knowledge, skills and experiences to the topic being discussed? Can you present a point persuasively?
7. How well do you work in a team situation?
8. Can you team-teach with someone or do you take turns?
9. Can you accept and grow from criticism?
10. Do you work better with students or with adults?
11. Can you listen to and understand points made by another speaker?
12. What are your best talents and how do you use and grow them everyday?
13. How well can you complete a behavior interview process?

The time to discover your abilities is not during the selection process. Spend time getting to know your self better. Enlist the aid and support of others on this journey.

Suggested References List

There is a seemingly countless array of references that a candidate for state FFA office could use in their preparation. Each candidate must consider which are best for his or her preparation plan and processes. The following is a list of references to consider. You will find that some of the listings offer similar information but both sources were provided as they vary in the style used to convey the information.

Also, one of the best sources for personal experiences are interviews with industry professionals, educators, teacher educators, past state officers and national officer candidates, and alumni members. Reach out to the community that surrounds you and beyond!

Section 5-

The Nominating Committee

Selecting the six individual members who are to comprise the state officer team is left to the members of the nominating committee. These peers are charged with the future of the Nevada FFA Association at the same level as the future officers themselves. The job of being a chapter representative on the committee is important, as members are responsible for working within a scoring system based on set standards evaluated under their individual perceptions.

To facilitate the process and assist the members of the committee in their task, several adult consultants are assigned to work in developing areas of the selection process, implementing the procedures set forth by this guidebook, and ensuring a fair and accurate election. Many of these consultants are themselves former State Officers and National Officer Candidates.

The final level of oversight is the members of the State FFA Association Staff- the State Supervisor for Agricultural Education and the State Officer Advisor and Foundation Executive Director. These staff members will ultimately be those who guide the state officers in their activities and are responsible for reviewing the work of the committee and the adult consultants.

In this section...

Student Nominating Committee

- Committee Responsibilities
- Provisions
- Committee Preparation
- Roles of the Committee Members
- Reporting of Election Results

Adult Roles in the State Officer Selection Process

- Adult Consultants
- Tabulation of Scores and Reporting of Election Results
- State Association Staff

The Student Nominating Committee

Committee Responsibilities

As a standing delegate committee with the power to act, the members of the nominating committee have the responsibility to elect the slate of six officers. To complete this task, the committee members conduct a series of written and oral interviews (described in Section 3).

The committee members are also responsible for being mentally and physically prepared for the week long selection process. The process can be grueling for the committee members, as they will typically work many long hours over several days. Members are strongly encouraged to come to convention fully prepared and rested. Nominating Committee members must understand that, like the candidates, their largest commitment must be to the selection process. They are required to attend all rounds, evaluate and submit scores for all candidates, and actively participate in the decision making process. Committee members who do not meet these qualifications may be removed from their position by the state staff, negating their chapter's vote in the elections. Student members are expected to act in a professional manner at all times, and conduct himself or herself in accordance with the FFA Code of Conduct.

Finally, it is imperative to note that members of the nominating committee have been placed in a position of trust and confidentiality. They are **never** to discuss specifics of the selection process or candidates outside of the committee deliberation room with **anyone at any time.** This code of confidentiality extends beyond the end of state convention as matters discussed within the committee hearings can be sensitive in nature. Any breach of this policy is prejudicial to the best interests of the Nevada FFA Association. **Any member who is proven of doing this will forfeit the chapter's nominating committee member for the upcoming convention.**

Committee members are expected to wear their convention badge and ribbon at all times, identifying them as a member of the Nominating Committee.

Provisions

The Nevada FFA Constitution provides for the creation of a Nominating Committee with each active chapter within the state having equal representation of one delegate. These members of the committee are charged with the duty of selecting a slate of six State Association Officers. Typically, the committee is appointed by the current state president as a committee with the power to act, thus placing the power of election in the hands of the committee as well.

Roles of the Committee

Role During the Interview Processes

The committee meets with all of the candidates once briefly before the beginning of selection process during a briefing with the current state officers. The adult consultants may, at their discretion and that of the state staff, provide some time for committee members and candidate to interact in an informal gathering to provide an opportunity for the nominating committee and the candidates to meet socially without the pressure of the interview week.

Due to time constraints, the nominating committee is not involved with the administration or scoring of the written exam and composition activity. The state FFA

staff and adult consultants administer the implementation and scoring of these rounds. The final scores are provided to the nominating committee as they begin their deliberations.

The interview process begins on Tuesday morning and concludes with the final scheduled round on Thursday or Friday. The interview processes (who asks what questions, room setup, etc.) are decided by committee vote prior to the start of each round. At the conclusion of the interview, each nominating committee member marks their scorecard independently and without consultation with the other committee members.

An adult consultant, who will verify that the card has been marked correctly and will be readable by the data entry person, collects the completed scorecards. The adult consultants also supervise the data entry processes.

A debrief meeting, held each evening as needed, is used to identify issues associated with interviews and plans are formulated to troubleshoot if necessary. Staff and adult consultants provide insights from the day and students identify issues and concerns. Students also work on Personal Interview questions throughout the week as they become more familiar with the candidates.

Role During Deliberations

During the creation of the officer slate, the nominating committee will use all the information at their disposal to create the final slate — the candidate's application form and State Degree information, the scoring summary of each viable candidate and personal notes made during the interviews.

Only two things guide the creation of the officer slate. First, the requirement that there be no more than two officers from each of the state FFA zones or an individual chapter. Second, the need for a balanced slate. It is unlikely that six candidates will emerge that possess all 8 competencies to a high level. What the nominating committee will do is seek to create a slate that is highly knowledgeable and skilled and is balanced in the desired State FFA Officer behaviors. The entire committee approves the final slate with the committee report read at the final session of the state convention.

Section 6-

The Scoring System

Candidate performance is evaluated through competency indicators. These indicators allow the nominating committee to identify candidate abilities based on a set criteria and systematic method of evaluation. The use of indicator rubrics ensures that scoring is valued equitably across all candidates for each committee member. The system also provides the committee members with a standardized basis of comparison, so that candidates are graded on their personal merits and not held in contrast to one-another during the election process. By implementing a scoring system of competencies, candidates' individual strengths influence their scores in all activities and distribute the weight of their performance across diverse functions, which they will be asked to perform as officers.

This section will describe the process in detail and provide examples as a basis of comparison.

In this section...

The Scoring System

- Scale for Each competency Builder
- Evaluating the Competency Builders in Rounds
- The Competency Index
- Scoring Calculations

The Scale for Each Competency Builder

The scale used to evaluate each of the competency builders is a 1-2-3-4-5 scale. A score of "1" indicates "Strong Evidence the Skill/Attribute IS NOT Present;" "3" indicates "Some Evidence the Skill/Attribute is Present;" and "5" indicates "Strong Evidence the Skill/Attribute is 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 will be available at www.ffa.org in the candidate resources section starting June 1, 2006.

Competency Index

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 Team Player represents 10 percent whereas the candidate's cumulative score for character represents 20 percent. Each competency was weighted through a survey process with stakeholders. This resulted in the following index reflecting each competency's relative importance in the selection process.

#1 - Communication	15%
#2 - Team Player	10%
#3 - Areas of Knowledge.....	10%
#4 - Organization.....	10%
#5 - Character.....	20%
#6 - Passion for Success.....	12.5%
#7 - Influence.....	12.5%
#8 - Critical Thinking.....	10%

The overall cumulative score will be used for determining the candidate rankings.

Scoring Calculations

A simple process determines the overall cumulative score.

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.

For example, by the end of interviews a total of 395 points is possible for Communication. A candidate earns 240 points over all the rounds for this competency. 240 is divided by 79, the number of data points collected for this competency, to yield an average of 3.0379747, which reflects the candidate's overall score for that competency. This average is known as normalizing. By finding the mean among all evaluations and all committee members, a personal perception bias is eliminated.

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).

For example, the candidate's averaged Communication score (3.0379747) is multiplied by the index for this competency (15%) to yield an indexed score of 0.4556962. This value is added to the other indexed competency scores to yield the overall score.

NOTE: The scoring system will carry out all points to at least 7 decimal places to reduce any inflation/deflation in a number that may occur as a result of rounding.

This system offers several benefits:

- 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.

Silver State FFA Officer Commitment

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

1. Be dedicated and committed to FFA and the total program of agricultural education.
2. Be willing and able to commit a significant portion of time to state FFA officer activities.
3. Be willing and able to travel in serving the Nevada FFA Organization. This includes reliable transportation to and from mandatory events.
4. Become knowledgeable of agriculture, of education in agriculture and agribusiness.
5. Through preparation and practice, develop 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, reports and other correspondence that are necessary and desirable.
7. Strive to improve my ability to carry on meaningful and enjoyable conversations with individuals of all ages and from all walks of life.
8. Accept and search out constructive criticism and evaluation of my total performance.
9. Keep up to date on current events.
10. Evaluate, periodically, my personality and attitudes making every effort for improvement.
11. Maintain and protect my personal health including appropriate use of prescription drugs.
12. Forego alcohol, tobacco and illegal substances at all times during my year of service to the FFA.
13. Treat all FFA members equally by not favoring one over another. i.e. Forego boyfriend/girlfriend relationships with members.
14. Conduct myself in a manner that commands respect and without any display of superiority.
15. Maintain my dignity while being personable, concerned and interested in contacts with others.

16. Avoid places or activities that in any way could raise questions as to one's moral character or conduct.
17. Consider FFA activities to be my primary responsibility after family and school.
18. Use wholesome and appropriate language in all speeches and informal conversations.
19. Maintain proper dress and good grooming for all occasions. This includes following the guidelines set forth in the Selection Guidebook.
20. Work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers or adults.
21. Serve as a member of the team, always maintaining a cooperative attitude.
22. Be willing to take and follow instructions as directed by those responsible for state FFA officers and chapter, zone, state and National FFA programs.

I have read the entire Nevada FFA State Officer Selection Process Guidebook and agree to abide by the rules.

If I cannot abide by these rules, I will submit a letter of resignation.

Applicant Signature _____ Date _____

As parent/guardian (and High School Principal & Advisor if applicant is going to be a High School Senior during elected term), have read the above list of responsibilities and agree that my son/daughter (and student) will be able to participate in these required duties if elected to a Nevada State FFA Office.

Parent/Guardian _____ Date _____

Principal _____ Date _____

FFA Advisor _____ Date _____

Both pages of the Commitment form must be affixed to the candidate's application.

Silver State FFA Officer Agreement Form

If selected to state office in the Silver State FFA Association, I agree that I will attend the following mandatory events and planning sessions associated with the event:

Blast Off/Nevada Officer Orientation; National Leadership Conference for State Officers; State Presidents' Conference; Summer Leadership Camp; Made For Excellence/Advanced Leadership Development Conferences; Nevada Agricultural Youth Legislative Experience; State Convention; State FFA Officer Meetings & Trainings; Industry Conventions and Events; & Business and Industry Tours

A request for exemption from mandatory events may be granted if presented to the State Executive Committee in writing at least 90 days prior to the event.

I also understand that failure to attend at least 80% of mandatory events and preparation sessions will result in my immediate suspension from office. A hearing will be held as soon as possible following the suspension. (See State Constitution for further details.)

I realize that I am expected to attend all state officer meetings, workshops, chapter visits, and other activities deemed necessary by the State Team.

I am also expected to make a strong effort to attend the National FFA Convention and all chapter functions to which I am invited.

I understand that I'm required to have transportation to and from these events.

I am required to purchase a Nevada Agriculture License Plate for my vehicle at the beginning of my officer term.

I agree to reside in the state of Nevada during my year of office.

I agree to provide proof of valid Nevada auto liability insurance for the vehicle I plan to use throughout my year as an officer.

I have read the entire Nevada FFA State Officer Selection Process Guidebook and agree to abide by the rules.

If I cannot abide by these rules, I will submit a letter of resignation.

Applicant Signature _____ Date _____

As parent/guardian (and High School Principal & Advisor if applicant is going to be a High School Senior during elected term), have read the above list of responsibilities and agree that my son/daughter (and student) will be able to participate in these required duties if elected to a Nevada State FFA Office.

Parent/Guardian _____ Date _____

Principal _____ Date _____

FFA Advisor _____ Date _____

FFA Jacket Information

Name (please print): _____

Jacket Size: _____

Business Card Information

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): _____

Email Address: _____

(the email address will be changed after state convention and before the cards are printed)

Biography (the information will be used for the website)

Name:

Hometown:

SAE(s):

Favorite FFA Memory:

Hobbies:

Future Goals:

What do you want to accomplish as a State Officer?:

Favorite Quote:

Emergency Medical Form

Name: _____ Social Security Number: _____

Address: _____

City: _____ State: _____ Zip: _____

Gender: M/F Birth date: _____

Parent(s)/Guardian(s) Name(s): _____

Home Phone Number(s): _____

Cell Phone Number(s): _____

Employer's Name: _____

Work Phone Number(s): _____

Are you covered by the above employer's health plan? – Y/N

Insurance Company: _____

Address: _____

City: _____ State: _____ Zip: _____

Policy Number: _____ Type: _____

Allergies – Y/N
Please List: _____

Present Medication – Y/N
Please List: _____

Medical Conditions or Disabilities – Y/N
Please List: _____

Tetanus shot administered in the last 5 years? – Y/N

Special Dietary Requirements – Y/N
Please List: _____

**Nevada FFA
State Officer Application**

Along with this application, you may submit a one sheet resume and letter of application (cover letter). You may also retype the application to meet your needs but you must follow the application format. This application is to be postmarked by February 15. If hand delivered to Jim Barbee, it must arrive by February 15, before 5pm to the Department of Education. Late applications will be returned without consideration.

Name _____ Phone Number _____
Address _____

Chapter Name: _____ Zone _____

Year in School: _____ Number of years in FFA: _____

High School Grade Point Average: _____

FFA Activities

Offices Held:

Committees:

Degrees:

Leadership Activities:

Awards & Honors:

Other:

Plans for the Year of Office

Explain your educational plans for next year:

_____High School _____College _____None

Where? _____

If you will be in school, what other activities do you plan to participate in?

_____Sports _____Sorority/Fraternity _____Career Development Events

_____Other

Will you be employed? _____Yes _____No

If yes, how many hours would you be working per week? _____

Where? _____

Explain:

Office Desired

Please rank the offices in order of your preference:

_____ President	_____ Treasurer
_____ Vice President	_____ Reporter
_____ Secretary	_____ Sentinel

Explain your reason for seeking state office.

Explain why you are qualified to be a state officer.

Why would you prefer your first choice?

"Why I desire to serve as a Nevada FFA Officer." (Limited to this page, double spaced)

Applicant Signature

-Page 3 of 3-

**NEVADA FFA ASSOCIATION
SURVEY OF STATE OFFICER CANDIDATE'S QUALIFICATIONS**

To the Candidate:

Type your name and FFA chapter name in the appropriate spaces below and check in the appropriate box on the line which reads, "This survey being completed by." Next, deliver this form to the individual who will be completing it. Remember, three surveys must be submitted on your behalf as shown below. Remind the survey completer that this form must be mailed by them directly to the State FFA Advisor on or before March 1. You might consider providing them with a stamped, addressed envelope. In any event, you should check back with each survey completer to be certain the form is mailed on time.

Candidate's Name _____ FFA Chapter

This survey being completed by:

Chapter FFA Advisor Site Administrator Teacher

To the individual completing this survey: Your response to this survey is extremely important! The information you provide will have a direct impact on this individual's bid for a state office in the Nevada FFA Association. State FFA Officers play a significant role in guiding and operating our State Association. We genuinely appreciate your participation and cooperation in this process. Your response to this survey is highly confidential. You are asked to mail this completed survey, before March 1, directly to the State FFA Advisor, Career and Technical Education, Nevada Department of Education, 700 E. Fifth Street, Carson City, NV 89701. The State FFA Advisor and the State FFA Nominating Committee are the only persons who will see this survey. We ask you to please be completely open, honest, and thorough in your response to this survey.

Please circle ten characteristic terms from the list below which you believe best describes this candidate.

Deliberate	Forceful	Cooperative	Industrious	Domineering
Pleasant	Perfectionist	Mature	Leader	Doer
Good Thinker	Impulsive	Honest	Compassionate	Caring
Withdrawn	Outgoing	Intrinsically Motivated	Intuitive	
Creative	Follower	Argumentative	Assertive	Patient
Accepting	Wants own way	Sincere	Interested in others	
Open to criticism	Attentive	Respects others	Open	Enthusiastic
Popular with peers	Respected by peers	Delegates	Follows through	Dependable
Responsible	Loves People	Lazy	Self-centered	Quality worker
Happy	Altruistic	Loner	Exuberant	Charismatic
Know-it-all	Open-minded	Gives in easily	Devious	Egotistical

For each of the terms below, please circle the one term on that line which you believe best describes the candidate.

Make sure one in each line is marked.

Takes direction very well	Takes direction OK	Sometimes takes direction	Rarely takes direction
Wants own way most of time	Doesn't care about own way	Will discuss openly and work towards best solution	
Works hard on disliked job	Gives partial effort to disliked jobs to "just get it done"	Avoids disliked jobs	
Does most of group's work	Happy to share work evenly	Workload unimportant	Seeks "easy" task
Dictative	Democratic	Consensus seeker	Lets others decide
Exceptionally high morals	Good Morals	Morals questionable	Poor morals
Conceited	Healthy self-esteem	Average Self-esteem	Low self-esteem
Evaluates & judges people	Sees only good in people	Highly critical of others	Accepts people as are
Expects others to adjust	Will always adjust to avoid conflict	Meets people half-way	
Happiest when own goals are met	Happiest when group's goals are met		
Wants constructive critique	Accepts constructive critique but finds it difficult	Not open to constructive critique	
Eager to critique others	Will critique others in spirit of helpfulness	Uncomfortable critiquing others	
Comfortable with healthy close relationships	Struggles with close relationship	Mocks close relationships	
Good judgment keeping group's business inside group	Poor judgement w/regard to group business	Gossips freely	

Comments:

Information such as accomplishments, awards, academic standing and participation are available to the committee by other means. Please do not repeat here. Record instead any information which you believe would be valuable in helping the committee know more about the person, understand his/her character, nature, and ability to live and work in a close-knit team environment. Thank you for your comments!