



Nevada FFA

State Officer Selection Process Guidebook

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The selection of the state officers 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.

There are six sections to the Nevada FFA State Officer Selection Process Guidebook.

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 often, and spend countless hours on social media outlets, state office is not a good fit for you.

State FFA Officer Roles and Responsibilities

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 Officer Job Description

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

There are eight roles state officers play. Those who commit their time, energies and passions toward learning, living and modeling these eight keys to success will not only successfully complete their term of service, they will move toward excellence professionally. The following is a summary of each of the roles, along with already-established procedures that will help you achieve success.

BE THE BRAND

Nevada FFA State Officers are committed to representing and upholding the FFA brand. This includes communicating the FFA brand, vision and strategic plan to others as well as communicating key organizational messages (agricultural education, supervised agricultural experiences (SAEs), FFA, youth issues and agriculture). This requires the officer to be in his or her role 24 hours a day, seven days a week for 365 days. As part of the FFA brand, there will be general rules of behavior to follow, including projecting a professional image, using proper etiquette, interacting positively with the media and promoting diversity of all FFA members and stakeholders.

1. Be dedicated and committed to FFA and the total program of education in agriculture/agribusiness.
2. Forego all alcohol, tobacco and illegal substances at all times during your year of service to FFA.
3. Avoid places or activities that in any way would raise questions as to one's moral character or conduct.
4. Use wholesome and appropriate language in all speeches and informal conversations.
5. Maintain proper dress and good grooming for all occasions.
6. Be willing to take and follow instructions as directed by those responsible for Nevada FFA State Officers and local, state and national programs.

BALANCING ACT

A Nevada FFA State Officer must also include personal health, wellness and stress management as keys to success. A state officer committed to these will position himself or herself to serve FFA members fully. Included in this commitment are flexibility/adaptability; personal reflection and growth; maintaining relationships with family and friends; keeping a realistic view of self; and preparing to transition back after your year of service.

1. Maintain and protect your health.
2. Regularly, and on time, write all letters, thank-you notes, emails and other correspondence, which are necessary and desirable.

STEP UP TO THE PLATE

Training and experiences will help officers gain confidence in their abilities and take measured risks. To achieve this, a state officer must be committed to trying new things, approaching failure as a learning experience, building team trust and resolving conflict.

1. Accept and search out constructive criticism and evaluation of your total performance.
2. Through preparation and practice, develop yourself into an effective public speaker and project a desirable image of FFA at all times.

THIS IS IT

The training and experiences in this area center on life and time management. An officer should excel in these areas, so that he or she will be better able to give his or her full concentration and focus on the present. This includes:

Logistics management (use of computer and technology, appropriate management of travel, completing vouchers properly and submitting on-time and excellent communication with teammates and Nevada FFA staff).

Meeting management (creating and following agendas, consensus building, bringing people back to task and keeping focus).

Life management (prioritizing, meeting deadlines and timeliness).

Financial management (maintaining your personal finances and understanding and following program budgets).

Focus (listening and bridging — connecting conversation topics to FFA key messages/programs).

Team (understanding roles on the team, following the team code of ethics, and following the team mission and vision).

1. Commit the entire year to state officer activities.
2. Travel and serve Nevada FFA.

3. Consider FFA officer activities to be a primary responsibility.

PAY IT FORWARD

Service is an important component to an officer's year. The training and experiences will help make service more realistic to you and will help you approach the year of service with a plan. This includes focusing on the future value of your current work (board work, business and industry tours, FFA conventions and activities, etc.); building strategic relationships/partnerships; treating everyone with respect; teaching workshops in an engaging manner and teaching to meet all learner needs (learning abilities, diversity, etc.).

1. Strive to improve your ability to carry on meaningful and enjoyable conversations with individuals of all ages and walks of life.
2. Treat all FFA members equally by not favoring one over another.
3. Conduct yourself in a manner that commands respect without any display of superiority.
4. Maintain your dignity while being personable, concerned and interested in contacts with others.

LIVE ABOVE THE LINE

This focuses on virtues and behavioral characteristics associated with a state officer. These include responsibility, integrity, keeping promises, speaking with purpose (communicate in a positive, honest and direct way), dealing in a constructive way with difficult people/teammates and seeking win-win solutions.

1. Evaluate periodically your personality and attitudes, making every effort to improve yourself.
2. Serve as a member of the team, always maintaining a cooperative attitude.
3. Work in harmony with fellow FFA officers and state staff.
4. Do not willingly engage in conversations detrimental to other FFA members, officers and adults.

LEARNING FOR LIFE

This focuses on the importance of learning throughout the officer year in several subjects. Developmental topics will include communicating about agricultural education, the history and foundation of FFA and the future directions of FFA, the Nevada Department of Agriculture, Nevada Department of Education, etc. In addition, State FFA Officers will learn advanced workshop and speech design and delivery methods. Growing your knowledge of yourself and your team members will allow you to perform more efficiently and effectively as an officer.

1. Become knowledgeable of agriculture, education in agriculture/agribusiness and FFA.
2. Keep yourself up-to-date on current events.

FUEL THE FIRE

This focuses on passion. To achieve this, a state officer will discover and build on his or her personal interests and passions. The officer will use the team's passions to develop themes and will learn to share his or her passion by building individual and team relationships with state staff, teachers and supporting groups through effective delivery of workshops and speeches.

Yearly Activities & Duties

April

Base Camp - 1st State Officer Training Required (4-5 days)
Summer Leadership Camp Preparation (ongoing via technology)
Livestock CDE (1-2 days, optional)

May

Summer Leadership Camp Preparation (ongoing via technology)

June

Foundation Spring Sporting Clay Shoot (Required if it doesn't conflict with graduation)
Summer Leadership Camp Preparation Required (1-2 days)
Summer Leadership Camp/COLT Required (7 days - includes preparation/training days)

July

Chapter Visit Preparation (ongoing via technology)
Washington DC Experience (7 days)

August

Chapter Visit Preparation (ongoing via technology)
AgEd/FFA Class at UNR Begins & Meets Weekly - Various Assignments

September

Foundation Fall Sporting Clay Shoot Required (1-2 days)
Greenhand Leadership Conferences
Chapter Visit Preparation

October

State Officer Training Required (2-3 days)
Chapter Visit Preparation
Soils & Range CDE
National FFA Convention (up to 6 days - state delegates attend)

November

Agriculture Industry Conferences (days vary)
State Convention Preparation (1 day meeting & ongoing)
Chapter Visits

December

Chapter Visits
Agriculture Industry Conferences (days vary)
AgEd/FFA Class at UNR Concludes

January

Chapter Visits

NAYLE/State Convention Preparation

February

State Convention Preparation (weekly meetings)

Winter Leadership Training

Nevada Agriculture Youth Legislative Experience (odd years)

National FFA Week Activities

March

State Convention Preparation (weekly meetings & weekends)

State Convention Required (7 days+)

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 State and National FFA that helps develop their leadership and presentation skills and offers excellent hands-on education and training for young people.

POLICIES & PROCEDURES GUIDING STATE OFFICER RESPONSIBILITIES

State FFA Officer Competencies

What does it take to perform this job effectively? FFA has identified five competencies required for fulfilling the job description of a national officer.

Competency — a defined behavior, in combination with skills and knowledge, that enables evaluation of the candidates.

The following is a listing of the essential competencies required for serving as a national officer. The officer selection process is designed to screen candidates to find those who demonstrate these competencies consistently. It is expected that officers continue to demonstrate these and also work to develop and refine their skill set in each area throughout their year of service. The competencies are listed in no particular order.

Competency #1 — Communication

Demonstrates the effective use of various forms of communication, i.e., nonverbal, listening, written, speaking and facilitation to convey a message in both large group and one-on-one settings.

Competency #2 — Team Player

Demonstrates the ability to work in a team setting, values diversity of opinion, works to be inclusive in the process and is willing to put others above self.

Competency #3 — Areas of Knowledge

Demonstrates the ability to articulate the systemic nature of food, fiber, agricultural and natural resources issues, FFA, educational issues and all respective current 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 organization.

State FFA Officer Policies & Procedures

State Officers serve under the supervision of the State FFA Executive Director in accordance with official policy and budget limits. Changes to the policies and procedures are at the discretion of Nevada FFA. These policies may slightly change from year to year depending upon Nevada FFA's operating procedures. State officers' activities will be coordinated by the State FFA Executive Director.

Time Commitment

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 in Carson City and Reno. 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 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 at 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

Official Dress for an FFA member includes:

An official FFA jacket zipped to the top.

Black slacks and black socks/nylons or black straight skirt and black nylons.

White collared blouse or white collared shirt.

Official FFA tie or official FFA scarf.

Black dress shoes with closed heel and toe.

Note: Official garb of recognized religions may be worn with Official Dress.

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

Business Casual – There will be some events that require business casual attire. This includes polos, 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
- One scarf or tie
- Time Management System
- One State Degree chain
- Shirt, Skirt/Pants, & Shoes
- Business cards
- One Casual Official Dress Shirt

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

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. These high school students must be transported and chaperoned by their local advisor or parent/guardian. This includes all meetings and events. Numerous meetings and activities occur throughout the year. This is a huge commitment for advisors and parents/guardians.

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. Transportation to these meetings must be provided by their advisor or parent/guardian. If this cannot be done, then prior permission must be granted by the parent/guardian, advisor, and school administrator. The Nevada FFA Association has a specific form that must be completed at least five days prior to the event. This is only an option for graduating seniors.

State Officer Commitment Form (Application Form is under Form A)

A commitment form is to be reviewed and signed by all candidates who submit an application for state office. The Nevada FFA Executive Director, with support from Nevada Team AgEd members, will uphold the expectations outlined on the form. This form is built into the application process.

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

The following items are commitments required of all State FFA Officers.

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. Forego all alcohol, tobacco and illegal substances at all times during my year of service to Nevada FFA.
3. Avoid places or activities that in any way would raise questions to one's moral character or conduct.
4. Use wholesome and appropriate language in all speeches and informal conversations.
5. Maintain proper dress and good grooming for all occasions. This includes following the guidelines set forth in the Selection Guidebook.
6. Be willing to take and follow instructions as directed by those responsible for State FFA Officers and chapter, zone, state and National FFA programs.
7. Maintain and protect my personal health including appropriate use of prescription drugs.

8. Regularly, and on time, write all letters, thank-you notes, emails and other correspondence which are necessary and desirable.
9. Accept and search out constructive criticism and evaluation of total performance. This includes
10. Through preparation and practice, develop into an effective public speaker and project a desirable image of FFA at all times.
11. Be willing and able to commit a significant portion of time to state FFA officer activities for a year.
12. Travel while serving the Nevada FFA Association: This includes reliable transportation to and from mandatory events.
13. Consider FFA officer activities to be a primary responsibility.
14. Strive to improve ability to carry on meaningful and enjoyable conversations with individuals of all ages and walks of life.
15. Treat all FFA members equally by not favoring one over another. i.e. Forego boyfriend/girlfriend relationships with members.
16. Conduct oneself in a manner that commands respect without any display of superiority.
17. Maintain dignity while being personable, concerned and interested in contacts with others. Periodically evaluate personality and attitudes making every effort to improve.
18. Serve as a member of the team, always maintaining a cooperative attitude.
19. Work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers and adults.
20. Become knowledgeable of agriculture, of education in agriculture/agribusiness and of FFA.
21. Keep up to date on current events.

I have read, studied and understand the intent and spirit of the items listed above. I have also read and understand the entire Nevada FFA State Officer Selection Process Guidebook. If elected to office, I commit to following the rules and procedures outlined. I recognize that breaking policies or these rules may result in limitations being set on my roles as a State FFA Officer and/or the possible removal from office by Nevada FFA.

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

Required Signatures

Section 2-

Guiding Principles for the Selection Process

After reading Section 1, you know the roles and responsibilities state officers play, the competencies required of each individual selected for this job and the policies that guide their functioning. This section will orient you to the principles, objectives and philosophy that guide the group of individuals that are responsible for selecting the officer team. It would be simple to say that the only purpose of this process is to elect state officers to serve the membership of the Nevada FFA Association. However, it is more complex than that. The selection process is a tremendous experience for more than the candidates elected to state office.

Nevada Team AgEd sees the selection process as a tremendous experience for all candidates and nominating committee members involved. This process most certainly impacts lives for all involved. Though the results of the process may be most apparent for the candidates chosen, the benefits of being involved in such an endeavor will most certainly be realized for all involved for many years to come.

Such a process must be guided by a core philosophy. The process is also greatly influenced by the constitution and a set of policies to ensure fairness to all involved during the selection process.

Guiding Objectives for State Officer Selection Process

The primary goal of the state officer selection process is to select the best student representatives for the Nevada FFA Association as outlined by the constitution and bylaws.

We accomplish this goal through:

- Developing a highly qualified student nominating committee.
- Using a structured process to identify and surface the candidates who most reflect the competencies required by the role of state officers.

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

We accomplish this goal through:

- Engaging the nominating committee in a professional interviewing experience.
- Providing the nominating committee members with access to high quality learning and development experiences.

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

We accomplish this goal through:

- Employing a fair and transparent process for all candidates.
- Providing all candidates access to current and relevant resources in preparing for the selection process.
- Providing all candidates with a current, relevant and challenging interviewing experience during the state convention.

Constitutional Provisions for Selection of Candidates

NEVADA FFA CONSTITUTION; BY-LAWS; ARTICLE IV

K. State Officer Selection

- 1. State Officer applications must be submitted to the NDE FFA Liaison/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. The Nominating Committee will be overseen by an adult consultant and the committee will be chaired by a former state officer appointed by the executive 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 nomination committee with a list of the ten highest scoring candidates for the deliberation process according to total score. Each Nomination Committee member will then vote individually by secret ballot for up to 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 up to six candidates to serve as the next state officer team.*
- 6. 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.*
- 7. State Officer Candidates must hold the State FFA Degree.*
- 8. Should the situation arise that these rules cannot be followed, the NDE FFA Liaison/State Advisor will bring this to the attention of the NATA prior to the announcement of selected officers.*
- 9. The following criteria for scoring will be used during state officer selection:*
 - a. Competencies of Effective Officers as listed in the State Officer Selection Guidebook*
 - b. Nominating Committee members will evaluate the competencies through several rounds of interviews and activities.**. Reference the state Officer Selection Guidebook for details.*

TOTAL 1,000pts

Please note that the limitations set forth in Section 6 do not limit the total number of candidates a chapter or zone may have participate in the selection process, only the number of those candidates that may be elected to office.

Section 3-

The Selection Process

Selecting state 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 competencies are evaluated in a number of different ways ranging from your performance on a written exercise to your performance with real stakeholders in an interview setting.

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!

Application Components

The State Officer Application is due the third Tuesday prior to the beginning of the annual state convention.

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
- 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
- Travel form for Base Camp Training – Form G

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; c/o Nevada Department of Agriculture, Attn: Amber Smyer, 405 S. 21st ST., Sparks, NV 89431
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 Procedures

The selection process consists of two sections: written evaluations- comprised of the application and composition activities- and practicums- comprised of interview rounds, an extemporaneous speech, round robin conversations, media interview and a facilitation activity. Each of these individual activities receives a score based on a specific set of competency builders. Within this sub-section each activity is explained.

State Officer Selection Process Rounds & Activities

The following explains each of the rounds within the process in detail. The nominating committee members will evaluate candidates' performance using the competencies: Communication, Team Player, Areas of Knowledge, Character and Influence, upon a scale of zero to five with five representing strong evidence the skill is present and zero representing strong evidence the skill is not present.

Application

The application is not scored. However it is used to develop questions for interview rounds.

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. The nominating committee will create a personalized question for each candidate directly from his or her application to assist with getting to know the candidate better. 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. Candidates should be able to share who they are and why they are here as a result of this round.

Competency Builders Evaluated:

- Nonverbal Skills
- Self-Confidence
- Energetic
- Positive Attitude
- Sincerity/Compassion
- Supports Members/Partners
- Commitment to Service

Writing Activity (Essay)

All candidates will complete two written essays, in 90 minutes, on topics relevant to agriculture, FFA or the American education system. The purpose of the essays is focused on a student's ability to convey knowledge and understanding in a deeper sense than is allowed through multiple choice questions.

Each year a list of potential hot topics will be published for all candidates. Candidates are encouraged to understand each topic very well. Two of the three knowledge competency builders will be evaluated. 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.

Competency Builders Evaluated

- Writing Skills
- Solve Problems
- Think Critically & Conduct Research

Two 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

Each of the essays will be reviewed by three separate, independent adult judges. These consultants will review the essays and rate them on each of the competency builders identified for this portion of the essay. All writing exercise scores will be given to the nominating committee to be used as evidence during deliberations.

Compositions shall be written on a form paper provided by Nevada FFA and the adult consultant to the process.

Rotational Interview (also referred as One-On-One 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 several targeted competencies through structured questions and follow-up questions. For each of the interviews, should a candidate finish early, he or she should remain seated; it is encouraged the candidate and committee members have casual conversation with each other until time is called. Once time is called, the candidate should end their conversation and leave the interview room.

The competencies outlined will be evaluated through observation and careful listening to candidate responses to questions. Questions will be focused on the behavioral interviewing method, evaluating candidates on their responses to questions regarding past actions and interactions.

Following each interview, the committee members will have approximately one minute to evaluate the candidate.

Competency Builders Evaluated

- Nonverbal Skills
- Listening Skills
- Work in Teams
- Acceptance
- Team before Self
- Initiative
- Time Management
- Reliability/Integrity/Trust
- Adaptability/Flexibility
- Positive Attitude
- Sincerity/Compassion
- Maturity
- Coachable/Lifelong Learning
- Work Ethic
- Self-Starter
- Mentor/Coach
- Representation
- Relationship Building
- Commitment to Service

Advocacy Stand and Deliver Practicum

This round will be 30 minutes in length.

- Twenty minutes are given to candidates to plan, organize and prepare a spoken presentation.
- The topic will be related to either FFA or agricultural education areas of knowledge and will be up to the committee to decide which topic area. Each year a listing of hot topics will be made available by Nevada FFA staff prior to state FFA convention to use in preparation.
- Three to five minutes focused on the candidate's ability to deliver spoken presentation.
- Three to five minutes focused on the candidate's ability to respond accurately to questions regarding topic and presentation. Finally, the candidate will be asked two questions by the nominating committee lasting no longer than five minutes.

Candidates will have 20 minutes in a private preparation room to prepare for delivering a three to five minute speech on either FFA or the American/agricultural education system (the opposite of the media round topic). 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 20 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 provided by the nominating committee.

Candidates will promptly move from the preparation room to the interview room to deliver their three to five minute speech. Regardless of where the candidates are in their times, time will be called at the end of the time limit. 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-to five minutes to respond to the questions asked. Time will be called at the end of the time limit regardless of where candidates are at in their response. Should a candidate finish early they may leave the interview room.

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

- Nonverbal Skills
- Self-Confidence
- Speaking Skills
- Think Critically & Conduct Research
- Supports Members/Partners
- Representation

One (the opposite of the Media round topic) of the following competencies will be evaluated in this round:

- 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 plan and facilitate a portion of a student workshop 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. Candidates should include an experience and opportunity to process the experience.

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. Tear sheets that are created in the preparation room may be taken into the interview room. No outside materials may be taken into the preparation or interview room. 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.

The FFA members who are brought in for this round should not offer any opinion on any candidate to the nominating committee. The adult consultants and state staff will attempt to rotate chapters each year and strive to not have candidates facilitate to FFA members from their chapter.

A list of potential topics for this round will be provided by Nevada FFA Staff 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

- Self-Confidence
- Energetic
- Listening Skills
- Speaking Skills
- Time Management
- Facilitation Skills
- Work in Teams
- Acceptance
- Initiative
- Adaptability/Flexibility
- Maturity
- Relationship Building

Round Robin Issues Conversation and Media Round

The focus of the Round Robin round is evaluating the candidate's demonstration of the agriculture areas of knowledge while carrying on a conversation regarding key issues related to a stakeholder. Stakeholders during the Round Robin round may include any industry of agriculture expert. This round will occur in two 5-minute conversations with a short rotation time in between. Each interview will position the candidate with one outside expert at a table while nominating committee members observe the conversation. Each of these experts will represent a different stakeholder. All experts will be provided with an interview guide; however, they may interject specific follow-up questions to probe the candidate's understanding. In order to eliminate conflict of interest, the following screening questions will be asked of the experts: Do you have any type of personal relationship with any of the candidates? Do you have a connection to FFA?

The focus of the Media Round is on the candidate's demonstration of either FFA or the American/agricultural education system areas of knowledge (the opposite of the stand and deliver topic) while conducting a media interview with an outside expert. Nominating committee members will observe the interview and conduct their evaluations. The expert may offer qualitative information regarding the accuracy of responses to specific questions. The expert may not offer advice on the specific score to give the candidate.

The candidate will be given a prompt telling them about the stakeholder/expert and what will be expected in the conversation right before entering the room.

Competency Builders Evaluated:

- Listening Skills
- Agriculture Knowledge
- FFA Knowledge
- American/Agriculture Education Knowledge
- Solve Problems
- Think Critically & Conduct Research
- Positive Attitude
- Supports Members/Partners
- Representation
- Positive Attitude

Personal Round II- Interview

The purpose of this is to ask a final set of questions developed by the committee for each candidate, as well as one standard question all candidates will answer year to year. The interview round will not exceed ten minutes per candidate. 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 following competency builders will be evaluated by the student nominating committee members.

Competency Builders Evaluated:
Reliability/Integrity/Trust
Sincerity/Compassion
Maturity
Coachable/Lifelong Learning
Mentor/Coach
Commitment to Service
Team before Self

Expectations for All Rounds

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 the event that a candidate is tardy to a round, 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.

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 4 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 state officers.

Scheduling of Rounds

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. In addition, breaks are scheduled to provide the nominating committee members a chance to stretch and refresh themselves. No consideration is given to FFA zone or chapter, gender or ethnicity in the 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. Consideration may be given to candidates who are participating in Career Development Events that conflict with the schedule. In order to be considered, the candidate and his/her advisor must contact state staff prior to state convention. Please Note: **The state officer selection process should be the number one priority at the convention.**

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 officers. A considerable amount of time and thought goes in to this decision. Students are encouraged to base all decisions on evidence generated throughout the entire selection process using the data provided to them and firsthand experience during the interview process. No outside or secondhand evidence will be discussed to provide an objective and fair view of each candidate.

Deliberations

The Adult Consultants, as non-partial agents, prepare the committee for the deliberation process.

A third-party facilitator with no investment or prior involvement during the week is brought in to help assist in facilitating the deliberation process. Prior to the deliberations, the facilitator meets with the nominating to review roles and responsibilities. The facilitator provides an overview of the process, ground rules and boundaries for the discussion; reviews roles and responsibilities; and maintains group focus on the outcome. The chairperson leads the group in making decisions and keeps discussion moving along within the boundaries provided but has the same weight in deciding the best officers.

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
- 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 a slate of officers. 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.

Discussions continue until a slate is finalized. Once the nominating committee members reach agreement, students sign off on a final slate of officers and a committee report is produced.

Section 4-

The Scoring System

To facilitate the evaluation of the competencies throughout the rounds, a scoring system is needed.

This system is designed to ensure scores collected throughout the rounds are reflected in the end score and how well a candidate demonstrated the actual competencies, not just how they did in each round. This helps to ensure selection of the most qualified candidates for the job description outlined in section one. The interviewing system is designed to screen for the five effective officer competencies. This section details the scoring processes used throughout the rounds described in the previous section.

The Scoring Scale for Each Competency

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
- 3.4 Solves Problems/Critical Thinking/Conduct Research

Competency 4 - Character

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

Competency Builders:

- 4.1 Reliability/integrity/trust
- 4.2 Adaptable/flexible/self-confidence
- 4.3 Positive Attitude
- 4.4 Sincerity and compassion
- 4.5 Maturity
- 4.6 Coachable, life-long learning
- 4.7 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 5 - Influence

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

Competency Builders

- 5.1 Supports/motivates FFA members and partners
- 5.2 Mentors and coaches others
- 5.3 Member representation
- 5.4 Builds Relationships
- 5.5 Commitment to Service

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

Evaluating the Competencies - The Scale for Each Competency Builder

The scale used to evaluate each of the competency builders is a 0-1-2-3-4-5 scale.

A score of “0” indicates “Negative or Contradictory Evidence the Skill/Attribute IS NOT Present”

A score of “1” indicates “Strong Evidence the Skill/Attribute IS NOT Present”

A score of “3” indicates “Some Evidence the Skill/Attribute is Present”

A score of “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.

Competency Index

The following index reflects each competency’s relative importance in the selection process.

Communication - 20%

Team Player - 20%

Areas of Knowledge - 20%

Character - 20%

Influence - 20%

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

Scoring Calculations

The overall cumulative score is determined by a simple process.

As shown in the previous section, during each round particular competency builders will be evaluated using a 0-1-2-3-4-5 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 0 and 5 for each of the five 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 five competencies (a value between 0.0 and 5.0) will be multiplied by the scoring index above to determine the contribution that competency will make to the overall score (a value between 0.0 and 5.0 points).

For example, the candidate's averaged Communication score (3.59874) is multiplied by the index for this competency (20%) to yield an indexed score of 0.719748. 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 seven 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.

Section 5-

The Nominating Committee

Facilitating the process outlined in the previous section requires a talented and dedicated group of individuals. Keeping with the traditions of a student-run organization, a committee of chapter FFA members is selected to carry out the responsibility of interviewing and selecting the state officer team. Being a part of this unique group requires a sense of commitment to the betterment of the organization and a heart for service.

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 Nevada Team AgEd. 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.

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 state officers. To complete this task, the committee members conduct a series of written and oral interviews (described in previous sections).

The committee members are also responsible for being mentally and physically prepared for the weeklong 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 the pre-training prior to convention and all rounds during convention. Members must 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 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 themselves 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 at all times.

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 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 implementation and scoring of these rounds is administered by the state FFA staff and adult consultants. 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 five 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-

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.

Competency Review

Review the competencies listed in Section 4. Become familiar with them and strive to think of a personal story or situation that helps demonstrate that you have each competency.

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

Basic Knowledge Areas

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

It has been said that 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 FFA providing the "laboratory" for leadership and personal and career development experiences for classroom instruction. Thus a well-functioning FFA chapter, with planned a Program of Activities, a strong team of student 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.

The FFA Mission

The FFA Vision

Fundamentals to Know About the National/Nevada FFA Organization

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

- What is the place of FFA within the program of agricultural education?
- Relative to the administration of Nevada FFA Association, know:
 - What is the state executive committee and governing board?
- What is the relationship of the state officers to:
 - State Staff
 - Sponsors & Supporters
 - Members & Advisors
- What is the relationship of the State FFA Association to the Nevada Department of Education (NDOE)? Explain.
- It is essential that you have a thorough knowledge the following:
 - A program of activities and how it is developed.
 - The portfolio of FFA programs.
 - Parliamentary Procedure.
 - The FFA Code of Ethics.
 - Essentials of a successful chapter.

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.

- What are the purposes of the Foundation?
- How is the Foundation administered?
- How is the Foundation financed?

Fundamentals to Know About the National/Local 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.

- What is the vision and mission of the National FFA Alumni Association?
- How do you organize or charter a local Alumni affiliate?

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.

- The Smith-Hughes Act and its role in establishing agricultural education in the public schools.
- The problem-solving approach to teaching and its influence on agricultural education, SAE and FFA.
- What is the purpose of the Nevada Agriculture Teachers Association?
- The role of advisory committees, other school administration and staff, local FFA Alumni members and sponsors in the local program.

- Understanding of current research findings in agricultural education such as:
 - Current student enrollment trends in agriculture.
 - Supply and demand of agriculture teachers.
 - Percentage of agriculture students with SAEs.
 - Influence of FFA membership on student performance.

Agriculture Knowledge

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

- Understanding of basic agriculture-related statistics for Nevada and nationally.
- Understanding of the major components (titles) of the current farm bill.
- Understanding of the major issues being faced by the American food and agriculture industry.
- Understanding of the influence of global agricultural trade on U.S. agriculture.
- Understanding of the impact of production agriculture on the environment (conservation, nutrient management, pesticides, etc.).
- Understanding of the emerging trends in production agriculture practices (no-till and minimum till, organic farming, sustainable agriculture including rotational grazing, etc.).
- 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.).

Knowing Self

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 five 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.”

The following sections of questions are to help guide your supporters and you in knowing yourself. They will not be asked during the interview rounds. However, they will help you in clarifying your responses to the behavioral-based questions that will be asked during the interviews. An example of a behavioral-based question is “Tell me about a time that you had to give advice to a younger member.”

Can you answer all of 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 every day?
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 yourself better. Enlist the aid and support of others on this journey.

Role Playing Questions

Many candidates will prepare for the selection process by envisioning and even role-playing various scenarios they may encounter as an officer. This technique allows you to practice the knowledge and skills you have been gaining during your preparation process. To assist you in this technique, the following are questions asked or problems encountered by officers:

1. How can chapter officers develop more enthusiasm and interest among fellow chapter members?
2. Where and how should beginning members start their participation in FFA?
3. How can a member develop self-confidence?
4. How can membership be increased in a chapter?
5. Our chapter is located in an urban area. What can be done about SAE programs and equal opportunities for attaining awards?
6. A member has just graduated from high school and suddenly realized the importance of leadership training. What can be done since the member will have fewer contacts with FFA?
7. What advice would you give a Greenhand who wants to become a state officer?
8. What activities do state officers participate in during their term of office?
9. Why should a member continue in FFA after graduation from high school?
10. How can a member become a good state officer candidate?
11. How did you get your start in FFA and eventually become a state officer candidate?
12. Explain your SAE program and how you began it. How does your SAE relate to your future career goals?
13. What are chapters doing for fund raising activities?
14. How is FFA financed (national and state level)?
15. How is FFA New Horizons magazine and supply service managed?
16. How have you benefited from serving the organization as an officer?
17. A member's parents do not want their son/daughter to farm or to enter into an agricultural career, but the student does. What advice do you give?
18. What are the characteristics of a good FFA officer? A good member?
19. Who can be an alumni member and what can they do for FFA?
20. What should you do after receiving an FFA foundation-sponsored award?
21. How do chapter members get their advisor to utilize all the opportunities provided by FFA?
22. Our FFA advisor does not want to do or go to any FFA activities. What can we do to get him/her to do more?
23. A member has just been defeated in running for chapter office; what advice would you give him/her?
24. With the number of farms decreasing, why should agricultural education and FFA be offered in our local schools?
25. How would you describe the future of agriculture? Or FFA?
26. Does every student need to have an SAE? Why?
27. What value does middle school agriculture instruction add to the local program?
28. How would you describe the value of being an active FFA member?
29. What is your approach in working on a team on a major project?
30. How have you implemented feedback in the past?

31. What is FFA doing to make American Agriculture stronger?

Reflective Questions for Competencies

The following sections of questions are to help guide your supporters and you in knowing yourself. They will not be asked during the interview rounds. However, they will help you in your preparation process. They will help you improve your non-verbal and verbal communications skills as well as clarifying your responses to the behavioral-based questions that will be asked during the interviews.

An example of a behavioral-based question is “Tell me about a time that you had to give advice to a younger member.”

Enlist the help of a trusted adult who will evaluate you objectively.

Competency 1 – COMMUNICATION

Reflective Questions for the Interviewer to Consider When Evaluating:

- 1) Is this candidate’s speech clear, spoken at the right pace, and is the pronunciation of the words clear with an apparent intent?
- 2) Does this candidate look at the entire audience when speaking, rarely needing to reference notes?
- 3) Do distracting mannerisms take away from the effectiveness of a speech?
- 4) Does the candidate use appropriate and purposeful gestures when delivering a speech?
- 5) Was information recalled and reflected in an accurate way?
- 6) Does this candidate appear to always stay focused on the occurring activity?
- 7) When presenting, is the wait time appropriately timed to ensure participants have enough time to ask questions?
- 8) Did this candidate ensure participants have a clear understanding of the topic discussed?
- 9) Does this candidate attempt to draw all participants into the conversations and/or discussions?
- 10) Does this candidate consistently present written ideas in a clear and organized manner?
- 11) Is the writing quality this candidate has demonstrated at an exceptional level?
- 12) Is this candidate able to select an appropriate writing style based on differing audiences’ needs?
- 13) Has all paperwork submitted by this candidate been clear and free of errors?
- 14) When presenting, are examples given by this candidate original, logical and relevant?
- 15) Is this candidate able to capture and hold the audience’s attention?
- 16) Is this candidate able to speak without the over-usage of notes?
- 17) Are speeches consistently good, even when unrehearsed?
- 18) Is this candidate effectively able to use various teaching techniques to meet the needs of all persons in the audience?
- 19) Does this person insert humor into presentations in an attempt to make the time spent more enjoyable for others?
- 20) Does this person use examples when presenting information to which others can relate?
- 21) Does this candidate utilize an effective format for outlining presented information?
- 22) Is this candidate able to easily transition between being a leader and a follower when appropriate?
- 23) Does this candidate consistently have a positive influence on the group?
- 24) Does this individual demonstrate a total consciousness of differing attitudes, personalities and behaviors?
- 25) Is this person respectful of others at all times?
- 26) Does this person handle both positive and negative group dynamics when needed?

Reflective Questions for the Interviewee to Consider When Preparing:

- 27) How should you best prepare your speeches to make sure you get your points across in a clear and confident manner?
- 28) How will you remind yourself to maintain the appropriate amount of eye contact with the entire audience during a speech?
- 29) Are there any distracting mannerisms that others say you have that you need to try and avoid when delivering speeches?
- 30) What hand gestures can be used to effectively enhance the main points of your speech?
- 31) How do you “connect” with others when in a conversation?
- 32) Why is it important to show attentiveness to others in a conversation?
- 33) What types of mental images (cues) do you give yourself for recalling information and facts when doing a presentation?
- 34) Does writing come easy for you? If not, what environment do you need to be in to thrive?
- 35) Can you describe the steps you take before turning in a written report for a grade?
- 36) How would you describe your writing style?
- 37) Have you made many presentations before large groups? If so, what did you enjoy and like least about doing the presentations?
- 38) How has your education and past experience prepared you to be a State FFA Officer?
- 39) How do you motivate audiences to whom you present?
- 40) In your opinion, what is the most important part of a presentation?
- 41) Can you give an example of how you prepared for a really important speech you had to deliver?
- 42) Have you ever been evaluated by a large group after giving a presentation? If so, how did you rate and why do you think you received that rating from the participants?
- 43) How do you think you should accommodate for the various learning styles of persons with whom you work?
- 44) What should you do to make a learning experience enjoyable for others?
- 45) How should a facilitation outline be organized?

Competency 2 – TEAM PLAYER

Reflective Questions for the Interviewer to Consider When Evaluating:

- 46) Give an example of a time when you served in the follower role under another leader’s guidance.
- 47) As a leader, how would you get persons to work together when establishing a team approach to problem resolution?
- 48) What is the most significant decision you have made in your life?
- 49) What process do you usually use to make difficult decisions?
- 50) How do you personally transition from being a leader to a follower in different situations?
- 51) Can you give an example of how you helped to reach a positive compromise in a confrontational situation between two friends?
- 52) When observing this candidate in the various activities, what positive characteristic related to group dynamics seems to stand out the most?
- 53) Does this candidate possess the characteristics needed to indicate an acceptance of diverse opinions?
- 54) Is this candidate always respectful and empathetic toward others?
- 55) Does this candidate empower others through the delegation of decision-making?
- 56) Is this individual appropriately modest about own achievements?
- 57) Does this candidate seem to understand the need to share and celebrate with others?
- 58) Is this person willing to take the responsibility for undesirable outcomes?

Reflective Questions for the Interviewee to Consider When Preparing:

- 59) In the past, how have you handled conflicting opinions of two persons serving on the same team?
- 60) How would you deal with a very aggressive, overly negative participant?
- 61) What process do you use to bring out thoughts from others?
- 62) Can you give an example when you overheard someone being less than accepting of a differing opinion?
- 63) How do you think it makes the other person feel when someone says something inappropriate to him or her?
- 64) What does the term empathy mean?
- 65) As a leader, how do you empower others?
- 66) Could you give an example of a time when you were able to recognize an entire team for their group efforts?
- 67) What bothers you the most when listening to someone brag about themselves?
- 68) Could you give an example of a person in a leadership role that puts blame on others for errors he or she had caused?

Competency 3 – AREAS OF KNOWLEDGE

- 69) Does the candidate demonstrate exemplary ability to connect facts and issues to agriculture both on the local and the global levels?
- 70) Is the candidate fully aware of key and emerging trends?
- 71) Is the candidate able to articulate statistics related to agriculture and careers?
- 72) Has this person given much thought to participating in a career that impacts agriculture?
- 73) Does this individual have an exemplary understanding of the integrated food chain from production to consumption?
- 74) Did the candidate do an excellent job connecting facts and issues of FFA and articulate how they impact FFA on a local, state and national level?
- 75) Did the candidate do an excellent job discussing key and emerging FFA issues with related statistics?
- 76) Did the candidate do an excellent job recalling historic FFA events and understanding their significance?
- 77) Did the candidate do an excellent job explaining the FFA mission?
- 78) Did the candidate do exceptionally at demonstrating comprehensive understanding of the opportunities available within FFA?
- 79) Did the candidate do outstanding at explaining the organizational structure of FFA and its partner organizations?
- 80) Did the candidate strongly promote the organization's ability to develop and to foster leaders for agriculture?
- 81) Did the candidate do an outstanding job articulating the relationship of FFA to agricultural education?
- 82) Is the candidate knowledgeable enough about agriculture-related education to be able to discuss concepts with various external groups?

Reflective Questions for the Interviewee to Consider When Preparing:

- 83) What have you done in the past to help move agriculture forward?
- 84) What kind of agriculture-related journals do you read?
- 85) How do you stay current in issues impacting agriculture?
- 86) How do you think persons can take a more active role in agricultural related leadership?
- 87) How would you explain the food chain to another person asking for clarification?
- 88) What would you say is the primary global trend in agriculture today?
- 89) What is considered to be a career pathway in agriculture?
- 90) What is your decided career pathway?
- 91) Where do you look to gather statistics related to agriculture to support one of your speeches?
- 92) What are some of the current issues facing FFA today?

- 93) How would the impact of decisions made on important FFA issues be different at the local, state and national levels?
- 94) Can you give an example of an important FFA issue, and provide a bit of history as to the issue over time?
- 95) What does the FFA mission really mean?
- 96) Can you describe the organizational structure of FFA?
- 97) What are some of the partner organizations of FFA?
- 98) What is an FFA partner organization?
- 99) How should we help to develop leaders for agriculture?
- 100) How does belonging to FFA help to foster good agriculture leaders for the future?
- 101) How do you stay current in what is going on in American education?
- 102) In your opinion, what is the most significant change in American education over the last five years
- 103) Can you give an example of an important issue in agricultural education you found while trying to stay current?
- 104) What is the relationship between FFA and the U.S. Department of Education?
- 105) What is the relationship between FFA and Career and Technical Education?
- 106) What is meant by the term federal funding?
- 107) How does federal funding impact the mission of FFA?
- 108) Can you give an example of how a person who serves as a national officer can influence educational issues?
- 109) Can you give an example of how a person who serves as a national officer might help to impact federal funding?

Competency 4 – CHARACTER & Competency 5 - INFLUENCE

Reflective Questions for the Interviewer to Consider When Evaluating:

- 127) Does this candidate demonstrate high reliability, integrity and trust?
- 128) Does this individual take responsibility for actions?
- 129) Has this person always honored his or her commitments?
- 130) Does this person show genuine desire to serve others?
- 131) Are details included about this person's service projects and is their leadership explained?
- 132) Are the methods used to identify a service need based on research and analysis?
- 133) Is this person able to convey a positive attitude while explaining the details and challenges of implementing a service project?
- 134) Does this candidate react and transition effortlessly with change?
- 135) Does a new situation seem to impact this candidate?
- 136) Is this candidate always approachable and engaging in conversations?
- 137) Would this person be considered an optimist?
- 138) Is this candidate always pleasant, even in stressful situations?
- 139) Does this person seem to be completely committed to improving the welfare of others?
- 140) Is this person tactful and effective in their communication?
- 141) Does this person seem to be sincere?
- 142) Is this candidate able to adjust behavior and demeanor based on the audience?
- 143) Is the language from this candidate always that desired of a national officer?
- 144) Does this person seek out the advice of others?
- 145) Is this person interested in growing through constructive feedback?
- 146) Does this candidate demonstrate a strong sense of ownership for work completed?
- 147) Is this candidate focused on project completion, doing whatever it takes to get the project done?

Reflective Questions for the Interviewee to Consider When Preparing:

- 148) When selecting a friend, in your opinion, what would be the most important character traits for the person to possess?
- 149) Could you give an example of when a friend of yours did not take the needed responsibility for his or her actions?
- 150) How do you establish trust with an individual?
- 151) In your own words, how would you describe integrity?
- 152) Why is being reliable important?
- 153) How has your service projects in FFA transcended into other personal service projects beyond FFA?
- 154) Describe the importance of service to others and what it means to you.
- 155) What motivates you to serve others?
- 156) What methods do you use to identify service needs?
- 157) What intrinsic and extrinsic benefits do you and those you serve enjoy? What supporting evidence do you have?
- 158) How can you explain to others the importance of serving others?
- 159) Can you give an example of a friend who does not react well to change?
- 160) How do you adjust to new situations?
- 161) Why do you think it is important for a state officer to be able to react well to change?
- 162) Would you consider yourself an optimist or a pessimist?

- 163) Can you give an example of how you took a negative situation and made it into a positive?
- 164) How do you show to others you are genuinely interested in what they are saying?
- 165) What does the word compassion mean to you?
- 166) How do you show empathy toward others?
- 167) Can you give an example of a time when you needed to make sure you used tact when addressing a problem?
- 168) Could you explain a time when a friend of yours was less than mature?
- 169) Why is it important for a person to adjust their behavior for various audiences?
- 170) How do you handle a person who uses inappropriate or foul language with you?
- 171) Can you give an example of a time when you asked another person's advice on an issue?
- 172) How does it make you feel when another person offers you some constructive feedback on your work?
- 173) How did you learn how to take responsibility for your actions?
- 174) On a scale of 1 to 5 with 1 being not focused at all and 5 being very focused, how would you rate yourself as far as project completion and why?

Suggested References

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.

FFA References

- <http://www.nvaged.com>
- FFA.org - <http://www.ffa.org>
- FFA New Horizons - <http://www.ffa.newhorizons.org/>
- FFA Student Handbook (latest edition)
- Roberts Rules of Order (latest edition)
- Official FFA Manual

Agricultural Education and SAE References

National Association of Agricultural Educators (NAAE) <http://www.naae.org/>

National Council for Agricultural Education - <http://www.ffa.org/council/>

Career and Technical Education References

Nevada Department of Education - www.doe.nv.gov

United States Dept. of Education - <http://www.ed.gov/>

Office of Vocational and Adult Education. (at USDE) - <http://www.ed.gov/about/offices/list/ovae/index.html>

Association for Career and Technical Education - <http://www.acteonline.org>

National Centers for Career and Technical Education - <http://www.nrccte.org/>

Agriculture References

Nevada Department of Agriculture

Nevada Farm Bureau

UNR's College of Agriculture, Biotechnology and Natural Resources - www.cabnr.unr.edu

American Farm Bureau & Farm Facts - <http://www.fb.org>

Farm Journal's AgWeb.com - www.agweb.com/farmjournal/

United State Dept. of Agriculture - <http://www.usda.gov/>

National Agricultural Library - www.nal.usda.gov

Suggested References List

Leadership and Personal Growth References

The following are a partial listing of books that relate to the roles and responsibilities of a state officer and/or can help an individual discover their talents and passions.

- 7 Habits of Highly Effective Teens by Stephen Covey
- 17 Essential Qualities of a Team Player by John C. Maxwell
- 21 Indispensable Qualities of a Leader by John C. Maxwell
- Quantum Teaching by Bobbi DePorter, Mark Reardon and Sarah Singer-Nourie
- Habitudes by Tim Elmore

People to Interview

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

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. Forego all alcohol, tobacco and illegal substances at all times during my year of service to Nevada FFA.
3. Avoid places or activities that in any way would raise questions to one's moral character or conduct.
4. Use wholesome and appropriate language in all speeches and informal conversations.
5. Maintain proper dress and good grooming for all occasions. This includes following the guidelines set forth in the Selection Guidebook.
6. Be willing to take and follow instructions as directed by those responsible for State FFA Officers and chapter, zone, state and National FFA programs.
7. Maintain and protect my personal health including appropriate use of prescription drugs.
8. Regularly, and on time, write all letters, thank-you notes, emails and other correspondence which are necessary and desirable.
9. Accept and search out constructive criticism and evaluation of total performance. This includes
10. Through preparation and practice, develop into an effective public speaker and project a desirable image of FFA at all times.
11. Be willing and able to commit a significant portion of time to state FFA officer activities for a year.
12. Travel while serving the Nevada FFA Association. This includes reliable transportation to and from mandatory events.
13. Consider FFA officer activities to be a primary responsibility.
14. Strive to improve ability to carry on meaningful and enjoyable conversations with individuals of all ages and walks of life.
15. Treat all FFA members equally by not favoring one over another. i.e. Forego boyfriend/girlfriend relationships with members.
16. Conduct oneself in a manner that commands respect without any display of superiority.
17. Maintain dignity while being personable, concerned and interested in contacts with others. Periodically evaluate personality and attitudes making every effort to improve.
18. Serve as a member of the team, always maintaining a cooperative attitude.
19. Work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers and adults.
20. Become knowledgeable of agriculture, of education in agriculture/agribusiness and of FFA.
21. Keep up to date on current events.

I have read, studied and understand the intent and spirit of the items listed above. I have also read and understand the entire Nevada FFA State Officer Selection Process Guidebook. If elected to office, I commit to following the rules and procedures outlined. I recognize that breaking policies or these rules may result in limitations being set on my roles as a State FFA Officer and/or the possible removal from office by Nevada FFA.

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:

Base Camp/Nevada Officer Orientation; Summer Leadership Camp & SO Training; State Officer Washington DC Experience; Winter Leadership Training Conferences; Nevada Agricultural Youth Legislative Experience; State Convention; State FFA Officer Meetings & Trainings; State FFA Foundation events, Chapter Visits & Banquets, 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 will strive to maintain a positive attitude and enjoy my year of service with members, advisors, staff, sponsors and others.

I will develop positive relationships with FFA members, advisors, staff, sponsors and the public.

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 (if in HS during SO year) _____ Date _____

FFA Advisor (if in HS during SO year) _____ 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: _____

Please attach proof of valid Nevada auto liability insurance.

**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 convention registration closing (3 weeks prior to start of state FFA convention). **Please confirm with teacher and/or state FFA staff regarding appropriate date and mailing address to submit application.**

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?

Statement By State Officer Candidate

"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 chapter below and place a check next to the appropriate designation before providing to the three individuals identified to provide input. Remind the survey completer that this form must be mailed by them directly to State FFA Staff 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. State FFA Staff 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 mail your completed form by March 1st to: Nevada Department of Agriculture, Attn: Amber Smyer, 405 S. 21st ST., Sparks, NV 89431

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

-Page 1 of 2-

For each of the rows on the next page, please circle the one term on that line which you believe best describes the candidate.

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!

Nevada FFA STATE TRAVEL FORM

TO BE COMPLETED PRIOR TO TRAVELING FOR ANY STATE OFFICER MEETING/ASSIGNMENT:

Student Name: Phone:
School Name: Phone:
School District: Date of Event:

Meeting/Assignment Description:

All students must adhere to their local school district's student travel policy and procedures. The Nevada Dept. of Education and Nevada FFA are not liable for State Officers during travel.

Select each of the following that apply:

- The above named student may drive herself/himself to the above function as part of her/his official responsibilities.
- The above named student will be transported to the above function as part of his/her official responsibilities by means of __ parents and/or __ public transportation.
- The above named student will be allowed to ride with representatives of the Nevada FFA State Leadership Team during the above function as part of her/his official responsibilities.

I agree to adhere to the above named school district policies while serving as a State Officer.

State Officer Signature **Date**

I agree to allow my child to use the above named mode(s) of transportation and give permission for my child to attend this meeting. I do hereby, on the behalf of the above named student, absolve and release school officials, FFA chapter advisors, and FFA state staff from any claims for personal injury which might be sustained while he/she is in route to and from, and during the FFA sponsored activity.

Parent or Guardian Signature **Date**

As the school official, I am aware that this student will be absent on the above dates in his/her capacity as a State FFA Officer.

School Administrator Signature **Date**

Questions about travel can be directed to hdye@agri.nv.gov