

Area III FFA Association



Officer Selection Procedures

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Area Officer Selection Rational

Implementing this abridged version of the selection process would require activities at Area Scholarship check and two full days at Area Convention (Same amount of time as currently using). One day to administer the exam and writing exercise as well as begin selection committee work, one day to conduct the interview rounds and the test elements, and then one day for the voting to take place and the announcement of the officers. The benefit of conducting this abridged version of the selection process is that Areas will be able to assess 7 of the 8 competencies and 28 of the 32 competency builders outlined in the Area Officer Selection process.

Detailed Competency Descriptions

The following is a listing of the essential competencies required for serving as an area 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. The indicators provided are a sample of the indicators – they are provided for clarification only.

Competency #1 – Communication

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

Competency #1 --- Communication Builders and Indicators

1.1 – Non-verbal skills: *Uses appropriate tone; gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand signals, facial expressions, body language).*

1.2 – Listening skills: *Recalls information; is attentive; utilizes appropriate wait times; listens for understanding; finds connections in the conversation.*

- 1.3 – Writing skills:** *Uses correct spelling and grammar; delivers a clear and concise message; uses various forms of written communication appropriately (including formal letters, thank-you notes and emails); varies writing style based on audience.*
- 1.4 – Speaking skills:** *In a variety of settings (including classrooms, board rooms, auditoriums, arenas, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students): Uses appropriate examples; engages and motivates various audiences; speaks articulately without notes; can speak extemporaneously with comfort and ease.*
- 1.5 – Facilitation skills:** *In a workshop setting: Accommodates different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, and problem solving); seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; and uses transitions appropriately.*

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 #2 --- Team Player Builders and Indicators

- 2.1 – Teamwork:** *Easily transitions between leader and follower role; seeks to be a positive influence on group; is aware of personality styles; and successfully manages team dynamics.*
- 2.2 – Acceptance of differing viewpoints:** *Fosters a safe and open environment; values diversity of opinion; and shows respect and empathy toward others.*
- 2.3 – Put team before self:** *Empowers others; displays a spirit of humility; shares success with team members; and assumes responsibility for undesirable outcomes.*

Competency #3 – Areas of Knowledge

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 #3 – Areas of Knowledge Builders and Indicators

- 3.1 – Agriculture knowledge:** *Ability to connect facts and issues and articulate how they impact agriculture locally and globally; discuss key and emerging trends with related statistics; passes along knowledge of the career opportunities through the agricultural, food and natural resources cluster; articulates the primary components of the integrated food chain from production to consumption.*
- 3.2 – FFA knowledge:** *Ability to connect facts and issues and articulate how they impact FFA on a local, state and national level; discuss key and emerging FFA issues with*

related statistics; recall historic FFA events and understand their significance; recite and explain the FFA mission; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organizations' ability to develop and to foster leaders for the industry of agriculture.

- 3.3 – Education and agricultural education system knowledge:** *Can articulate the role of FFA as an intra-curricular component of agricultural education; and understands the relationship between FFA and the Texas Education Agency and the funding issues connecting them.*

Competency #4 – Organization

Demonstrates the ability to see the big picture, break large projects into smaller tasks, and appropriately prioritize multiple demands and use time management and organizational tools to produce quality results by identified deadlines.

Competency #4 – Organization Builders and Indicators

- 4.1 – Time management:** *Has and uses a time management tool; handles multiple tasks with competing timelines; is able to prioritize; meets deadlines while producing quality results and monitors time effectively.*
- 4.2 – Planning and prioritization skills:** *Handles both large and small tasks with ease; can break down large tasks into manageable components; has defined long-term and short-term goals; and the ability to prioritize and delegate; and can plan a balanced workshop of discussion and activities.*
- 4.3 – Self-starter:** *Starts projects independently; meets deadlines independently; takes action when necessary.*

Competency #5 – Character

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

Competency #5 – Character Builders and Indicators

- 5.1 – Reliability, integrity and trust:** *Does the right thing even when it causes discomfort; takes responsibility for his/her actions; does what he/she commits to and more.*
- 5.2 – Adaptable and flexible:** *Reacts well to changes; adjusts to new situations confidently.*
- 5.3 – Positive attitude:** *Approachable and engages in conversation; demonstrates an optimistic attitude; has an enjoyable presence about them.*
- 5.4 – Sincerity and compassion:** *Demonstrates concern for the genuine welfare of others; communicates true self with tact (passion or vulnerabilities).*

- 5.5 – Maturity:** *Demonstrates an appropriate demeanor for the situation; uses mature language and mannerisms; demonstrates patience and self-control.*
- 5.6 – Coachable, life-long learning:** *Seeks constructive feedback and uses in proactive manner.*
- 5.7 – Work ethic:** *Demonstrates a sense of ownership; demonstrates a strong desire/drive for completion on all projects regardless of the circumstances.*

Competency #6 – Passion for Success

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

Competency #6 – Passion for Success Builders and Indicators

- 6.1 – Self-confidence:** *Demonstrates a strong desire to achieve in a fast-paced environment; willing to take risks to grow even when success is not guaranteed; desire to step outside of comfort zones; sticks to convictions and beliefs while demonstrating consideration toward others; and is well poised.*
- 6.2 – Commitment to FFA:** *Supports and advances the FFA mission daily through his/her words and actions.*
- 6.3 – Energetic disposition:** *Maintains and displays a high level of energy even in a stressful environment; generates a positive image; has the stamina to maintain a consistent high level of performance during continuous activity.*
- 6.4 – Initiative:** *Recognizes the appropriate time to take action; quick to respond to new tasks (i.e. volunteers for tasks readily); willingness to act on tedious or less glamorous activities; aware of necessity to take action.*
- 6.5 – Commitment to service:** *Identifies service engagements outside of FFA in which he/she have participated; articulates in detail his/her role in these outside service opportunities; shows a clear understanding of his/her community needs; and expresses the impact his/her service had on himself/herself and the community.*

Competency #7 – Influence

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

Competency #7 – Influence Builders and Indicators

- 7.1 – Supports and motivates FFA members and partners:** *Communicates the value of being a member and the opportunities available in FFA; demonstrates support individuals and groups through recognition, awards, letters and personal notes.*
- 7.2 – Mentors and coaches others:** *Generates ideas for professional improvements for members and officers, serves as a role model.*

- 7.3 – Member representation:** *Carefully weighs impact of decisions on FFA and its members; isn't afraid to make tough decisions for the good of the organization.*
- 7.4 – Builds relationships:** *Employs strategies to learn about others; attempts to ask questions; shows enthusiasm; engages others; and finds common ground with others.*

Area Officer Selection Process and Candidate Campaigning Procedures

Board Policies and Constitutional Provisions

Policies established by the Area III FFA Association are in place to guide the selection process in an effort to ensure fairness to all involved.

Section 1: Constitutional Authority

1.1 Constitutional Authority – Article____: Area Officers and Procedures for Election

- A. The elected officers of the Area III Association/Area III Association of Future Farmers of America shall be selected and nominated by each of the Area Associations. Each of these officers has an opportunity to demonstrate FFA, agricultural education, parliamentary procedure and agricultural industry knowledge via a written exam, present their qualifications to an evaluation committee and appear before the area convention body delegates and deliver a campaign speech. A president shall be elected from the area officers by a combination of exam score, 20 percent, interview score, 30 percent and a score derived from the vote of the delegates present, 50 percent. Results of all elections will be announced as seen fit by the Area Officer Election committee. No results will be posted concerning the election, and any questions concerning the election shall be taken up with the chairman of the Election committee. The winner of the final election shall be declared President of the Area Association, and the candidate receiving the second highest score total in the final runoff election shall be declared the first vice-president. The remaining officers shall be called vice-presidents, and shall assume the stations of the various other FFA offices for ceremonial purpose at the annual convention and other meetings throughout the year.
- B. Should a district's officer become unable to fulfill his/her responsibilities or deemed unfit for office pursuant to relevant Area III FFA Association policies the district will relinquish their officer position. If for any reason the office of President should become vacant, the student officer who received the next highest score in the election for President shall become President.
- C. The officers of the areas will be President, 1st Vice President and other officers shall be Vice Presidents, with a draw after election to secure speaking parts. All of these officers must be active FFA members and be enrolled in high school throughout the duration of their term.

- D. The elected officers shall constitute the Board of Area III FFA Officers. It shall be the duty of this Board to advise and make recommendations to the Area III Executive Committee (need definition in constitution) with respect to the activities and business of the Area III FFA Association.
- E. Each District Association MUST nominate two candidates to pursue an Area Office Position. At the end of the election process each district will have a maximum of two candidates.
- F. Each District Association may elect two area officers each year. The Area officers shall be elected by a combination of exam score; 20 percent, interview score; 40 percent and a score derived from the vote of the delegates present: 40 percent and in accordance to policies adopted by the Area III FFA Association.
- G. Each candidate must submit an online application by seven days prior to Area Scholarship Check, which will be used to create interview questions, but will not have any implication on scoring.
- H. The Area officers shall hold the Chapter FFA Degree at the time of their election at the area convention, must be active members for the duration of their term in office, and must be concluding their junior year of high school when their respective district association nominates them. Officer candidates must achieve a high school record of "C" or better and has a satisfactory record of scholarship and participation in school activities.
- I. Area FFA Officers shall serve from one area convention through the next succeeding area convention and shall not be reelected, nor eligible for election to another area office. In the event an area convention is not held in any given year, the Area III Board of Directors shall make provisions for the appointment of area officers for the next succeeding year. The Area III FFA Board of Directors shall have the power to appoint a qualified member to fill any office, which becomes vacant between area conventions.

Section 2: Area Officer Selection Procedures

2.1 --- Administration

- A. The Area Officer Election Adult Consultants will review policy and procedure related to the area officer selection process and make policy recommendations to the board and management recommendations to the Area Coordinator.
- B. The Election Superintendent will chair the area officer selection procedures. The said supervisor shall coordinate the efforts of the exam writers, interview committee, balloting committee and officer candidate committee in accordance to all relevant policies.

2.2 --- Candidate Evaluation

- A. Candidates shall be evaluated and scored on a 100-point scale, which includes a written exam score, an interview committee score and a popular vote score. Test and interview scores shall be applied to all election rounds. The top scoring candidate from each district shall be the district's area officer nominee; the second-place finisher shall be designated as the district's alternate to assume the duties of the nominee should he or she become unable to fulfill his or her responsibilities or be disqualified or deemed unfit for office pursuant to relevant Area III FFA Association policies. The top scoring candidate in the final run-off round shall be the area president; the second-place finisher shall be designated as the first vice president.
- B. Candidates for area office shall have opportunity to demonstrate knowledge and understanding of agricultural education, FFA, parliamentary procedure and the agricultural industry via an exam administered in accordance to the provisions of this policy and a writing exercise to measure written communication skills using a prompt relevant to duties of an area officer.
 - 1. The exam shall comprise 20% of the candidate's score. The test, composed of 150 questions, shall comprise 85% of the exam section.
 - 2. All candidates will complete a written narrative on a topic relevant to agriculture, FFA or the American education system. The purpose of the narrative is focused on student's ability to convey knowledge and understanding in a different way than allowed through multiple-choice questions. Each year a theme will be identified (agriculture, FFA or American education). The theme and a list of potential topics will be published for all candidates. Candidates are encouraged to understand each topic very well. However, the essay will also require candidates to also demonstrate an understanding of how that particular topic relates to the other themes, not reflected in that particular year (i.e., if agriculture is the theme during the current year then the essay question will require students to demonstrate understanding of the topic as well as the relationship that topic shares with FFA and/or the American education system). This writing exercise shall comprise 15% of the exam section.
 - 3. The composite of which shall be scaled to a factor of 0.2. The numerical value that is the difference between the top indexed score and the number 20 shall be added to all scores. The exam score shall be applied in each of the election rounds.
- C. A student nominating committee comprised of five applicants (one from each district) who are not a candidate for the upcoming officer selection. Applicants must be a junior or senior and complete an application. Applicants will be selected by the election committee. The current state officer will be a non-voting member and serve in a facilitation capacity; shall interview each candidate in accordance to procedures outlined in this policy. The interview score shall comprise 40% of the candidate's score and shall be applied in each of the election rounds. The interview process shall be

conducted in conjunction with the annual area FFA convention.

1. Area officer candidates will be evaluated based on seven competencies, their builders and indicators required for fulfilling the job description of an area FFA officer. A competency is a defined behavior, in combination with skills and knowledge that enables evaluation of the candidates. Example: competency #1 – Communication. A competency builder identifies specific attributes or skills to further define the behaviors of that competency. Example: 1.1 – Demonstrates non-verbal skills. Finally, indicators are a description of how someone might demonstrate the competency builder. Example: Uses appropriate tone gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand signals, facial expressions, body language).
 2. The competencies by which area FFA officer candidates will be evaluated are as follows: (i) Communication, (ii) Team Player, (iii) Areas of Knowledge, (iv) Organization, (v) Character, (vi) Passion for Success, (vii) Influence. A complete list of competency, builder and indicator descriptions can be found in the Area Officer Selection Policy.
 3. 100% of each candidate's interview score shall be derived through scores received by the nominating committee during each round of the interview process. No points will be awarded for the written application, resume and references; however the nominating committee to develop questions for each candidate's personal rounds will use these materials. The interview section is scored on a 100-point scale and multiplied by a factor of 0.3.
- D. Each candidate shall be given opportunity to present a campaign speech in accordance to the provisions of this policy and give an impromptu response to a thought question developed and asked in accordance to the provisions of this policy. The popular vote of the delegate body shall comprise 40% of the candidate's score.
1. Each delegate shall cast one vote in preliminary rounds of voting for one of the two candidates from their district.
 2. The candidate from each district who receives the highest combined exam, interview and vote score shall be declared the area officer from that district.
 3. Each delegate shall cast two votes in the final round of voting.
- E. In the event of a tie, the tie shall be broken by the following means. If the tie is unbroken by a tiebreaker, the committee shall consider the next tiebreaker until all means are exhausted.
1. Popular Vote. The candidate with the highest vote factor shall win the tie. Vote factors shall be carried out to the nearest one-thousandth of a point.
 2. Total Interview Section. In the event that the previous tiebreaker fails to break the tie, the candidate with the highest total interview factor shall win the tie. Interview factors shall be rounded to the nearest one-hundredth of a point.

3. Exam Score. In the event that the previous tiebreaker fails to break the tie, the candidate with the highest exam score factor shall win the tie. Exam factors shall be rounded to the nearest one-hundredth of a point.
4. Writing Exercise. In the event that the previous tiebreaker fails to break the tie, the candidate with the highest writing exercise score shall win the tie.
5. Run-Off Speech and Vote. Should the above tie breaks fail to break the tie, each of the tied candidates shall present a one-minute run-off speech and the delegates shall cast ballots. The winner of said run-off election shall win the tie.

2.3 --- Area Officer Campaign Rules Prior to Area Convention

- A. Area wide mail outs or publicity by any person or entity-mentioning candidacy outside of a candidate's home area prior to the convention is not permitted. Candidates should be aware that many districts and areas have the same rule. Any media, electronic or hard copy, which solicits support for or promotes a candidacy, is prohibited by this policy.
- B. Candidates may not create any new, or utilize any pre-existing, groups, fan pages, networks or any other form of mass communication through social networking sites such as, but not limited to, Facebook, MySpace, Twitter, blogs or mass email services to promote their candidacy or have someone else conduct this form of campaigning on their behalf. Candidates may not, or knowingly have someone else, post status updates on Twitter, Facebook, MySpace, or any other social networking site that may be deemed as a solicitation for votes.
- C. Business cards will not be allowed before Area convention promoting a district candidate.
- D. Officer candidates may not attend district conventions or degree checks other than their own district, in fairness to all candidates.
- E. Officer candidates may not attend any district leadership camps or conferences other than those events held their own district prior to elections.
- F. Violation of any campaign rule may result in the disqualification of a candidate from the area officer election. The area executive board under the provisions of the officer discipline policy may address serious violations, which constitute issues of integrity or ethics.

2.4 --- Area Officer Campaign Guidelines for Area Convention

- A. The candidates will host no parties during the convention.
- B. Candidates may not create any new, or utilize any pre-existing, groups, fan pages, networks or any other form of mass communication through social networking sites such as, but not limited to, Facebook, MySpace, Twitter, blogs or mass email services to promote their candidacy or have someone else conduct this form of campaigning on their behalf. Candidates may not, or knowingly have someone else, post status updates on Twitter, Facebook, MySpace, or any other social networking site that may be deemed as a

solicitation for votes. During the election process, members will be directed not to post anything campaign-related to the web.

- C. Violation of any campaign rule may result in the disqualification of a candidate from the area officer election. The election superintendent under the provisions of the officer election policy may address serious violations, which constitute issues of integrity or ethics.

2.5 --- Incoming Officer Convention Speeches

- A. Initial speeches will be a maximum of two minutes and thirty seconds in length. Time will be called at the end of two minutes and thirty seconds and microphones will be turned off at the end of the time allotted.
- B. Run-off speeches will be a maximum of one minute in length. Time will be called and microphones will be turned off at the end of the time allotted.
- C. Candidates will not use any props or other materials. Audience participation by the general corporate audience without reference to any individual is not considered use of a prop. Having a specific member or group of members identified by proper name participate is considered to be use of a prop.
- D. Candidates will use the style of microphone provided for their candidate speech at the designated stage practice and will be given an opportunity to test the microphones.
- E. Candidates may use a podium or walk the stage area but may not kneel, squat, or be seated on stage, or leave the stage during their candidate speech. The entire presentation must begin and end on stage.

2.6 --- Candidate Testing Procedures

- A. The test shall follow the same format as the current senior division FFA quiz leadership development event. The exam shall be proctored at a time set by the adult consultants appointed to the area officer selection process. The exam will be conducted before the interview process begins.
- B. Questions may be multiple choice and/or true/false and may be administered on hard copy or electronically.
- C. The exam shall be formulated by the Election Superintendent's designee and shall be a party with no vested interest in the outcome of the election. No party with an interest in the outcome of the election shall have access to the exam.
- D. Candidates will have 150 minutes to complete the exam.
- E. The number of questions will be based on percentages of emphasis placed on certain areas listed above. Scores will be reported on a percentage basis and entered into the officer selection scoring formula.
- F. Candidates shall complete a writing exercise during the area-level selection processes to demonstrate written communication skills. The same area-approved writing prompt shall be

given all candidates competing in a given process. Responses shall be handwritten unless a candidate has a condition, which precludes a handwritten response. The area officer selection chairperson must approve all exceptions at the area level.

2.7 --- Questioning Procedures

- A. Thought questions are important to allow the delegates see the officer candidate's ability to speak extemporaneously. One thought question will be asked on stage after each campaign speech.
- B. Questions should be straightforward, unambiguous, challenging, thorough, and test the candidate's knowledge of principles and procedures (especially those that may arise during the course of the year's duties). Questions should allow the candidates to respond in a positive atmosphere.
- C. The selected question will be placed in an envelope and sealed by the candidate committee chairperson until immediately prior to the election.
- D. The officers conducting the election will open the envelope on stage and read the question to the delegate body immediately prior to the election.
- E. The question will be read to the candidates in the same manner, exactly as written, and may be repeated, if requested by the candidates.
- F. Scores from Student Nominating Committee and Teacher Nominating Committee during Personal Round will be averaged to obtain an individual score.

Section 3: The Selection Process

Application and Selection Timelines for the Area FFA Officer Candidates

Date	Responsibility/Activity/Due Date	Responsible Group
7 days prior to Area Scholarship Check	Area FFA Officer Applications due to Area, after being selected by District (Online submission)	Area Officer Candidates
Area Scholarship Check	Test and Written Exercise	Adult Consultants and Area Officer Candidates
Day Prior to Area Convention	Area Officer Candidate Interview Process	Selection Committee

3.1 --- Personal Round, Student and Teacher Nominating Committee

In this round, candidates will have six minutes to "introduce" themselves to the student and teacher nominating committee. In this one-on-fifteen format, candidates should capitalize

on this time by making their first impression a lasting impression. Candidates can expect to answer three or four behavioral-based interview questions posed by the student nominating committee and to expound on their goals, motivations and/or desire to be an area officer.

Competency Builders Evaluated:

1.1 – Non-verbal skills	6.2 – Commitment to FFA
5.3 – Positive attitude	6.3 – Energetic
5.4 – Sincerity/Compassion	6.5 – Commitment to Service
6.1 – Self-confidence	7.1 – Supports and motivates FFA members/partners

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

3.2 --- Written Test

Area officers must consistently demonstrate a command of key issues related to agriculture, FFA and the education system. While some of this knowledge may be demonstrated by asking quality questions and carrying on informed conversations rather than “knowing facts,” it is still important that officers come in with a base understanding of core issues and facts related to these three areas of knowledge. This will be demonstrated through a multiple choice test and writing exercise.

- 1) Multiple Choice Questions:** All candidates will have 150 minutes to complete a written test comprised of 150 multiple-choice questions. The test shall follow the same format as the current senior division FFA quiz leadership career development event.

Competency Builders Evaluated:

3.1 Knowledge of the industry of agriculture and current issues	3.2 Knowledge of FFA and current issues
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- 2) Writing Exercise:** All candidates will have 150 minutes to complete a written narrative on a topic relevant to agriculture, FFA or the educational system. The purpose of the narrative is focused on student’s ability to convey knowledge and understanding in a different way than allowed through multiple-choice questions.

Each year a theme will be identified (agriculture, FFA or American education). The theme and a list of potential topics will be published for all candidates. Candidates are encouraged to understand each topic very well. However, the narrative will also require candidates to demonstrate an understanding of how that particular topic relates to the other themes, not reflected in that particular year (i.e., if agriculture is the theme during the current year then the essay question will require candidates to demonstrate

understanding of the topic as well as the relationship that topic shares with FFA and/or the American education system).

Independent adult judges will review each of the writing samples. These judges will review the samples on site and rate them on each of the competency builders identified for this portion of the essay. Scoring for each builder will be based upon a scale of one to five with five representing strong evidence the skill is present and one representing strong evidence the skill is not present.

Competency Builders Evaluated:

1.3 – Writing skills when communicating with others	3.2 – Knowledge of FFA and current issues
3.1 – Knowledge of agricultural industry and current issues	3.3 – Knowledge of America’s education system/agricultural education/issues

3.3 – One-on-One Interview, Student Nominating Committee

This round will consist of 5-minute interviews split into two rotations each with a different member of the student nominating committee. The interview is focused on two objectives. First, this is an opportunity for individual committee members to develop rapport and get to know candidates in a one-on-one setting. Second, this will provide an opportunity for evaluation of a number of targeted competency builders through structured questions and follow-up questions. The competencies outlined will be evaluated through observation and careful listening to candidate responses to questions.

The nominating committee members will evaluate competency builders. Notes are provided below to clarify how the competency builders will be distributed among the seven committee members to facilitate accessing a large number of qualities with the given time constraints. Builders will be assessed on a scale from one to five where a score of five reflects strong evidence the skill/attribute is present and 1 reflects strong evidence the skill/attribute is not present.

Competency Builders Evaluated:

2.1 – Work in team in pursuing common goal	5.6 – Coachable/Lifelong learning
2.2 – Acceptance of differing viewpoints	5.7 – Work ethic
2.3 – Team before self	6.2 – Commitment to FFA
4.1 – Efficient time management	6.4 – Initiative
4.2 – Planning and prioritization	6.5 – Commitment to service
4.3 – Self-starter	7.2 – Mentors and coaches others
5.1 – Reliability/integrity/trust	7.3 – Member representation

5.2 – Adaptable/flexible	
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**NOTE: Each of these builders will be assessed with a direct question to which candidates will respond. Each builder listed above will be evaluated three times over all interviews. To achieve this all of the builders listed will be distributed among the seven nominating committee members. Each builder will be evaluated by at least three of the committee members.*

Competency Builders Evaluated:

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

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

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 that the scores collected throughout the rounds ensure that the end score reflects how well a student did on 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 eight effective officer competencies. This section details the scoring processes used throughout the rounds described in the last section.

4.1 --- The Scale for Each Competency Builder

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

A score of “1” indicates “Strong Evidence the Skill/Attribute is not Present”

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. To facilitate this detailed look-for, indicators will accompany each 1-3-4 rating for each competency builder.

4.2 Evaluating the Competency Builders in the Rounds

The following table represents where each of the competency builders will be evaluated throughout the interviewing process. The numbers in the cells reflect the number of judges evaluating the competency builder in that particular round. (For example, a 7 indicates that all

seven committee members will be evaluating that competency builder in that particular round. Whereas, a 2 indicates that only two of the judges involved will be evaluating the competency builder.)

	Personal Round – Introduction	One-on-One
Scoring System		
Communication		
Non-verbal Skills	14	7
Listening Skills		7
Team Player		
Work in Teams		2
Acceptance of differing viewpoints		2
Putting team before self		3
Personal Organization		
Time Management		2
Planning and Prioritization		2
Self-starter		3
Character		
Reliability/integrity/trust		2
Adaptability/flexibility		1
Positive attitude	14	
Sincerity/compassion	14	7
Maturity		7
Coachable/lifelong learning		2
Work ethic		2
Passion for Success		
Self-confidence	14	
Commitment to FFA	14	3
Energetic	14	
Initiative		2
Commitment to Service	14	2
Influence		
Supports and motivates FFA members/partners	14	
Mentors and coaches others		3
Member representation		3
Builds relationships		7

4.3 --- Competency Index

It was determined that some of the competencies are more important to the officer selection process. Thus, the overall score should be constructed by allowing those competencies with were deemed most important to carry more weight. For example in the overall score used in the selection process candidate's cumulative score for team player represents 10 percent whereas the candidate's cumulative score for character represents 20 percent. The following index reflects each competency's relative importance in the selection process:

- 1) Communication – 15%
- 2) Team Player – 10%
- 3) Areas of Knowledge – 5% (assessed also during the test and writing exercise)
- 4) Personal Organization – 10%
- 5) Character – 20%
- 6) Passion for Success – 15%
- 7) Influence – 15%
- 8) Critical Thinking – 10% (for scoring purposes every candidate will receive a perfect score)

The overall cumulative score of the exam and interview portions along with the first round of voting will be used to determine the top candidate in each district to serve as an Area Officer. Finalists will continue to contribute to their overall cumulative score though it will not be used as an absolute determinant of who is elected as Area President and 1st Vice President. In order to determine each district's area FFA officer and eventually the area FFA president, the popular vote is calculated into the cumulative score.

Score Calculations

A simple process determines the overall cumulative score. As shown in the previous section during each round particular competency builders will be evaluated using a 1-2-3-4-5 scale. The score recorded for each of these competency builders will be entered into the scoring system.

The sum of the scores for each competency builder will be accumulated into an overall score for each of the competencies after each round. An average value 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 builder in that round. All averages for each competency will be added together to determine the candidate's

overall competency score for this phase. The overall cumulative score for each of the eight competencies (a value better 1.0 and 5.0) will be multiplied by the weighting index shown above to determine the contribution that competency will make to the overall score (a value between 1.0 and 5.0 points). Once that has been determined that number will be multiplied by 20 to figure their score on a 100-point scale. The final number will be multiplied by .30 to determine the 30 percent total interview score. The numerical value that is the difference between the top indexed score and the number 30 shall be added to all of the following scores.

EXAMPLE:

Competency	Cumulative Score	Competency Contribution	Multiplied by 20
Communication	2.97292	0.445938	8.91876
Team Player	3.00120	0.300120	6.0024
Areas of Knowledge	1.09267	0.054634	1.09267
Personal			
Organization	3.01111	0.301111	6.02222
Character	4.12345	0.824690	16.4938
Passion for Success	4.00121	0.600182	12.00363
Influence	2.01219	0.301829	6.03657

The final scoring calculation will be the addition of the score derived from the vote of delegates at the convention. The individual with the highest cumulative score from each district will be name the Area FFA officer from that district, and the individual with the highest cumulative score after the final run-off shall be named the Area FFA President.

Section 5: The Nominating Committee and Adult Consultants

Facilitating the process outlined in the previous sections requires a talented and dedicated group of individuals. A committee of five individuals (one from each district in 11th or 12 grade with an FFA position at any level and Ag Teachers from the Areaareused to carry out the responsibility of interviewing and evaluating the area FFA officer candidates.

5.1 --- Student Nominating Committee

This committee will be composed of the five applicants (one from each district) who are not a candidate for the upcoming officer selection. Applicants must be a junior or senior and complete an application and have held an FFA position at any level. Applicants will be selected

by the election committee.

The current state officer will be a non-voting member and serve in a facilitation capacity.

5.2 --- Committee Responsibilities

As a student committee, the five members of the nominating committee have the responsibility to interview and evaluate the Area FFA officer candidates. The nominating committee members are responsible for mentally and physically preparing for the selection process. A zoom meeting with the nominating committee will occur prior to the selection process where individuals will be trained on competencies and how to effectively score each candidate.

5.3 --- Committee Preparation

Prior to the Area III FFA Convention

Nominating Committee work begins almost immediately, Area officer candidate applications are sent to each nominating committee members, and they are responsible for reviewing all of them prior to the convention.

Committee members are also to complete a study of issues related to the area officer selection process. A study guide is provided to the Nominated Committee members prior to the convention. The study guide will be composed of issues and briefs and competencies of traits and reflective question examples. The study guide also suggests reference materials (articles, books, etc.) to review with questions for applying the information to the selection process.

Nominating Committee members also develop an initial list of questions to use in the interviews. These questions are submitted to Election Superintendent for review and feedback prior to the convention. These may not be the actual questions used; however, it provides an experience in developing quality questions that will be valuable during the convention experience.

During the Area III FFA Convention

The majority of the committee's time is spent in training and preparation of the actual interview questions for each round. The training includes instruction on behavioral question writing and interviewing, understanding the effective officer characteristics and use of rubrics to evaluate them, accepting commonalities (diversity).

Committee members will participate in guided practice on recognizing each of the seven competencies. Practice scenarios using the rubrics provided for each competency builder will

help the committee to better evaluate those during interviews. In addition, the nominating committee spends time practicing their interview techniques as well as determining the layout of the interview room(s).

5.4 --- Role in the Interview Process

Due to the time constraints, the Nominating Committee is not involved with the administration of scoring of the written exam and writing exercise. The implementation and scoring of these rounds are administered by the elected Adult Consultants to the Area Officer Selection Process. The final scores will be provided to the Tabulations Supervisor to be included in the final score tally.

The interview process begins the day before Area III Convention. At the conclusion of an interview round, each Nominating Committee member will mark their scorecards independently and without consultation with the other committee members. An adult consultant 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 process.

5.5 --- Adult Roles in Area Officer Selection Process

Adults play a supportive role in the area officer selection process. Adults are available to support and advise the student nominating committee in fulfilling their responsibilities. The roles adults serve can be divided into two categories: Formally elected adult consultants and adults who assist with interviews or scoring.

5.6 --- Adult Election Committee

The teachers of the Area III association have elected the following adults to the area officer selection process. They are charged with:

- 1) Ensuring the fairness of the process and adherence to board policies.
- 2) Providing guidance (as requested and appropriate) to the nominating committee members.
- 3) Facilitating the actual selection process.

Each adult member has unique roles as described below.

5.7 --- Adult Consultants

The Area Ag Teachers elects three adults who assist in the management and delivery of the area officer selection process. These individuals serve a three (3) year term, and can be elected again following the end of their last year of service. These adult consultants shall be current agricultural science teachers employed by an independent school district in Area III. These three adults oversee the implementation of the area officer selection process at the area FFA

convention, and train the nominating committee. During the three-year term, the position responsibilities increase each year. The adult chair (third year) is the lead adult to the selection process. The other adults operate under the adult chair's supervision. Specific duties for each year of service are:

First Year Responsibilities

- Observe process to gain a clear understanding of its function and assist in training the committee.
- Serve as timekeeper and check marking of scorecards prior to data entry.
- Submit an evaluation report to the election superintendent and Area III FFA recommending improvements for the selection process.

Second Year Responsibilities

- Assist in training the committee.
- Supervise committee and interviewing process in the interviewing room(s) to ensure consistency of interviews.
- Administer the written exam and the writing activity. Supervise scoring process of each.
- Supervise data entry and tabulation processes.
- Work with the nominating committee secretary to compile the official minutes of the committee process, including questions and room setup for each round.
- Compile committee and candidate evaluations and submit to Area III FFA.
- Submit an evaluation report to Area III FFA recommending improvements for the selection process.

Third Year/Superintendent Responsibilities

This individual is elected by the teachers of Area III to provide leadership to the delivery of the area officer selection process. This elected individual will work closely with the adult election committee to implement the procedures for the selection process. This work includes verifying the candidates' eligibility, disseminating appropriate information to the candidates and the nominating committee, reserving required facilities, preparing materials needed during the process (primarily exams, scorecards, and data spreadsheets) and securing the additional personnel needed for nominating committee training. In addition, the Superintendent will be called upon in situations where board policy and/or procedures require interpretation and application. The Election Superintendent shall have the election speeches videoed for review if necessary.

- Serve as adult chair and oversee entire selection process.
- Meet with student and adult members of nominating committee to review responsibilities of committee and to begin the process (area scholarship check)
- Review the schedule of interview rounds prior to the convention.

- Coordinate to ensure all arrangements are made for the selection process at the area FFA convention.
- Communicate with adult consultants and the nominating committee prior to the area FFA convention.
- Oversee training of committee.
- Oversee committee process, providing guidance when necessary.
- Submit an evaluation report to Area III FFA recommending improvements for the selection process.

5.8 --- Tabulation Supervisor Job Description (Area Rep on State Ballot committee)

To ensure accuracy in scoring and data entry during the area officer selection process, a tabulation supervisor position has been created. This person will have a role specific and distinct from that of the election superintendent and/or any of the three adult consultants to the nominating committee. This person may select two assists at their discretion to assist with tabulations and balloting. Specific duties for service are:

Before Area FFA Convention

- Review, test and revise all electronic spreadsheets prior to the area FFA convention.
- Participate in a conference call with the Selection Process Supervisor to identify schedule for role at area FFA convention.
- Identify a system of checks and balances to be used in data entry and validation during the area FFA convention.

At Area FFA Convention

- Coordinate and supervise blind scoring procedure for scoring writing exercise.
- Daily review of each raw score sheet tabulations.
- Daily review of each entered score against raw score sheets.
- Daily check to ensure each worksheet in spreadsheets is transferring correctly into totals worksheet.
- Provide final sign-off on scores before top two candidates from each area are announced to the nominating committee.

5.9 --- Area Advisor

Will manage candidate during the election process and assist the Adult Consultants for the election process as needed.

5.10 --- Teacher Nominating Committee:

Will follow all guides set forth for student nominating committee for the Personal Round 1 interviews and will be elected by their respective district at State Ag Teachers Conference. (See the role of Student Nominating Committee) Teachers will not be allowed to ask questions during the interview process.

Section 6: Competencies

6.1 Reflective Questions for Competencies

Use the following questions to gain an in-depth understanding of how the competencies are evaluated. Enlist the help of trusted individuals who will evaluate you objectively.

Competency 1 – Communication

Reflective Questions for the Interviewer to Consider When Evaluating:

- 1) Is the 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, does this candidate original, logical and relevant give examples?
- 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 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 (clues) do you give yourself for recalling information and facts when doing a presentation?
- 34) Does writing come easy for you?
- 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 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

Will be evaluated in Multiple Choice test and on stage Thought Question

Competency 4 – Personal Organization

Reflective Questions for the Interviewer to Consider When Evaluating:

- 69) Does this candidate use some form of a time management tool effectively?
 - 70) Has this candidate ever missed a deadline?
 - 71) Is this candidate able to juggle multiple priorities?
 - 72) Does this candidate produce high quality work even with multiple tasks occurring at the same time?
 - 73) Does this candidate know where to find needed information?
 - 74) Does this person provide details to support the information discussed in the activity?
 - 75) Has this candidate demonstrated the ability to handle all types of tasks with ease?
 - 76) Does this candidate seem to manage all issues well?
 - 77) Has this candidate articulated long-term and short-term goals clearly and concisely?
 - 78) Does this candidate delegate priorities when needed?
-

Reflective Questions for the Interviewee to Consider When Preparing:

- 79) How do you keep track of multiple responsibilities?
- 80) On a scale of 1 to 5 with 1 being always late and 5 being always on time, how would you rate yourself?
- 81) How do you know where to look for resources, which help to support your ideas?
- 82) Would you consider yourself to be detail-oriented?
- 83) How did you learn how to organize information and keep track of your responsibilities?
- 84) Can you give an example of when you did not prioritize accurately?
- 85) How do you know when to delegate responsibilities to others?

Competency 5 – Character

Reflective Questions for the Interviewer to Consider When Evaluating:

- 86) Does this candidate demonstrate high reliability, integrity and trust?
- 87) Does this individual take responsibility for actions?
- 88) Has this person always honored his or her commitments?

- 89) Does this person show genuine desire to serve others?
 - 90) Are details included about this person's service projects and is their leadership explained?
 - 91) Are the methods used to identify a service need based on research and analysis?
 - 92) Is this person able to convey a positive attitude while explaining the details and challenges of implementing a service project?
 - 93) Does this candidate react and transition effortlessly with change?
 - 94) Does a new situation seem to impact this candidate?
 - 95) Is this candidate always approachable and engaging in conversations?
 - 96) Would this person be considered an optimist?
 - 97) Is this candidate always pleasant, even in stressful situations?
 - 98) Does this person seem to be completely committed to improving the welfare of others?
 - 99) Is this person tactful and effective in their communication?
 - 100) Does this person seem to be sincere?
 - 101) Is this candidate able to adjust behavior and demeanor based on the audience?
 - 102) Is the language from this candidate always that desired of a state officer?
 - 103) Does this person seek out the advice of others?
 - 104) Is this person interested in growing through constructive feedback?
 - 105) Does this candidate demonstrate a strong sense of ownership for work completed?
 - 106) 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:

- 107) When selecting a friend, in your opinion, what would be the most important character traits for the person to possess?
- 108) Could you give an example of when a friend of yours did not take the needed responsibility for his or her actions?
- 109) How do you establish trust with an individual?
- 110) In your own words, how would you describe integrity?
- 111) Why is being reliable important?
- 112) How has your service projects in FFA transcended into other personal service projects beyond FFA?
- 113) Describe the importance of service to others and what it means to you.
- 114) What motivates you to serve others?
- 115) What methods do you use to identify service needs?
- 116) What intrinsic and extrinsic benefits do you and those you serve enjoy? What supporting evidence do you have?
- 117) How can you explain to others the importance of serving others?

- 118) Can you give an example of a friend who does not react well to change?
- 119) How do you adjust to new situations?
- 120) Why do you think it is important for a state officer to be able to react to change well?
- 121) Would you consider yourself an optimist or pessimist?
- 122) Can you give an example of how you took a negative situation and made it into a positive?
- 123) How do you show to others you are genuinely interested in what they are saying?
- 124) What does the word compassion mean to you?
- 125) How do you show empathy toward others?
- 126) Can you give an example of a time when you needed to make sure you used tact when addressing a problem?
- 127) Could you explain a time when a friend of yours was less than mature?
- 128) Why is it important for a person to adjust their behavior for various audiences?
- 129) How do you handle a person who uses inappropriate or foul language with you?
- 130) Can you give an example of a time when you asked another person's advice on an issue?
- 131) How does it make you feel when another person offers you some constructive feedback on your work?
- 132) How did you learn how to take responsibility for your actions?
- 133) 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?

Competency 6 – Passion for Success

Reflective Questions for the Interviewer to Consider When Evaluating:

- 134) Does this candidate always demonstrate the desire to achieve in all types of environments?
- 135) Is this candidate always willing to take risks to grow even when success is not guaranteed?
- 136) Does this candidate considerably stick to convictions and beliefs?
- 137) Does this candidate demonstrate poise and control in all situations?
- 138) Does this candidate always support the FFA mission?
- 139) Does this candidate speak with passion, emotion, interest and insight regarding the organization mission?
- 140) Is deep thinking evident about the purpose of FFA?
- 141) Does this person incorporate FFA into all activities?
- 142) Does this candidate internalize the FFA mission?
- 143) Does this candidate consistently display a high level of energy?
- 144) Is this person always upbeat and positive?

- 145) Does this person demonstrate the stamina required of a state office?
 - 146) Does this person look for tasks needing to be accomplished without having to always be asked?
 - 147) Is this candidate quick to respond when needed?
 - 148) Has this individual been observed volunteering to help others even on tedious tasks?
 - 149) Does this person help to direct the group for task completion?
-

Reflective Questions for the Interviewee to Consider When Preparing:

- 150) How do you juggle multiple responsibilities?
- 151) Would others consider you to be risk-taker, why or why not?
- 152) How do others describe your ability to demonstrate poise?
- 153) How do you internalize the FFA mission?
- 154) Why is FFA important for others?
- 155) How did you get involved with FFA?
- 156) How do you remain positive, even in a stressful situation?
- 157) Why do you think it is important for a state office to always appear energetic?
- 158) How do you keep others from knowing how tired you are?
- 159) How important is it for a person to take on additional responsibilities?
- 160) Could you give an example of the most tedious task you have ever done?
- 161) Could you give an example of a time when a friend volunteered to help you do a task you really didn't like doing at all?

Competency 7 – Influence

Reflective Questions for the Interviewer to Consider When Evaluating:

- 162) Is this person articulate and able to convincingly communicate ideas?
 - 163) Does this candidate demonstrate support of others?
 - 164) Is this person able to motivate others?
 - 165) Does this candidate draw upon knowledge gained in past training and learning to help others?
 - 166) Does this person practice the humbling behavior traits required of a state officer?
 - 167) Is this individual a good role model for others?
 - 168) Does this candidate seem to weigh the impact of decisions made on FFA and the FFA membership?
 - 169) Does this individual make appropriate decisions to difficult problems, which are good for FFA and the FFA membership?
 - 170) Does this candidate seem to be capable of making the decisions required of an FFA state officer?
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Reflective Questions for the Interviewee to Consider When Preparing:

- 171) What does it mean to you to be here today as a state officer candidate?
- 172) How can you use your past experiences to help others in FFA?
- 173) Could you give an example and the result of a time when you provided much needed support to another?
- 174) Who would you identify as your mentor, and why did you select this person?
- 175) What is the most important lesson you have ever learned?
- 176) How do you share with others lessons you have learned?
- 177) How would decisions made by a state office impact Texas FFA and the FFA membership?
- 178) Could you give an example of how a problem you resolved helped others within FFA?
- 179) Could you give an example of how a difficult decision made by you in the past impacted your life?

6.2 Competency Builder Rubrics

Below are the rubrics, which will be used to score candidates during the selection process.

Communication

Competency Builder 1.1

Non-Verbal Skills

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Tone	<i>Has difficulty using an appropriate tone.</i> <ul style="list-style-type: none">Speech is either too loud or too soft – not appropriate 50 percent or more of the time.Pace is too fast, nervous.Pronunciation of words is unclear.	<i>Appropriate tone is usually consistent.</i> <ul style="list-style-type: none">Speech is usually at the right volume – appropriate 60-80 percent of the time.Speaks at the right pace most of the time, but shows some nervousness.Pronunciation of words is usually clear.	<i>Appropriate tone is consistent.</i> <ul style="list-style-type: none">Speech is clear, and at a confident volume 95-100 percent of the time.Speaks at the right pace to be clear.Pronunciation of words is very clear.
B. Attention (Eye Contact)	<i>Eye contact is mostly ineffective and inconsistent.</i> <ul style="list-style-type: none">Occasionally looks at someone or some groups (less than 50 percent of the time).Reads notes or looks down the entire time.	<i>Eye contact is mostly effective and consistent.</i> <ul style="list-style-type: none">Mostly looks around the audience (60-80 percent of the time).Looks up from notes, but does not scan the audience.	<i>Eye contact is effective and consistent.</i> <ul style="list-style-type: none">Constantly looks at the entire audience (95-100 percent of the time).Never or rarely references notes, scans and connects with the audience.
C.	<i>Has distracting mannerisms</i>	<i>Sometimes has distracting</i>	<i>Does not have distracting</i>

Mannerisms	<i>that pull from the effectiveness of the activity.</i> <ul style="list-style-type: none"> Displays some nervous habits – fidgets or anxious ticks. 	<i>mannerisms that pull from the activity.</i> <ul style="list-style-type: none"> Sometimes exhibits nervous habits or ticks. 	<i>mannerisms that pull from the activity.</i> <ul style="list-style-type: none"> No nervous habits
	<i>Occasionally uses purposeful gestures.</i> <ul style="list-style-type: none"> Hands are not always used to express or emphasize (less than 50 percent of the time) – hand motions are sometimes distracting. Is either expressionless or shows a conflicting expression during some of the activity. Breaks posture regularly, rarely displays positive body language. 	<i>Usually uses purposeful gestures.</i> <ul style="list-style-type: none"> Hands are mostly used to express or emphasize (60-80 percent of the time). Occasionally expressionless and/or shows conflicting expression during activity. Breaks posture, sometimes, displays negative body language. 	<i>Consistently uses purposeful gestures.</i> <ul style="list-style-type: none"> Hand motions are expressive, used to emphasize point (95-100 percent of the time). Appropriate expression, face gives clues to what the content of the speech is about. Great posture, displays positive body language.

Communication

Competency Builder 1.2

Listening

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Information Recall	<i>Inaccurately recalls information from previous conversations.</i> <ul style="list-style-type: none"> Makes 3 or more recall mistakes per activity. 	<i>Somewhat accurately recalls information from previous conversations.</i> <ul style="list-style-type: none"> Makes 1-2 recall mistakes per activity. 	<i>Accurately recalls information from previous conversations.</i> <ul style="list-style-type: none"> Makes no mistakes in recall in any activity.
B. Attention	<i>Inconsistently focused.</i> <ul style="list-style-type: none"> Looking down or away frequently, sometimes distracted. 	<i>Mostly focused.</i> <ul style="list-style-type: none"> Occasionally looks down or away, seems distracted, losing focus. 	<i>Always focused.</i> <ul style="list-style-type: none"> Does not appear distracted, looks attentive and energetic.
C. Wait Time	<i>Wait time length could be longer for better effectiveness.</i> <ul style="list-style-type: none"> Little to no time is given for questions or additional thoughts. 	<i>Adequate wait time provided and usually allowed.</i> <ul style="list-style-type: none"> Most of the time allows enough time for questions and additional thoughts. 	<i>Appropriate use of wait time most often practiced.</i> <ul style="list-style-type: none"> Waits for questions to be asked and ensures understanding is gained.
D. Listening for Understanding	<i>Very seldom asks clarifying questions.</i> <ul style="list-style-type: none"> Asks few or no questions to clarify points. 	<i>Sometimes asks clarifying questions.</i> <ul style="list-style-type: none"> Asks some questions to clarify points. 	<i>Asks clarifying questions if needed before answering questions.</i> <ul style="list-style-type: none"> Asks several questions consistently to clarify points.
E. Finding Connections in	<i>Struggles with making connections and transitions</i>	<i>Has some difficulty with connecting and transitioning</i>	<i>Effortlessly connects and transitions between</i>

Conversation	<i>between conversations and discussions.</i> <ul style="list-style-type: none"> Has difficulty connecting points in the current conversation to points from previous conversations and activities. 	<i>between conversations and discussions.</i> <ul style="list-style-type: none"> Mostly able to connect points in the current conversation to points from previous conversations and activities. 	<i>conversations and discussions.</i> <ul style="list-style-type: none"> Insightfully and easily connects points in the current conversation to points from previous conversations and activities.
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Communication

Competency Builder 1.3

Writing

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Spelling / Grammar	<i>Spelling and grammar skills are less than adequate.</i> <ul style="list-style-type: none"> 3 or more spelling errors per activity. 3 or more grammar errors per activity (i.e. sentence structure, verb agreement, etc.) 	<i>Spelling and grammar skills are adequate.</i> <ul style="list-style-type: none"> 1-2 spelling errors per activity. 1-2 grammar errors per activity (i.e. sentence structure, verb agreement, etc.) 	<i>Spelling and grammar skills are highly adequate.</i> <ul style="list-style-type: none"> No spelling errors per activity. No grammar errors per activity (i.e. sentence structure, verb agreement, etc.)
B. Message	<i>Communicates ideas clearly and concisely but message is not interesting or understandable.</i> <ul style="list-style-type: none"> Some of the main ideas are not supported by sufficient details. Some organization is present, but sometimes awkward (lacking construction, sometimes statements out of place, or problems with introduction, body or conclusion). 	<i>Communicates ideas clearly and concisely, and message is somewhat interesting and understandable.</i> <ul style="list-style-type: none"> All or most of the main ideas are supported by sufficient details. Good organization with few statements out of place or lacking in clear construction (i.e. introduction, body, conclusion). 	<i>Communicates ideas clearly and concisely and message is interesting and understandable.</i> <ul style="list-style-type: none"> All main ideas are supported by clear and vivid details. Clearly organized and concise by remaining on target, is completely focused with obvious construction and strong introduction, body, conclusion layout.
C. Forms of Writing (Formal Letters, Thank You Note, Emails)	<i>Does not write well in a variety of forms for a range of purposes.</i> <ul style="list-style-type: none"> Language used may not be appropriate for written form and much improvement is needed for capturing the purpose of that form of communication. 	<i>Writes well in a variety of forms for a range of purposes.</i> <ul style="list-style-type: none"> Language used is appropriate for written form and some improvement is needed for capturing the purpose of that form of communication. 	<i>Writes exceptionally well in a variety of forms for a range of purposes.</i> <ul style="list-style-type: none"> Language used is appropriate for written form is exemplary in capturing the purpose of that form of communication.

D. Writing Style (Various)	<p><i>Writing style is not appropriate for the intended audience.</i></p> <ul style="list-style-type: none"> Some language is appropriate for the intended audience. Writing style does not really show intent to connect with different types of audiences, style is more for a generic reader. 	<p><i>Writing style is somewhat appropriate for the intended audience.</i></p> <ul style="list-style-type: none"> Most language is appropriate for the intended audience. Thought was given to the intended audience, and the style reflects the purpose for communicating with that audience. 	<p><i>Writing style is selectively appropriate for the intended audience.</i></p> <ul style="list-style-type: none"> All language is appropriate for the intended audience. The style chosen has obviously been well thought-out based on the specific audience.
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Team Player

Competency Builder 2.1

Work in Teams

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Leader Roles	<p><i>Has difficulty being a leader.</i></p> <ul style="list-style-type: none"> As a leader, is sometimes controlling, or, on the other end, has difficulty controlling the group. 	<p><i>Shows some difficulty being a leader.</i></p> <ul style="list-style-type: none"> As a leader, is mostly a good listener but sometimes talks too much. Sometimes loses control. 	<p><i>Shows no difficulty being a leader.</i></p> <ul style="list-style-type: none"> As a leader, is an active listener, and considers all members' views. Also manages and organizes group effectively.
B. Follower Roles	<p><i>Has difficulty being a follower.</i></p> <ul style="list-style-type: none"> As a follower, does not perform some duties of the assigned team role, and relies on others to do the work. 	<p><i>Shows some difficulty being a follower.</i></p> <ul style="list-style-type: none"> As a follower, completes most of his/her tasks, sometimes has to be reminded. 	<p><i>Shows no difficulty being a follower.</i></p> <ul style="list-style-type: none"> As a follower, performs all assigned work, which is relevant and important to the goal.
C. Influence on Group	<p><i>Appears to have less than positive influence on the whole group.</i></p> <ul style="list-style-type: none"> Sometimes has negative communication with group. Seldom encourages or supports the ideas of others, gets upset if own ideas are not used. 	<p><i>Has somewhat of a positive influence on the whole group.</i></p> <ul style="list-style-type: none"> Usually has positive communication with group, but sometimes interrupts or is negative. Usually encourages other's opinions, but sometimes focuses on own ideas. 	<p><i>Consistently has a positive influence on the whole group.</i></p> <ul style="list-style-type: none"> Has positive contact with the entire group, speaks persuasively when appropriate, and never argues. Interacts with, encourages, and supports the ideas with all the members of the group.
D. Awareness of Personality Styles of Others	<p><i>Shows little acceptance for differing attitudes, personalities and behaviors.</i></p> <ul style="list-style-type: none"> Language uses may be 	<p><i>Shows acceptance for differing attitudes, personalities and behaviors.</i></p> <ul style="list-style-type: none"> For the most part, 	<p><i>Shows extreme acceptance of differing attitudes, personalities and behaviors.</i></p> <ul style="list-style-type: none"> Language is free of bias,

	expressed as not understanding others' differences in personality and learning styles.		language conveys an understanding of others' differences in learning and personality.		and completely shows an understanding and respect for others' differences in learning and personality.
E. Managing Team Dynamics	<p><i>Has difficulty handling team dynamics, and has little professionalism during team activities.</i></p> <ul style="list-style-type: none"> In team conflicts, is either the cause of the conflict, or does little to resolve the problem at hand. Has some difficulty accepting others' criticism, opinions, or ideas for improvement. 		<p><i>Usually handles team dynamics, and mostly possesses professionalism during team activities.</i></p> <ul style="list-style-type: none"> In team conflicts, for the most part, helps to resolve the issues, sometimes either is controlling or doesn't want to get involved. Mostly accepts others' criticisms, opinions, or ideas for improvement, but sometimes expresses defensiveness. 		<p><i>Handles team dynamics and possesses extreme professionalism during team activities.</i></p> <ul style="list-style-type: none"> In team conflicts, uses problem-solving and decision-making methods and skills to produce a positive compromise. Values the criticism, opinions, or ideas for improvement from the other members of the group, and makes appropriate decisions based on these ideas.

Team Player

Competency Builder 2.2

Acceptance

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Fostering an Environment	<p><i>Does little to help foster a safe and open environment.</i></p> <ul style="list-style-type: none"> Occasionally listens to, shares with and supports the efforts of others. Does little to help control the group's dynamics (i.e. conflict resolution, helping the team come to an agreement). 	<p><i>Fosters an environment that is mostly safe and open.</i></p> <ul style="list-style-type: none"> Usually listens to, shares with and supports the efforts of others. Does a fair amount to help control the group's dynamics (i.e. conflict resolution, helping the team come to an agreement). 	<p><i>Genuinely fosters a very safe and open environment.</i></p> <ul style="list-style-type: none"> Always listens to, shares with and supports the efforts of others. Continually helps to control the group's dynamics (i.e. conflict resolution, helping the team come to an agreement).
B. Diversity of Opinion	<p><i>Is not very accepting of others' diverse opinion.</i></p> <ul style="list-style-type: none"> Occasionally is critical or dismissing of the ideas of others in the group that he/she seems to not agree with. Doesn't seem to value or understand the different ideas brought 	<p><i>Is usually accepting of others' diverse opinions.</i></p> <ul style="list-style-type: none"> Rarely is critical or dismissing of ideas of others with differing opinions. Usually seems to value the different ideas brought to the table from others. 	<p><i>Is always accepting of others' diverse opinions.</i></p> <ul style="list-style-type: none"> Never is critical of any ideas, always seeks to understand the opinions of others. Seems to always value the different ideas brought to the table from others.

	to the table from others.			
C. Respect and Empathy Toward Others	<i>Sometimes shows respect or empathy towards others in the group.</i> <ul style="list-style-type: none"> Seems tolerant of others, but occasionally speaks negatively or in a tone that is less than desirable. 	<i>Usually shows respect or empathy towards others in the group.</i> <ul style="list-style-type: none"> Is respectful of the others in the group in tone and speech, even if disagreeing. 	<i>Always shows respect and empathy towards others in the group.</i> <ul style="list-style-type: none"> Never puts down or says anything inappropriate to others in the group, seems to get along with everyone in the group. 	

Team Player

Competency Builder 2.3

Team before Self

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Empowering Others	<i>Rarely empowers others.</i> <ul style="list-style-type: none"> Shows difficulty in delegating decision-making. Focuses too much on own ideas and tasks, rarely helps others accomplish their tasks. 	<i>Usually empowers others.</i> <ul style="list-style-type: none"> Occasionally shows difficulty delegating decision-making. Most often helps others with their ideas and tasks, sometimes leaves others behind. 	<i>Always empowers others.</i> <ul style="list-style-type: none"> Delegates decision-making appropriately. Excellent balances between own accomplishments and helping others achieve their own tasks.
B. Spirit of Humility	<i>Takes credit for a lot of the teamwork, is not modest about his/her contribution.</i> <ul style="list-style-type: none"> Focuses often on self before others. Quick to take credit for ideas of group. 	<i>Sometimes gives credit to him or herself over other team members, is mostly modest.</i> <ul style="list-style-type: none"> Frequently remembers to focus on others before self. Mostly lets others of the whole group take credit for the ideas of the group. 	<i>Gives credit to entire team when appropriate, is modest about own achievements.</i> <ul style="list-style-type: none"> Always focuses appropriate amount of attention on others before self. Gives credit to the entire team for good ideas.
C. Sharing Success with Team	<i>Rarely shares and celebrates the success with team and of others appropriately.</i> <ul style="list-style-type: none"> Sometimes brags about own successes. Infrequently shares with or celebrates success with others. 	<i>Usually shares and celebrates the successes of the team and of others appropriately.</i> <ul style="list-style-type: none"> Rarely brags about own success. Frequently remembers to share and celebrate success with others. 	<i>Shares and celebrates the successes of the team and others appropriately.</i> <ul style="list-style-type: none"> Never brags about self. Always shares and celebrates the entire team.
D. Assuming Responsibility for Undesirable Outcomes	<i>Takes little responsibility for undesirable outcomes.</i> <ul style="list-style-type: none"> Usually faults results on others' lack of performance. 	<i>Sometimes takes responsibility for undesirable outcomes.</i> <ul style="list-style-type: none"> Rarely faults results on other's performance. 	<i>Takes full responsibility for undesirable outcomes.</i> <ul style="list-style-type: none"> Never faults results on the performance of others.

	<ul style="list-style-type: none"> Avoids admitting responsibility for undesirable outcomes. 	<ul style="list-style-type: none"> Admits responsibility for undesirable outcomes, but never the first to take the accountability. 	<ul style="list-style-type: none"> Readily admits responsibility for their contribution to the undesirable outcome of the group and accepts accountability.
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Personal Organization

Competency Builder 4.1

Time Management

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Time Management Tool	<i>Makes an attempt to keep events and assignments in a time management tool.</i> <ul style="list-style-type: none"> 50 percent or less of activities are recorded in a planner, calendar, etc. 	<i>Records most events and assignments in a time management tool.</i> <ul style="list-style-type: none"> 60-80 percent of activities are recorded in a planner, calendar, etc. 	<i>Records all events and assignments in a time management tool.</i> <ul style="list-style-type: none"> 95-100 percent of activities are recorded in a planner, calendar, etc. which is organized and extremely effective.
B. Handling Multiple Tasks with Competing Deadlines	<i>Has difficulty handling multiple tasks with competing timelines and deadlines.</i> <ul style="list-style-type: none"> Focuses on one task at a time and sometimes ignores deadlines. 	<i>Is mostly able to complete multiple tasks with competing timelines and deadlines.</i> <ul style="list-style-type: none"> Focuses on multiple tasks but sometimes misses deadlines. 	<i>Is excellent at completing multiple tasks with competing tasks and deadlines.</i> <ul style="list-style-type: none"> Focuses on multiple tasks and never misses a deadline.
C. Monitors Time Effectively	<i>Does not monitor time effectively.</i> <ul style="list-style-type: none"> As a result, key ideas that are necessary for understanding the content were not given equal time or some were not addressed. Time spent on activities was imbalanced. As a result, student engagement level was low. 	<i>Somewhat monitors time effectively.</i> <ul style="list-style-type: none"> As a result, key ideas that are necessary for understanding the content were not given equal time and most were addressed. Time spent on activities was somewhat balanced. As a result, student engagement level was a mixture of lows and highs. 	<i>Monitors time effectively.</i> <ul style="list-style-type: none"> As a result, key ideas that are necessary for understanding the content were given equal time and all were addressed. Time spent on activities was appropriately balanced. As a result, student engagement level was consistently high.

Personal Organization

Competency Builder 4.2

Planning and Prioritization

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Handling	<i>Has difficulty handling large</i>	<i>Does a good job handling</i>	<i>Handles both large and</i>

both Large and Small Tasks	<i>and/or small tasks.</i> <ul style="list-style-type: none"> Is thoughtful about the planning and sequencing of tasks, but frequently makes priority mistakes. 	<i>both large and small tasks with some ease.</i> <ul style="list-style-type: none"> Is thoughtful about the planning and sequencing of tasks, but occasionally makes priority mistakes. 	<i>small tasks with ease.</i> <ul style="list-style-type: none"> Is thoughtful about the planning and sequencing of tasks, and rarely makes priority mistakes.
B. Breaking Down Large Tasks into Manageable Components	<i>Has some trouble breaking down large tasks into manageable components.</i> <ul style="list-style-type: none"> Issues are broken into parts but still require more separation to be manageable. 	<i>Does a good job breaking down large tasks into manageable components.</i> <ul style="list-style-type: none"> Issues are broken into parts, but are sometimes not easily managed. 	<i>Successfully breaks down large tasks into manageable components.</i> <ul style="list-style-type: none"> Issues are broken into manageable parts that are easily identified.
C. Having Defined Long-Term and Short-Term Goals	<i>Has difficulty defining long-term and short-term goals.</i> <ul style="list-style-type: none"> Is unspecific and vague when articulating long-term and short-term goals. 	<i>Has defined long-term and short-term goals.</i> <ul style="list-style-type: none"> Does a fair job of articulating long-term and short-term goals. 	<i>Has exceptionally defined, and has well thought out long and short-term goals.</i> <ul style="list-style-type: none"> Does an excellent job articulating long-term and short-term goals.
D. Having the Ability to Pace Thoughtfully	<i>Has not set a clear timeline.</i> <ul style="list-style-type: none"> Has not planned for the right amount of time to spend on each key point; few key points are addressed as a result. Has not planned for the appropriate amount of time to execute the components of an activity; activity was rushed or exhausted. 	<i>Has somewhat set a clear timeline.</i> <ul style="list-style-type: none"> Has somewhat planned for the right amount of time to spend on each key point; most key points are addressed as a result. Has somewhat planned for the appropriate amount of time to execute the components of an activity; portions of the activity were rushed or exhausted. 	<i>Has set a clear timeline.</i> <ul style="list-style-type: none"> Has thoughtfully planned for the right amount of time to spend on each key point; all key points are addressed as a result. Has planned for the appropriate amount of time to execute the components of an activity; activity was not rushed or exhausted.
E. Planning Balance in a Workshop Setting	<i>Key points are not given equal weight.</i> <ul style="list-style-type: none"> Emphasis on activities versus discussion is imbalanced. 	<i>Key points are somewhat given equal weight.</i> <ul style="list-style-type: none"> Emphasis on activities versus discussion is somewhat imbalanced. 	<i>All key points are given equal weight.</i> <ul style="list-style-type: none"> Emphasis on activities versus discussion is balanced.

Personal Organization

Competency Builder 4.3

Self-Starter

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Starting Projects Independently	<i>Demonstrates inability to start projects independently.</i> <ul style="list-style-type: none"> Delays action by asking questions and/or 	<i>Demonstrates some ability to start projects independently.</i> <ul style="list-style-type: none"> Takes action, but may display reluctance and/or fear of making mistakes. 	<i>Demonstrates strong ability of starting projects independently.</i> <ul style="list-style-type: none"> Takes appropriate action and works with

	faulting insufficient information.		given information, even when limited.
B. Meeting Deadlines Independently	<i>Demonstrates inability to complete independent projects in a timely manner.</i> <ul style="list-style-type: none"> Consistently misses deadlines and procrastinates 	<i>Completes most independent projects in a timely manner.</i> <ul style="list-style-type: none"> Misses some deadlines and requests extensions when necessary. 	<i>Completes all independent projects in a timely manner.</i> <ul style="list-style-type: none"> Consistently turns work in on schedule.
C. Activates	<i>Does not take action as a result of not observing the audience's needs.</i> <ul style="list-style-type: none"> Consistently disregards cues from the audience and doesn't account for their needs. 	<i>Hesitant and takes little action after observing and identifying the audience's needs.</i> <ul style="list-style-type: none"> Misses some subtle cues from the audience and addresses the obvious needs. 	<i>Takes action after observing and identifying the audience's needs.</i> <ul style="list-style-type: none"> Consistently looks for subtle and overt cues from the audience and addresses their needs.

Character

Competency Builder 5.1

Reliability/Integrity/Trust

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Doing the Right Thing (Even in Discomfort)	<i>Usually does the right thing, sometimes is swayed when there is discomfort.</i> <ul style="list-style-type: none"> Shows a tendency to become defensive and distrustful in certain situations. Looks for the easy way out of situations. 	<i>Usually does the right thing, not easily swayed when there is discomfort.</i> <ul style="list-style-type: none"> Normally does the right thing, and in a tough situation, keeps defensive and distrustful actions to a minimum. Sometimes looks for the easy way out of situations. 	<i>Always does the right thing, does not sway when there is discomfort.</i> <ul style="list-style-type: none"> Proves to have high integrity, and does not use defensive or distrustful actions in any situation. Rarely takes the easy way out of situations.
B. Responsibility for Actions	<i>Has difficulty taking responsibility for his/her actions, makes excuses for his/her actions.</i> <ul style="list-style-type: none"> When confronted with actions, makes excuses and passes blame. 	<i>Mostly takes responsibility for his/her actions, make excuses occasionally.</i> <ul style="list-style-type: none"> When confronted with actions, mostly takes blame, uses a few excuses. 	<i>Takes full responsibility for his/her actions.</i> <ul style="list-style-type: none"> When confronted with actions, uses no excuses, and takes full responsibility.
C. Commitment	<i>Has difficulty finishing what he/she commits to.</i> <ul style="list-style-type: none"> Seems to have a tendency to over-promise and under-deliver. 	<i>Has little difficulty finishing what he/she commits to.</i> <ul style="list-style-type: none"> Seems to be able to finish most of what he/she promises, but sometimes does not fulfill duties. 	<i>Has no difficulty finishing what he/she starts and commits to.</i> <ul style="list-style-type: none"> Takes on reasonable tasks, completing them in the time allotted, and finishes projects with exemplary results.

Character

Competency Builder 5.2

Adaptability/Flexibility

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Reacting to Change	<i>Has difficulty reacting well to changes.</i> <ul style="list-style-type: none"> Seems stressed by change. 	<i>Typically reacts well to changes.</i> <ul style="list-style-type: none"> Seems able to transition to change most of the time, occasionally seems to be stressed. 	<i>Consistently reacts well to change.</i> <ul style="list-style-type: none"> Able to transition with change; thinks quickly on his/her feet; shows no sign of stress.
B. Adjusting to New Situations	<i>Adjusts to new situations, but lacks confidence.</i> <ul style="list-style-type: none"> Lacks confidence in new situations, bothered by trying new things. 	<i>Adjusts to new situations with some confidence.</i> <ul style="list-style-type: none"> Somewhat confident in new situations, and not bothered by experiencing new things. 	<i>Adjusts to new situations with full confidence.</i> <ul style="list-style-type: none"> Is confident in new situations and is willing to try new things.

Character

Competency Builder 5.3

Positive Attitude

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Being Approachable and Engaging in Conversation	<i>Has difficulty with always being approachable and engaging in conversation.</i> <ul style="list-style-type: none"> Is attentive and understanding, occasionally makes an inappropriate comment or interrupts. Sometimes does not show a genuine interest in others, puts others off based on demeanor. Conversations are very frequently self-centered. 	<i>Is mostly approachable and engaging in conversation.</i> <ul style="list-style-type: none"> Is attentive and responds intelligently, very rarely interrupts (does so with apology or permission). Shows a genuine interest in others, most often works to draw others into conversation based on demeanor. Reaches to hear what others are saying, but sometimes practices self-centeredness in discussions. 	<i>Is always approachable and engaging in conversation.</i> <ul style="list-style-type: none"> Is attentive to what others say, never interrupts, and follows through with intelligent responses and questions. Consistently shows a genuine interest in others, displaying a demeanor that others see out to converse with. Always reaches to listen to others, displaying a humble and approachable stance.
B. Optimistic Attitude	<i>Doesn't always demonstrate an optimistic attitude.</i> <ul style="list-style-type: none"> Attitude is only 50 percent or less positive, sometimes sounding negative. 	<i>Mostly demonstrates an optimistic attitude.</i> <ul style="list-style-type: none"> Is mostly (60-80 percent) positive, occasionally sounds negative. 	<i>Always demonstrates an optimistic attitude.</i> <ul style="list-style-type: none"> Is always (95-100 percent) positive, even if the situation is negative.
C. Enjoyable Presence	<i>Doesn't always have an enjoyable presence.</i>	<i>Mostly has an enjoyable presence.</i>	<i>Always has an enjoyable presence.</i>

	<ul style="list-style-type: none"> Has a pleasant manner 50 percent or less of the time. Others don't always enjoy being around him/her. 	<ul style="list-style-type: none"> Has a pleasant manner 60-80 percent of the time. Others seem to enjoy being around him/her. 	<ul style="list-style-type: none"> Has a pleasant manner 95-100 percent of the time. Consistently attracts others, people enjoy being around him/her.
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Character

Competency Builder 5.4

Sincerity/Compassion

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Is Sensitive to the Genuine Welfare of Others	<i>Lacks concern for the welfare of others.</i> <ul style="list-style-type: none"> Shows compassion to some of the people around them, seems hesitant to show compassion to all. Has difficulty seeing others' problems before his/her own. 	<i>Shows some concern for the welfare of others.</i> <ul style="list-style-type: none"> Shows compassion to all around them. Puts others problems before his/her own, occasionally doesn't show the appropriate amount of empathy. 	<i>Shows concern for the welfare of others.</i> <ul style="list-style-type: none"> Shows compassion to all those around him/her with sincerity, true desire to make the world a better place. Others' problems come before his/her own, shows true empathy for everyone around.
B. Communicates True Self with Tact (Passion or Vulnerabilities)	<i>Has difficulty communicating his/her true self with tact.</i> <ul style="list-style-type: none"> Doesn't make known what makes him/her passionate or excited about the future. Doesn't want to share vulnerabilities or weaknesses. 	<i>Has some difficulty communicating his/her true self with tact.</i> <ul style="list-style-type: none"> When talking about passions or desires for the future, occasionally seems unable to communicate true feelings. Is able to share vulnerabilities or weaknesses, but sometimes seems hesitant to do so. 	<i>Has no difficulty communicating his/her true self with tact.</i> <ul style="list-style-type: none"> Communicates with enthusiasm his/her passions and desires for the future. Fully communicates vulnerabilities or weaknesses with no hesitation and has a plan to overcome them.

Character

Competency Builder 5.5

Maturity

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Demonstrates Appropriate Demeanor for the Situation	<i>Has some trouble with demonstrating an appropriate demeanor for the situation.</i> <ul style="list-style-type: none"> Lacks the ability to adjust behavior to 	<i>Mostly demonstrates an appropriate demeanor for the situation.</i> <ul style="list-style-type: none"> Mostly is able to adjust behavior to an appropriate level for the 	<i>Always demonstrates an appropriate demeanor for the situation.</i> <ul style="list-style-type: none"> Always is able to adjust behavior to an appropriate level for

	different levels of audiences and situations.		involved audience and the occurring situation.		the involved audience and the occurring situation.
B. Uses Mature Language and Mannerisms	<i>Has difficulty using mature language and mannerisms.</i> <ul style="list-style-type: none"> Frequently uses immature verbal and/or nonverbal communication. 		<i>Almost always uses mature language and mannerisms.</i> <ul style="list-style-type: none"> Rarely uses immature verbal and/or nonverbal communication. 		<i>Always uses mature language and mannerisms.</i> <ul style="list-style-type: none"> Never uses immature verbal and/or nonverbal communication.
C. Demonstrates Patience	<i>Lacks patience in stressful situations.</i> <ul style="list-style-type: none"> Adopts a negative attitude and shows signs of anxiety in times of stress. 		<i>Demonstrates moderate patience in stressful situations.</i> <ul style="list-style-type: none"> Keeps a positive attitude, but shows some signs of anxiety in times of stress. 		<i>Always demonstrates patience in stressful situations.</i> <ul style="list-style-type: none"> Keeps a positive attitude and keeps composure in times of stress.
D. Demonstrates Self-Control	<i>Exhibits strong signs of impulsiveness and volatility.</i> <ul style="list-style-type: none"> Shows signs of being aggressive and confrontational. 		<i>Exhibits low levels of impulsiveness and volatility.</i> <ul style="list-style-type: none"> Shows few signs of being aggressive and confrontational. 		<i>Always demonstrates patience in stressful situations.</i> <ul style="list-style-type: none"> Shows no signs of being aggressive and confrontational.

Character

Competency Builder 5.6

Coachable/Life-long learning

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Coachable	<i>Seeks few opportunities to grow and learn.</i> <ul style="list-style-type: none"> Does not actively seek out mentors or coaches for help and guidance. 	<i>Usually is good about seeking advice from others, is willing to grow and learn.</i> <ul style="list-style-type: none"> Seeks out mentors or coaches for help and guidance. 	<i>Is excellent at seeking out advice and suggestions from others, very interested in growing and learning.</i> <ul style="list-style-type: none"> Actively and consistently seeks out mentors or coaches to ensure growing and learning is aligned with FFA expectations.
B. Seeks Constructive Feedback and Uses it in a Proactive Manner	<i>Has difficulty accepting constructive feedback and using it in a proactive manner, seems defensive.</i> <ul style="list-style-type: none"> When given feedback, either argues or needs to explain why he/she is right. 	<i>Has little difficulty accepting and using constructive feedback in a proactive manner, is not defensive.</i> <ul style="list-style-type: none"> Accepts feedback, occasionally does not apply it in a proactive way. 	<i>Always accepts and uses constructive feedback in a proactive manner.</i> <ul style="list-style-type: none"> When given feedback, seeks to understand and seems to not be threatened or upset by the comments.

Character

Competency Builder 5.7

Work Ethic

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Demonstrates a Sense of Ownership	<i>Has difficulty demonstrating a sense of ownership.</i> <ul style="list-style-type: none"> Sometimes allows others to do his/her work, doesn't show much desire to make a project his/her own. 	<i>Usually demonstrates a sense of ownership.</i> <ul style="list-style-type: none"> Takes ownership for work, occasionally makes excuses and doesn't display ownership of his/her work. 	<i>Always demonstrates a strong sense of ownership.</i> <ul style="list-style-type: none"> Takes full responsibility for and a strong sense of ownership of all work completed.
B. Demonstrates a Strong Desire/Drive for Completion on All Projects Regardless of Circumstance	<i>Doesn't show a strong desire/drive for completion on all projects, disregards circumstances.</i> <ul style="list-style-type: none"> Is easily distracted, doesn't really show much determination or focus to put in extra work to complete a project, and lets others take the extra work. 	<i>Mostly shows a strong desire/drive for completion on all projects regardless of the circumstances.</i> <ul style="list-style-type: none"> Usually stays on focus with a project, seems very determined to complete a project, but occasionally seems less than willing to put in extra work to complete. 	<i>Has a very strong desire/drive for completion on all projects regardless of the circumstances.</i> <ul style="list-style-type: none"> Always stays focused on the completion of a project, is the first to take extra work, and will do whatever it takes to get the job done.

Passion for Success

Competency Builder 6.1

Self-confidence

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Desire to Achieve in a Fast-Paced Environment	<i>Has trouble demonstrating a strong desire to achieve in a fast-paced environment.</i> <ul style="list-style-type: none"> Often lacks initiative to move projects forward, and sometimes struggles with juggling multiple responsibilities. 	<i>Usually demonstrates a strong desire to achieve in a fast-paced environment.</i> <ul style="list-style-type: none"> Takes the initiative to move projects forward; however, sometimes struggles with juggling multiple responsibilities. 	<i>Always demonstrates a strong desire to achieve in a fast-paced environment.</i> <ul style="list-style-type: none"> Continually takes the initiative to move projects forward, easily juggling multiple responsibilities.
B. Willing to Take Risks and Step Outside Comfort Zone	<i>Has difficulty showing willingness to take risks or to step outside his/her comfort zone.</i> <ul style="list-style-type: none"> Is very reluctant to take risks and/or step outside his/her 	<i>Usually willing to take risks and/or to step outside his/her comfort zone to grow even when success is not guaranteed.</i> <ul style="list-style-type: none"> Is sometimes unwilling to take risks and/or step 	<i>Always shows willingness to take risks or to grow even when success is not guaranteed.</i> <ul style="list-style-type: none"> Is always willing to take risks and/or to step outside the

	comfort zone.		outside his/her comfort zones.		comfort zone.
C. Considerately Sticks to Convictions/Beliefs	<i>Has difficulty sticking to convictions and beliefs while demonstrating consideration towards others.</i> <ul style="list-style-type: none"> Seems to have good beliefs and convictions, but sometimes is easily swayed. 		<i>Mostly sticks to convictions and beliefs while demonstrating consideration towards others.</i> <ul style="list-style-type: none"> Usually listens to others point of view, and is able to still stand on own ethical standards and beliefs, but occasionally seems swayed. 		<i>Always sticks to convictions and beliefs while demonstrating consideration towards others.</i> <ul style="list-style-type: none"> Listens to others point of view, but stands firm on ethical issues and personal views.
D. Well Poised	<i>Isn't always well poised.</i> <ul style="list-style-type: none"> Sometimes seems to lose composure. 		<i>Usually is well poised.</i> <ul style="list-style-type: none"> Poised and in control of himself/herself most of the time; rarely loses composure. 		<i>Is extremely well poised.</i> <ul style="list-style-type: none"> Poised and in control of himself/herself at all times.

Passion for Success

Competency Builder 6.2

Commitment to FFA

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Supporting and Advancing FFA Mission Through Words and Actions	<i>Has difficulty supporting and advancing the FFA mission daily through words and actions.</i> <ul style="list-style-type: none"> Tends to miss opportunities to add supportive statements regarding FFA's mission. Omits making a connection statement in support of FFA's mission when the opportunity arises. Supportive statements about FFA are absent from any of their activities. FFA mission appears not to be internalized at this point in time, frequently misses opportunities to discuss FFA, the mission, and how these connect to other initiatives of various groups. 	<i>Usually supports and advances the FFA mission daily through words and actions.</i> <ul style="list-style-type: none"> Makes thoughtful, interesting and supportive statements about FFA's mission. Goes beyond the obvious in analyzing the purpose of FFA. Incorporates support for FFA into most activities. FFA mission appears to be internalized, but they occasionally miss an opportunity to discuss FFA, the mission, and how these connect to initiatives of other groups. 	<i>Always supports and advances the FFA mission daily through words and actions.</i> <ul style="list-style-type: none"> Speaks with passion, emotion, interest, and insight about FFA's mission. Deep thinking is evident about the purpose of FFA. Clearly incorporates support of FFA into all activities. FFA mission is obviously internalized and continuously looks for ways to discuss FFA, the mission, and how these connect to other initiatives of other groups.

Passion for Success

Competency Builder 6.3

Energetic

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. High Energy Level, Positive and Maintains Stamina	<p><i>Has difficulty maintaining and displaying a high level of energy when in stressful environments; generating a positive buzz; and having the stamina to maintain a consistent level of performance during continuous activity.</i></p> <ul style="list-style-type: none"> Struggles with transitions from one activity to the next. Seldom remains upbeat and positive. Tires easily, lacks consistent energy level, becomes more negative when tired. 	<p><i>Usually maintains and displays a high level of energy even in a stressful environment; generates a positive buzz; and has the stamina to maintain a consistent level of performance during continuous activity.</i></p> <ul style="list-style-type: none"> Most often transitions easily from one activity to the next. Mostly remains upbeat and positive. Energy level is fairly consistent, but wears out during continuous activity. 	<p><i>Constantly maintains and displays a high level of energy even in a stressful environment; generates a positive buzz, and has the stamina to maintain a consistent level of performance during continuous activity.</i></p> <ul style="list-style-type: none"> Transitions easily from one activity to the next. Always remains upbeat and positive. Displays a consistently high level of energy through all activities.

Passion for Success

Competency Builder 6.4

Initiative

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Recognizes Appropriate Time to Take Action	<p><i>Has difficulty recognizing the appropriate time to take action.</i></p> <ul style="list-style-type: none"> Does not appear to actively look for additional tasks or responsibilities. 	<p><i>Usually recognizes the appropriate time to take action.</i></p> <ul style="list-style-type: none"> Sometimes looks for tasks to be done or additional responsibilities to complete. 	<p><i>Always recognizes the appropriate time to take action.</i></p> <ul style="list-style-type: none"> Always looks for tasks to be done or additional responsibilities to complete.
B. Responds or Volunteers to New Tasks	<p><i>Has difficulty responding to new tasks, i.e., volunteering for tasks readily.</i></p> <ul style="list-style-type: none"> Hesitant to volunteer. 	<p><i>Typically is quick to respond to new tasks, i.e., volunteering for tasks readily.</i></p> <ul style="list-style-type: none"> Sometimes volunteers to keep an activity moving. 	<p><i>Constantly quick to respond to new tasks, i.e., volunteering for tasks readily.</i></p> <ul style="list-style-type: none"> Keeps an activity moving forward by always volunteering when needed.
C. Willing to Act on Tedious Tasks	<p><i>Sometimes shows a willingness to act on tedious or less glamorous activities.</i></p> <ul style="list-style-type: none"> Rarely offers to help on 	<p><i>Usually shows a willingness to act on tedious or less glamorous activities.</i></p> <ul style="list-style-type: none"> Observed occasionally 	<p><i>Always shows a willingness to act on tedious or less glamorous activities.</i></p> <ul style="list-style-type: none"> Observed frequently

	tedious tasks.		offering assistance on tedious tasks.		lending assistance to others on tedious tasks even when it is not his or her responsibility.
D. Aware of Necessity to Take Action	<i>Not always aware of necessity to take action.</i> <ul style="list-style-type: none"> Usually waits on someone else to direct the group in completing necessary action planning steps to accomplish task completion. 		<i>Mostly aware of necessity to take action.</i> <ul style="list-style-type: none"> Most often helps direct the group in completing necessary action planning steps to accomplish task completion. 		<i>Always aware of the necessity to take action.</i> <ul style="list-style-type: none"> Always helps direct the group in completing necessary action planning steps to accomplish task completion.

Passion for Success

Competency Builder 6.5

Commitment to Service

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Consistently Engages in Service Opportunities that Benefit the Local Community	<i>Has difficulty identifying opportunities where he or she was engaged in service outside of FFA.</i> <ul style="list-style-type: none"> Provides no evidence of any involvement in service opportunities outside of FFA. 	<i>Has some difficulty identifying opportunities in which he or she was engaged in service outside of FFA.</i> <ul style="list-style-type: none"> Provides evidence of occasional involvement in service opportunities outside of FFA. 	<i>Easily identifies opportunities in which he or she engaged in service outside of FFA.</i> <ul style="list-style-type: none"> Provides ample evidence of long-term and consistent involvement in service opportunities outside of FFA.
B. Demonstrates Leadership in a Service Activity	<i>Has difficulty describing his or her role in service opportunities outside of FFA.</i> <ul style="list-style-type: none"> Does not supply details about his or her responsibilities, especially in planning and implementing service activities. 	<i>Has some difficulty describing his or her role in service opportunities outside of FFA.</i> <ul style="list-style-type: none"> Supplies vague details about his or her responsibilities, especially in planning and implementing service activities. 	<i>Has no difficulty describing his or her role in service opportunities outside of FFA.</i> <ul style="list-style-type: none"> Supplies specific details about his or her responsibilities, especially in planning and implementing service activities.
C. Awareness of Community Needs	<i>Is not aware of community needs.</i> <ul style="list-style-type: none"> Does not clearly state a specific community need. 	<i>Is somewhat aware of community needs.</i> <ul style="list-style-type: none"> States, but without providing details, the need(s) of the community. 	<i>Is clearly aware of community needs.</i> <ul style="list-style-type: none"> Explains in great detail the need(s) of the community.
D. Upholds Personal Philosophy Reflecting a Service Attitude	<i>Has difficulty expressing the motivation and impact of service on self and community.</i> <ul style="list-style-type: none"> Does not provide an 	<i>Has some difficulty expressing the motivation and impact of service on self and community.</i> <ul style="list-style-type: none"> Provides reasons that 	<i>Has no difficulty expressing the motivation and impact of service on self and community.</i> <ul style="list-style-type: none"> Provides an

	<p>explanation that is unique to self or express a positive attitude about service to others.</p>	<p>service is important but those reasons reflect an attitude of being extrinsically motivated rather than intrinsically motivate to serve others.</p>	<p>explanation that is unique to the person and reflects an attitude that is intrinsically motivated to serve others.</p>
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Influence

Competency Builder 7.1

Supports Members/Partners

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Communicates the Value of Being a Member and the Opportunities Available in FFA	<p><i>Has difficulty communicating the value or being a member and the opportunities available in FFA.</i></p> <ul style="list-style-type: none"> Not able to convincingly articulate the value of being a member of FFA. 	<p><i>Does a good job communicating the value of being a member and the opportunities available in FFA.</i></p> <ul style="list-style-type: none"> Has an adequate ability to articulate persuasively the benefits of being a member of FFA. 	<p><i>Is outstanding in communicating the value of being a member and the opportunities available in FFA.</i></p> <ul style="list-style-type: none"> Has the strong ability to articulate convincingly the benefits of being a member of FFA.
B. Demonstrates Support of Individuals and Groups (Recognition, Awards, Letters and Personal Notes)	<p><i>Occasionally demonstrates support of individuals and groups through recognition, awards, letters and personal notes.</i></p> <ul style="list-style-type: none"> Sometimes lacks being a positive support to others through public recognition or personal written comments. 	<p><i>Usually demonstrates support of individuals and groups through recognition, awards, letters and personal notes.</i></p> <ul style="list-style-type: none"> Seems to be a positive support to others through public recognition, letters, notes or other forms of communication. 	<p><i>Always demonstrates support of individuals and groups through recognition, awards, letters and personal notes.</i></p> <ul style="list-style-type: none"> Spends much time being a positive support to others through public recognition, letter, notes or other forms of communication.

Influence

Competency Builder 7.2

Mentor/Coach

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Generates Ideas for Professional Improvement for Members and Officers	<p><i>Has difficulty generating ideas for professional improvement for members and officers.</i></p> <ul style="list-style-type: none"> Depends on others to formulate ideas and suggestions regarding professional improvement for 	<p><i>Generates good ideas for professional improvement for members and others.</i></p> <ul style="list-style-type: none"> Usually identifies professional improvement activities for others after soliciting some input towards the decision is made. 	<p><i>Is excellent at generating ideas for professional improvement for members and officers.</i></p> <ul style="list-style-type: none"> Always seeks input from others to ensure the best solution before identifying professional

	others. <ul style="list-style-type: none"> Unable to apply best practices learned, past training or past experience to help in arising situations. 	<ul style="list-style-type: none"> Applies best practices learned, past training or past experience to help in most situations. 	improvement activities. <ul style="list-style-type: none"> Consistently draws on past training and learning to help in most situations.
B. Serves as a Role Model	<i>Has minor difficulty serving as a role model.</i> <ul style="list-style-type: none"> Shows some ability to teach, coach and help others grow. Sometimes does not seem to recognize the need for exemplary behavior in the part of being a role model to others. 	<i>Serves as a good role model.</i> <ul style="list-style-type: none"> Usually effective is helping others to grow through practiced coaching and mentoring techniques. Usually appears to recognize the need for exemplary behavior in the part of being a role model to others. 	<i>Is an exemplary role model.</i> <ul style="list-style-type: none"> Consistently effective in helping other to grow through practiced coaching and mentoring techniques. Always practices the humbling behavior traits of a person who serves as a role model to others.

Influence

Competency Builder 7.3

Representation

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Carefully Weighs the impact of Decisions on FFA and its Members	<i>Has difficulty showing care in weighing the impact of decisions on FFA and its members.</i> <ul style="list-style-type: none"> Demonstrates some understanding of the potential impact of decisions on FFA and the membership. Usually unable to answer questions as to why a decision was made more than 50 percent of the time. 	<i>Usually shows care in weighing the impact of decisions on FFA and its members.</i> <ul style="list-style-type: none"> Demonstrates a general understanding of the potential impact of decisions on FFA and the membership. Evidence and examples are used 60-80 percent of the time. 	<i>Shows extreme care in weighing the impact of decisions on FFA and its members.</i> <ul style="list-style-type: none"> Demonstrates a clear understanding of the potential impact of decisions on FFA and the membership. Explanations are given more than 95 percent of the time that show how each piece of evidence supports the person's position.
B. Not Afraid to Make Tough Decisions for the Good of the Organization	<i>Not confident making tough decisions for the good of the organization.</i> <ul style="list-style-type: none"> Frequently fearful of making decisions which run counter to popular opinion. Evidence and examples are used and/or explained less than 50 percent of the time. 	<i>Somewhat confident making tough decisions for the good of the organization.</i> <ul style="list-style-type: none"> Sometimes hesitant to make decisions which run counter to popular opinion even if surrounded by evidence and example showing relevancy to FFA. Evidence and examples are used 60-80 percent of 	<i>Extremely confident making tough decisions for the good of the organization.</i> <ul style="list-style-type: none"> Always makes decisions based on evidence and examples specific and relevant to FFA. Explanations are given more than 95 percent of the time that show how each piece of

			the time.	evidence supports the person's position.
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Influence

Competency Builder 4.2

Relationship Building

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
A. Demonstrates a Genuine Interest in Others	<i>Has difficulty employing strategies to learn about others.</i> <ul style="list-style-type: none"> Does not make attempts to ask questions to help better understand the person's point of view or needs. 	<i>Usually employs strategies to learn about others.</i> <ul style="list-style-type: none"> Sometimes makes attempts to ask questions to help better understand the person's point of view or needs. 	<i>Always employs strategies to learn about others.</i> <ul style="list-style-type: none"> Always makes attempts to ask questions to better understand the person's point of view or needs.
B. Ability to Establish Good Rapport with Others	<i>Has difficulty demonstrating enthusiasm and finding common ground with others.</i> <ul style="list-style-type: none"> Does not appear to engage others or to help them feel at ease. 	<i>Usually shows enthusiasm and finds common ground with others.</i> <ul style="list-style-type: none"> Sometimes appears to engage others in conversations or to help them feel at ease. 	<i>Always shows enthusiasm and finds common ground with others.</i> <ul style="list-style-type: none"> Always engages others in conversation or to help them feel at ease.