

# PREPARING FOR OFFICE



## COMPETENCIES AND RUBRICS

### AREA XI

Personal Round: Introduction			
Scored through observation		Need to be addressed by <i>YOU</i> when answering questions	
1.1A	Tone	6.1A	Desire to achieve in a fast-paced environment
1.1B	Attention (eye contact)	6.1B	Willing to take risks and step outside comfort zone
1.1C	Mannerisms	6.1C	Considerably sticks to convictions/beliefs
1.1D	Gestures	6.2A	Supporting and advancing FFA mission through words and actions
5.3B	Optimistic attitude	6.5A	Consistently engages in service opportunities***
5.3C	Enjoyable presence	6.5B	Demonstrates leadership in a service activity***
5.4B	Communicates true self with tact	6.5C	Awareness of community needs
6.1D	Well Poised	6.5D	Upholds Personal Philosophy Reflecting Service Attitude
6.3A	High Energy Level, Positive and Maintains Stamina	7.1A	Communicates the Value of Being a Member and the opportunities available in FFA

\*\*\*This can be service in *OR* outside the FFA (rubric says outside FFA; however, *either will be sufficient*)

In this round, candidates will have five minutes to answer a series of questions for the student nominating committee. In this 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 recorded and submitted to the nominating committee and to expound on their goals, motivations and/or desire to be an area officer.

**A Candidate may use video editing software to add wording but may not add music to the video. Candidates may not use props during this round and must have the same backdrop through the entire video. Candidates must follow upload instructions and privacy settings established by the Area. Deviation from any of the items in this section will result in scoring of 1s from all evaluators for this round.**

<b>Member Engagement</b>			
<b>All competencies will be scored will be done through observation</b>			
1.2A	Information recall	5.4B	Communicates True Self with Tact
1.2B	Attention	5.5A	Demonstrates appropriate demeanor for the situation
1.2C	Wait time	5.5B	Uses mature language and mannerisms
1.2D	Listening for understanding	5.5C	Demonstrates patience
1.2E	Finding connections in conversations	5.5D	Demonstrates self-control
2.2A	Fostering an environment	6.1D	Well Poised
2.2B	Diversity of opinion	6.3A	High Energy Level, Positive and Maintains Stamina
2.2C	Respect and empathy toward others	7.1A	Communicates the Value of being a member and the opportunities available in FFA
5.2A	Reacting to change	7.1A	Demonstrates a genuine interest in others
5.2B	Adjusting to New Situations	7.4B	Ability to establish good rapport with others
5.3A	Being Approachable & Engaging in Conversations		

The purpose of this round is to evaluate the candidate's ability to engage with our members. This round will be 60 minutes in length. Members will be present during this round for the candidates to interact with and engage through conversation and activities. There will be activities (board or card games) for the candidates and the members to play. Member engagement will be evaluated and scored by the nominating committee. The candidate does not need to have any prepared activities or speech for this round and should engage with members as their peers. This is not a public speaking round and the candidate should not stand at the front of the room.

The student and teacher nominating committee members will evaluate the candidate using the competency builders outlined below. The committee will not interact with the Candidates or Members during the round.

One-on-One			
Scored through observation .			
1.1A	Tone	5.4A	Is sensitive to the genuine welfare of others
1.1B	Attention (eye contact)	5.4B	Communicates true self with tact
1.1C	Mannerisms	5.5B	Uses mature language and mannerisms
1.1D	Gestures	5.5C	Demonstrates patience
1.2B	Attention	5.5D	Demonstrates self-control
1.2C	Wait time	7.4A	Demonstrates a genuine interest in others
1.2D	Listening for understanding	7.4B	Ability to establish good rapport with others
<p><b>Need to be addressed by <i>YOU</i> when answering questions</b>  <b>You will be asked <i>ONE</i> specific question for each of the following competency builders throughout the one-on-one interviews. Each will be asked only once! These will be divided equally between nominating committee members</b></p>			
2.1A	Leader roles	5.1A	Doing the right thing (even in discomfort)
2.1B	Follower roles	5.1B	Responsibility for actions
2.1C	Influence on group	5.1C	Commitment
2.1D	Awareness of personality styles of others	5.2A	Reacting to change
2.1E	Managing team dynamics	5.2B	Adjusting to new situations
2.2A	Fostering an environment	5.6A	Coachable
2.2B	Diversity of opinion	5.6B	Seeks constructive feedback and uses it in a proactive manner
2.2C	Respect and empathy toward others	5.7A	Demonstrates a sense of ownership
2.3A	Empowering others	5.7B	Demonstrates a strong desire/drive for completion of all projects regardless of circumstances
2.3B	Spirit of humility	6.2A	Supporting and advancing FFA mission through words and actions
2.3C	Sharing success with team	6.4A	Recognizes appropriate time to take action
2.3D	Assuming responsibility for undesirable outcomes	6.4B	Responds or volunteers to new tasks
4.1A	Time management tool	6.4C	Willingness to act on tedious tasks
4.1B	Handling multiple tasks with competing deadlines	6.4D	Aware of necessity to take action
4.1C	Monitors time effectively	6.5A	Consistently engages in service opportunities***
4.2A	Handling both large and small tasks	6.5B	Demonstrates leadership in a service activity***
4.2B	Breaking down large tasks into manageable components	6.5C	Awareness of community needs
4.2C	Having defined long-term and short-term goals	6.5D	Upholds Personal Philosophy Reflecting Service Attitude
Competencies continued from previous page			

4.2D	Having the ability to pace thoughtfully	7.1B	Demonstrates Support of Individuals and Groups (Recognition, Awards, Letters and Personal Notes)
4.2E	Planning balance in workshop setting	7.2A	Generates ideas for professional improvement for members and officers
4.3A	Starting projects independently	7.2B	Serves as a role model
4.3B	Meeting deadlines independently	7.3A	Carefully weighs the impact of decisions on FFA and its members
4.3C	Activates	7.3B	Not afraid to make tough decisions for the good of the organization

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### **Competency Builders 1.2A, 1.2E and 5.5A will *NOT* be scored during this round**

This round will consist of eight 5-minute interviews 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 evaluated by observation will be evaluated by the teachers serving on the nomination committee. During One on One interviews, teachers will NOT ask questions or participate in the interview in any way.

<b>Advocacy Stand &amp; Deliver</b>			
<b>All competencies will be scored using speech <i>AND</i> questions that follow the speech to evaluate</b>			
1.1A	Tone	1.4D	Speaking unrehearsed
1.1B	Attention (eye contact)	6.1D	Well Poised
1.1C	Mannerisms	6.2A	Supporting and Advancing FFA Mission Through Words and Actions
1.1D	Gestures	7.1A	Communicates the value of being a member and the opportunities in available in the FFA
1.4A	Examples	8.1B	Considers multiple factors and their impact when addressing an issue
1.4B	Engaging and motivating an audience	8.2A	Incorporates information on agriculture and educational issues
1.4C	Speaking without notes	8.2B	Uses correct and valid sources to support personal statements
<b>Agriculture Topic Competencies</b>			
3.1A	Connecting and articulating facts and issues of agriculture	3.1C	Knowledge of Ag Careers
3.1B	Discuss Key and Emerging Trends	3.1D	Articulating the integrated food chain
<b>FFA Topic Competencies</b>			
3.2A	Connects and articulates facts and issues of FFA	3.2E	Understands FFA opportunities
3.2B	Discuss key and emerging FFA issues	3.2F	Explains structure of FFA and partners
3.2C	Recalls historic FFA events and significance	3.2G	Promotes FFA's ability to develop leaders
3.2D	Recites and explains the FFA mission		
<b>Agriculture Education Competencies</b>			
3.3A	Articulates the role of FFA in Ag. Ed. as an intra-curricular component	3.3B	Understands the relationship between FFA and TEA/USDE, CATE, Federal/State funding and the issues connecting them

Candidates will have 15 minutes in a preparation room to prepare for delivering a three-minute speech on a topic that is given to them. When preparing their speech, candidates should plan as if they are advocating for this topic and its supporting ideas. When candidates arrive to the preparation room they will receive the topic and instructions regarding the setting and audience to which the speech will be directed. Candidates will have a full 15 minutes to formulate their remarks. No materials will be allowed in the room during this time other than a pad of paper and pen, which will be provided.

Regardless of where they are in their time, time will be called at the end of three minutes. Candidates must stop their speech and wait for questions from the student nominating committee. Question period not to exceed 2 minutes.

One of the 3 hot topics provided by Area XI FFA will be selected for this section. Topics will be posted 30 days prior to Phase I of the election year. Details about the specific topic chosen and the context will be provided to candidates only when they enter the preparation room. Topics for speeches will fall within one of the three areas of knowledge outlined in the competencies. Each year one of the three areas of knowledge will serve as the overall theme for this practicum round. A listing of 3 hot topics will be made available to the candidates via the Area XI FFA website.

**Questions asked in the three minutes after the speech will be related to the other two areas of knowledge not highlighted during the current year.**

Round Robin			
All competencies will be scored in the various interviews of the rounds, some may be evaluated MULTIPLE times.			
1.1C	Mannerisms	3.2E	Understands FFA opportunities
1.1D	Gestures	3.2F	Explains structure of FFA and partners
1.2A	Information recall	3.2G	Promotes FFA's ability to develop leaders
1.2B	Attention (Eye Contact)	3.3A	Articulates the role of FFA in Ag. Ed. as an intra-curricular component
1.2C	Wait time	3.3B	Understands the relationship between FFA and TEA/USDE, CATE, Federal/State funding and the issues connecting them
1.2D	Listening for understanding	5.3A	Being approachable and engaging in conversation
1.2E	Finding connections in conversations	5.3B	Optimistic attitude
3.1A	Connecting and articulating facts and issues of agriculture	5.3C	Enjoyable presence
3.1B	Discuss Key and Emerging Trends	7.1A	Communicates the Value of Being a Member and the opportunities available in FFA
3.1C	Knowledge of Ag Careers	7.4A	Demonstrates a Genuine Interest in Others
3.1D	Articulating the integrated food chain	7.4 B	Ability to Establish Good Rapport with Others
3.2A	Connects and articulates facts and issues of FFA	8.1A	Considers other's points of view when seeking understanding
3.2B	Discuss key and emerging FFA issues	8.1B	Considers multiple factors and their impact when addressing an issue
3.2C	Recalls historic FFA events and significance	8.2A	Incorporates information on agriculture and educational issues
3.2D	Recites and explains the FFA mission	8.2B	Uses correct and valid sources to support personal statements

The purpose of this round is focused on evaluating the candidate's demonstration of the effective officer competencies while carrying on a **CONVERSATION** regarding key issues related to a stakeholder. Stakeholders during this round may include: administrators, agriculture instructors, teacher educators, sponsors, media and parents. This round will occur in **THREE 6-MINUTE INTERVIEWS** with a short rotation time in between. Each interview will position the candidate with at least three of the student and teacher nominating committee members. All stakeholders will be provided with an interview guide; however, they may interject specific follow-up questions to probe the candidates understanding.

The nominating committee members will observe the conversation and will conduct all of the evaluation. The adult consultants may offer qualitative information regarding the accuracy of responses to specific questions. The adult consultants may not offer advice on the specific score to give the candidates.



Personal Round: Conclusion			
All competencies will be scored using speech <i>AND</i> questions that follow the speech to evaluate			
2.3A	Empowering others	5.5B	Uses mature language and mannerisms
2.3B	Spirit of humility	5.5C	Demonstrates patience
2.3C	Sharing success with team	5.5D	Demonstrates self-control
2.3D	Assuming responsibility for undesirable outcomes	5.6A	Coachable
5.1A	Doing the right thing (even in discomfort)	5.6B	Seeks constructive feedback and uses it in a proactive manner
5.1B	Responsibility for actions	6.5A	Consistently engages in service opportunities***
5.3B	Optimistic attitude	6.5B	Demonstrates leadership in a service activity***
5.3C	Enjoyable presence	6.5C	Awareness of community needs
5.4A	Is sensitive to the genuine welfare of others	6.5D	Upholds Personal Philosophy Reflecting Service Attitude
5.4B	Communicates true self with tact	7.2A	Generates ideas for professional improvement for members and officers
5.5A	Demonstrates appropriate demeanor for the situation	7.2B	Serves as a role model

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The purpose of this interview is to ask a final set of questions developed by the committee to address competencies such as character, passion for success and influence. Each candidate will have 6 minutes with the student nominating committee. During this time, committee members will ask questions related to the competency builders evaluated in this round.

<b>Knowledge - Test</b>	
3.1	Knowledge of agricultural industry and current issues
3.2	Knowledge of FFA and current issues
3.3	Knowledge of America's education system/agricultural education/issues

All candidates will have 60 minutes to complete a written exam with 50 multiple-choice questions. The composition of the exam will be as follows: 20 from the FFA Manual, 20 questions from the District Officer Candidate Study Guide and 10 questions on parliamentary procedure.

Knowledge - Writing	
1.3A	Spelling/Grammar
1.3B	Message
1.3C	Forms of Writing
1.3D	Writing Style
3.1A	Connecting and articulating facts and issues of agriculture
3.1B	Discuss Key and Emerging Trends
3.1C	Knowledge of Ag Careers
3.1D	Articulating the integrated food chain
3.2A	Connects and articulates Facts and Issues of FFA
3.2B	Discusses Key and Emerging FFA Issues
3.2C	Recalls Historic FFA Events and Significance
3.2D	Recites and Explains the FFA Mission
3.2E	Understands FFA Opportunities
3.2F	Explains Structure of FFA and Partners
3.2G	Promotes FFA's ability to develop leaders
3.3A	Articulates the role of FFA in AG Ed as an Intra Curricular Component
3.3B	Understands the Relationship Between FFA and TEA/USDE, Career and Technical Education, Federal/State Funding and the Issues Connecting Them

The competency builders for knowledge will **alternate each year** for the writing exercise between 3.1, 3.2 and 3.3, **1.3 WILL BE EVALUATED EACH YEAR.**

All candidates will have 60 minutes to complete a writing exercise. The instructions for the exercise will include the communication delivery format, audience and topic to be communicated. The topic to be communicated for the Writing Exercise be selected from the current Texas FFA Hot Topics.

# 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
<b>A. Tone</b>	<i>Has difficulty using an appropriate tone.</i> <ul style="list-style-type: none"> <li>Speech is either too loud or too soft – not appropriate 50 percent or more of the time.</li> <li>Pace is too fast, nervous.</li> <li>Pronunciation of words is unclear.</li> </ul>	<i>Appropriate tone is usually consistent.</i> <ul style="list-style-type: none"> <li>Speech is usually at the right volume – appropriate 60-80 percent of the time.</li> <li>Speaks at the right pace most of the time, but shows some nervousness.</li> <li>Pronunciation of words is usually clear.</li> </ul>	<i>Appropriate tone is consistent.</i> <ul style="list-style-type: none"> <li>Speech is clear, and at a confident volume 95-100 percent of the time.</li> <li>Speaks at the right pace to be clear.</li> <li>Pronunciation of words is very clear.</li> </ul>
<b>B. Attention</b> (Eye Contact)	<i>Eye contact is mostly ineffective and inconsistent.</i> <ul style="list-style-type: none"> <li>Occasionally looks at someone or some groups (less than 50 percent of the time).</li> <li>Reads notes or looks down the entire time.</li> </ul>	<i>Eye contact is mostly effective and consistent.</i> <ul style="list-style-type: none"> <li>Mostly looks around the audience (60-80 percent of the time).</li> <li>Looks up from notes, but does not scan the audience.</li> </ul>	<i>Eye contact is effective and consistent.</i> <ul style="list-style-type: none"> <li>Constantly looks at the entire audience (95-100 percent of the time).</li> <li>Never or rarely references notes, scans and connects with the audience.</li> </ul>
<b>C. Mannerisms</b>	<i>Has distracting mannerisms that pull from the effectiveness of the activity.</i> <ul style="list-style-type: none"> <li>Displays some nervous habits– fidgets or anxious ticks.</li> </ul>	<i>Sometimes has distracting mannerisms that pull from the activity.</i> <ul style="list-style-type: none"> <li>Sometimes exhibits nervous habits or ticks.</li> </ul>	<i>Does not have distracting mannerisms that pull from the activity.</i> <ul style="list-style-type: none"> <li>No nervous habits</li> </ul>
<b>D. Gestures</b> (Hand Signals, Facial Expression, Body Language)	<i>Occasionally uses purposeful gestures.</i> <ul style="list-style-type: none"> <li>Hands are not always used to express or emphasize (less than 50 percent of the time)– hand motions are sometimes distracting.</li> <li>Is either expressionless or shows a conflicting expression during some of the activity.</li> <li>Breaks posture regularly, rarely displays positive body language.</li> </ul>	<i>Usually uses purposeful gestures.</i> <ul style="list-style-type: none"> <li>Hands are mostly used to express or emphasize (60-80 percent of the time).</li> <li>Occasionally expressionless and/or shows conflicting expression during activity.</li> <li>Breaks posture, sometimes, displays negative body language.</li> </ul>	<i>Consistently uses purposeful gestures.</i> <ul style="list-style-type: none"> <li>Hand motions are expressive, used to emphasize point (95-100 percent of the time).</li> <li>Appropriate expression, face gives clues to what the content of the speech is about.</li> <li>Great posture, displays positive body language.</li> </ul>

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

**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
<b>A. Spelling / Grammar</b>	<p><i>Spelling and grammar skills are less than adequate.</i></p> <ul style="list-style-type: none"> <li>3 or more spelling errors per activity.</li> <li>3 or more grammar errors per activity (i.e. sentence structure, verb agreement, etc.)</li> </ul>	<p><i>Spelling and grammar skills are adequate.</i></p> <ul style="list-style-type: none"> <li>1-2 spelling errors per activity.</li> <li>1-2 grammar errors per activity (i.e. sentence structure, verb agreement, etc.)</li> </ul>	<p><i>Spelling and grammar skills are highly adequate.</i></p> <ul style="list-style-type: none"> <li>No spelling errors per activity.</li> <li>No grammar errors per activity (i.e. sentence structure, verb agreement, etc.)</li> </ul>
<b>B. Message</b>	<p><i>Communicates ideas clearly and concisely but message is not interesting or understandable.</i></p> <ul style="list-style-type: none"> <li>Some of the main ideas are not supported by sufficient details.</li> <li>Some organization is present, but sometimes awkward (lacking construction, sometimes statements out of place, or problems with introduction, body or conclusion).</li> </ul>	<p><i>Communicates ideas clearly and concisely, and message is somewhat interesting and understandable.</i></p> <ul style="list-style-type: none"> <li>All or most of the main ideas are supported by sufficient details.</li> <li>Good organization with few statements out of place or lacking in clear construction (i.e. introduction, body, conclusion).</li> </ul>	<p><i>Communicates ideas clearly and concisely and message is interesting and understandable.</i></p> <ul style="list-style-type: none"> <li>All main ideas are supported by clear and vivid details.</li> <li>Clearly organized and concise by remaining on target, is completely focused with obvious construction and strong introduction, body, conclusion layout.</li> </ul>
<b>C. Forms of Writing</b> (Formal Letters, Thank You Note, Emails)	<p><i>Does not write well in a variety of forms for a range of purposes.</i></p> <ul style="list-style-type: none"> <li>Language used may not be appropriate for written form and much improvement is needed for capturing the purpose of that form of communication.</li> </ul>	<p><i>Writes well in a variety of forms for a range of purposes.</i></p> <ul style="list-style-type: none"> <li>Language used is appropriate for written form and some improvement is needed for capturing the purpose of that form of communication.</li> </ul>	<p><i>Writes exceptionally well in a variety of forms for a range of purposes.</i></p> <ul style="list-style-type: none"> <li>Language used is appropriate for written form is exemplary in capturing the purpose of that form of communication.</li> </ul>
<b>D. Writing Style</b> (Various)	<p><i>Writing style is not appropriate for the intended audience.</i></p> <ul style="list-style-type: none"> <li>Some language is appropriate for the intended audience.</li> <li>Writing style does not really show intent to connect with different types of audiences, style is more for a generic reader.</li> </ul>	<p><i>Writing style is somewhat appropriate for the intended audience.</i></p> <ul style="list-style-type: none"> <li>Most language is appropriate for the intended audience.</li> <li>Thought was given to the intended audience, and the style reflects the purpose for communicating with that audience.</li> </ul>	<p><i>Writing style is selectively appropriate for the intended audience.</i></p> <ul style="list-style-type: none"> <li>All language is appropriate for the intended audience.</li> <li>The style chosen has obviously been well thought- out based on the specific audience.</li> </ul>

**Communication**  
**Competency Builder 1.4**  
**Speaking**

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
<b>A. Examples</b>	<p><i>Examples and word choices are abstract, or not really clearly defined.</i></p> <ul style="list-style-type: none"> <li>Examples are sometimes confusing, leave the listeners with question.</li> </ul>	<p><i>Examples and word choices are usually concrete, sometimes needs clarification.</i></p> <ul style="list-style-type: none"> <li>Examples are effective, might need more originality or thought.</li> </ul>	<p><i>Examples and word choices are vivid, precise, and clearly explained.</i></p> <ul style="list-style-type: none"> <li>Examples are original, logical, and relevant.</li> </ul>
<b>B. Engaging and Motivating an Audience</b>	<p><i>Able to keep the audience's attention, but parts might not be engaging or motivating.</i></p> <ul style="list-style-type: none"> <li>Lacks audience awareness, few gestures body language to gain attention of audience.</li> <li>Is brief when responding or answering questions, does not use many reinforcing nonverbal listening cues.</li> </ul>	<p><i>Able to keep the audience engaged and interested most of the time.</i></p> <ul style="list-style-type: none"> <li>Generally, demonstrates audience awareness, and uses some gestures/body language to keep audience engaged.</li> <li>Uses reinforcing nonverbal listening responses when responding or answering questions.</li> </ul>	<p><i>Able to fully capture the audience's attention in engaging and motivating speech.</i></p> <ul style="list-style-type: none"> <li>Behaviors are used to keep the audience engaged such as maintaining eye contact, modifying delivery style if needed.</li> <li>Uses reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when responding or answering questions.</li> </ul>
<b>C. Speaking Without Notes</b>	<p><i>Speaks articulately, but relies on notes to remember what to say.</i></p> <ul style="list-style-type: none"> <li>Has to reference notes often.</li> </ul>	<p><i>Speaks articulately, but sometimes relies on notes to remember what to say.</i></p> <ul style="list-style-type: none"> <li>Occasionally needs to reference notes.</li> </ul>	<p><i>Speaks very articulately and does not rely on notes.</i></p> <ul style="list-style-type: none"> <li>Very seldom has the need to reference notes.</li> </ul>
<b>D. Speaking Unrehearsed</b>	<p><i>Speaks unrehearsed, mostly without comfort and ease.</i></p> <ul style="list-style-type: none"> <li>Seems to ramble or speak before thinking.</li> <li>Is nervous or unsure.</li> </ul>	<p><i>Speaks unrehearsed mostly with comfort and ease,</i></p> <ul style="list-style-type: none"> <li>Able to respond effectively, has to stop and think, sometimes gets off focus.</li> <li>Sometimes seems nervous or unsure.</li> </ul>	<p><i>Speaks unrehearsed with comfort and ease.</i></p> <ul style="list-style-type: none"> <li>Is able to respond quickly with organized thoughts and concise answers.</li> <li>Does not seem nervous or unsure.</li> </ul>

**Communication**  
**Competency Builder 1.5**  
**Facilitation**

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
<b>A. Various Teaching Techniques</b> (Lecture, Demonstration, Hands-on, Problem-Solving)	<i>Rarely uses a variety of teaching techniques effectively.</i> <ul style="list-style-type: none"> <li>Seems uncomfortable using more than one method when facilitating.</li> <li>Appeals to few learners, makes no adjustments in teaching techniques even if a need in a learning style arises.</li> <li>Has difficulty administering several methods (lecture, demonstration, hands-on, problem-solving).</li> </ul>	<i>Uses a limited variety of teaching techniques effectively.</i> <ul style="list-style-type: none"> <li>Seems fairly comfortable using two or more methods when facilitating.</li> <li>Accommodates some learners, sometimes changing teaching techniques to meet the various learning style needs of the audience.</li> <li>Has difficulty administering one of the methods (lecture, demonstration, hands-on, problem-solving).</li> </ul>	<i>Uses a wide variety of teaching techniques effectively.</i> <ul style="list-style-type: none"> <li>Comfortable using a variety of teaching techniques when facilitating.</li> <li>Accommodates multiple learners, fully aware of the differences in learning styles and adjusts presentation accordingly.</li> <li>Has no difficulty with any of the methods (lecture, demonstration, hands-on, problem-solving).</li> </ul>
<b>B. Making the Experience Meaningful and Enjoyable</b>	<i>Doesn't make the experience meaningful and enjoyable.</i> <ul style="list-style-type: none"> <li>Very seldom inserts humor and examples to which the audience can connect.</li> </ul>	<i>Mostly makes the experience meaningful and enjoyable.</i> <ul style="list-style-type: none"> <li>Sometimes inserts humor and examples to which the audience can connect.</li> </ul>	<i>Definitely makes the experiences meaningful and enjoyable.</i> <ul style="list-style-type: none"> <li>Inserts humor and examples to which the audience can connect.</li> </ul>
<b>C. Addressing Students' Understanding</b>	<i>Does not address students' understanding.</i> <ul style="list-style-type: none"> <li>Shows little awareness of the level of audience understanding of presented topics.</li> <li>Doesn't ask questions to check for student comprehension.</li> </ul>	<i>Mostly addresses the students' understanding.</i> <ul style="list-style-type: none"> <li>Appears to be somewhat aware of the audience's understanding of presented topics.</li> <li>Asks a few questions to check for student comprehension.</li> </ul>	<i>Consistently addresses students' understanding.</i> <ul style="list-style-type: none"> <li>Is keenly aware of audience understanding of presented topics.</li> <li>Asks the appropriate amount of questions to check for student comprehension.</li> </ul>
<b>D. Uses Transitions</b>	<i>Does not use transitions.</i> <ul style="list-style-type: none"> <li>Transitions are not present and topic changes are not smooth.</li> </ul>	<i>Sometimes uses transitions.</i> <ul style="list-style-type: none"> <li>Transitions are present most of the time and topic changes are somewhat smooth.</li> </ul>	<i>Always uses transitions.</i> <ul style="list-style-type: none"> <li>Transitions are present and movement and topic changes are smooth.</li> </ul>



**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
<b>A. Leader Roles</b>	<i>Has difficulty being a leader.</i> <ul style="list-style-type: none"> <li>As a leader, is sometimes controlling, or, on the other end, has difficulty controlling the group.</li> </ul>	<i>Shows some difficult being a leader.</i> <ul style="list-style-type: none"> <li>As a leader, is mostly a good listener but sometimes talks too much. Sometimes loses control.</li> </ul>	<i>Shows no difficulty being a leader.</i> <ul style="list-style-type: none"> <li>As a leader, is an active listener, and considers all members' views. Also manages and organizes group effectively.</li> </ul>
<b>B. Follower Roles</b>	<i>Has difficulty being a follower.</i> <ul style="list-style-type: none"> <li>As a follower, does not perform some duties of the assigned team role, and relies on others to do the work.</li> </ul>	<i>Shows some difficulty being a follower.</i> <ul style="list-style-type: none"> <li>As a follower, completes most of his/her tasks, sometimes has to be reminded.</li> </ul>	<i>Shows no difficulty being a follower.</i> <ul style="list-style-type: none"> <li>As a follower, performs all assigned work, which is relevant and important to the goal.</li> </ul>
<b>C. Influence on Group</b>	<i>Appears to have less than positive influence on the whole group.</i> <ul style="list-style-type: none"> <li>Sometimes has negative communication with group.</li> <li>Seldom encourages or supports the ideas of others, gets upset if own ideas are not used.</li> </ul>	<i>Has somewhat of a positive influence on the whole group.</i> <ul style="list-style-type: none"> <li>Usually has positive communication with group, but sometimes interrupts or is negative.</li> <li>Usually encourages other's opinions, but sometimes focuses on own ideas.</li> </ul>	<i>Consistently has a positive influence on the whole group.</i> <ul style="list-style-type: none"> <li>Has positive contact with the entire group, speaks persuasively when appropriate, and never argues.</li> <li>Interacts with, encourages, and supports the ideas with all the members of the group.</li> </ul>
<b>D. Awareness of Personality Styles of Others</b>	<i>Shows little acceptance for differing attitudes, personalities and behaviors.</i> <ul style="list-style-type: none"> <li>Language uses may be expressed as not understanding others' differences in personality and learning styles.</li> </ul>	<i>Shows acceptance for differing attitudes, personalities and behaviors.</i> <ul style="list-style-type: none"> <li>For the most part, language conveys an understanding of others' differences in learning and personality.</li> </ul>	<i>Shows extreme acceptance of differing attitudes, personalities and behaviors.</i> <ul style="list-style-type: none"> <li>Language is free of bias, and completely shows an understanding and respect for others' differences in learning and personality.</li> </ul>
<b>E. Managing Team Dynamics</b>	<i>Has difficulty handling team dynamics, and has little professionalism during team activities.</i> <ul style="list-style-type: none"> <li>In team conflicts, is either the cause of the conflict, or does little to resolve the problem at hand.</li> <li>Has some difficulty accepting others' criticism, opinions, or ideas for improvement.</li> </ul>	<i>Usually handles team dynamics, and mostly possesses professionalism during team activities.</i> <ul style="list-style-type: none"> <li>In team conflicts, for the most part, helps to resolve the issues, sometimes either is controlling or doesn't want to get involved.</li> <li>Mostly accepts others' criticisms, opinions, or ideas for improvement, but sometimes expresses defensiveness.</li> </ul>	<i>Handles team dynamics and possesses extreme professionalism during team activities.</i> <ul style="list-style-type: none"> <li>In team conflicts, uses problem-solving and decision-making methods and skills to produce a positive compromise.</li> <li>Values the criticism, opinions, or ideas for improvement from the other members of the group, and makes appropriate decisions based on these ideas.</li> </ul>

**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
<b>A. Fostering an Environment</b>	<i>Does little to help foster a safe and open environment.</i> <ul style="list-style-type: none"> <li>Occasionally listens to, shares with and supports the efforts of others.</li> <li>Does little to help control the group's dynamics (i.e. conflict resolution, helping the team come to an agreement).</li> </ul>	<i>Fosters an environment that is mostly safe and open.</i> <ul style="list-style-type: none"> <li>Usually listens to, shares with and supports the efforts of others.</li> <li>Does a fair amount to help control the group's dynamics (i.e. conflict resolution, helping the team come to an agreement).</li> </ul>	<i>Genuinely fosters a very safe and open environment.</i> <ul style="list-style-type: none"> <li>Always listens to, shares with and supports the efforts of others.</li> <li>Continually helps to control the group's dynamics (i.e. conflict resolution, helping the team come to an agreement).</li> </ul>
<b>B. Diversity of Opinion</b>	<i>Is not very accepting of others' diverse opinion.</i> <ul style="list-style-type: none"> <li>Occasionally is critical or dismissing of the ideas of others in the group that he/she seems to not agree with.</li> <li>Doesn't seem to value or understand the different ideas brought to the table from others.</li> </ul>	<i>Is usually accepting of others' diverse opinions.</i> <ul style="list-style-type: none"> <li>Rarely is critical or dismissing of ideas of others with differing opinions.</li> <li>Usually seems to value the different ideas brought to the table from others.</li> </ul>	<i>Is always accepting of others' diverse opinions.</i> <ul style="list-style-type: none"> <li>Never is critical of any ideas, always seeks to understand the opinions of others.</li> <li>Seems to always value the different ideas brought to the table from others.</li> </ul>
<b>C. Respect and Empathy Toward Others</b>	<i>Sometimes shows respect or empathy towards others in the group.</i> <ul style="list-style-type: none"> <li>Seems tolerant of others, but occasionally speaks negatively or in a tone that is less than desirable.</li> </ul>	<i>Usually shows respect or empathy towards others in the group.</i> <ul style="list-style-type: none"> <li>Is respectful of the others in the group in tone and speech, even if disagreeing.</li> </ul>	<i>Always shows respect and empathy towards others in the group.</i> <ul style="list-style-type: none"> <li>Never puts down or says anything inappropriate to others in the group, seems to get along with everyone in the group.</li> </ul>

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

**Areas of Knowledge**  
**Competency Builder 3.1**  
**Agriculture**

<b>Indicators</b>	<b>1=Strong Evidence Skill is NOT Present</b>	<b>3=Moderate Evidence Skills is Present</b>	<b>5= Very Strong Evidence Skill is Present</b>
<b>A. Connecting and Articulating Facts and Issues of Agriculture</b>	<p><i>Has difficulty connecting facts and issues and articulating how they impact agriculture locally and globally.</i></p> <ul style="list-style-type: none"> <li>• Possesses some knowledge- base but is unable to articulate information regarding related facts and current issues.</li> </ul>	<p><i>Sufficient in connecting facts and issues and articulating how they impact agriculture locally and globally.</i></p> <ul style="list-style-type: none"> <li>• Possesses a good knowledge- base and is able to, for the most part, articulate information regarding related facts and current issues.</li> </ul>	<p><i>Exemplary in connecting facts and issues and articulating how they impact agriculture locally and globally.</i></p> <ul style="list-style-type: none"> <li>• Possesses a strong knowledge-base and is able to effectively articulate information regarding related facts and current issues.</li> </ul>
<b>B. Discuss Key and Emerging Trends</b>	<p><i>Has little knowledge of key and emerging trends.</i></p> <p>Struggles when discussing trends with related statistics.</p>	<p><i>Has a good knowledge of key and emerging trends.</i></p> <p>Does a good job discussing trends supported by related statistics.</p>	<p><i>Is fully aware of key and emerging trends.</i></p> <ul style="list-style-type: none"> <li>• Does an outstanding job discussing trends with related statistics.</li> </ul>
<b>C. Knowledge of Ag Careers</b>	<p><i>Has put little effort into understanding career opportunities in agriculture.</i></p> <ul style="list-style-type: none"> <li>• Does not seem familiar with the career opportunities in the agriculture industry.</li> </ul>	<p><i>Has put some effort into understanding career opportunities in agriculture.</i></p> <ul style="list-style-type: none"> <li>• Seems familiar with the career opportunities in the agriculture industry.</li> </ul>	<p><i>Has put much effort into understanding the career opportunities in agriculture.</i></p> <ul style="list-style-type: none"> <li>• Seems to be proficient in knowledge about the career opportunities in the agriculture industry.</li> </ul>
<b>D. Articulating the Integrated Food Chain</b>	<p><i>Has difficulty in articulating the primary components of the integrated food chain from production to consumption.</i></p> <ul style="list-style-type: none"> <li>• Has difficulty supporting concepts with facts and research.</li> </ul>	<p><i>Sufficient in articulating the primary components of the integrated food chain from production to consumption.</i></p> <ul style="list-style-type: none"> <li>• Does a good job supporting concepts with facts and research.</li> </ul>	<p><i>Exemplary in articulating the primary components of the integrated food chain from production to consumption.</i></p> <ul style="list-style-type: none"> <li>• Does an excellent job supporting concepts with facts and research.</li> </ul>

**Areas of Knowledge**  
**Competency Builder 3.2**  
**FFA**

<b>Indicators</b>	<b>1=Strong Evidence Skill is NOT Present</b>	<b>3=Moderate Evidence Skills is Present</b>	<b>5= Very Strong Evidence Skill is Present</b>
<b>A. Connects and Articulates Facts and Issues of FFA</b>	<p><i>Has difficulty connecting facts and issues and articulating how they impact FFA on a local, state and national level.</i></p> <ul style="list-style-type: none"> <li>Has 50 percent or less accuracy when discussing facts and issues.</li> <li>Has difficulty articulating what they know.</li> </ul>	<p><i>Has the ability to connect facts and issues and articulate how they impact FFA on a local, state and national level.</i></p> <ul style="list-style-type: none"> <li>Has 60-80 percent accuracy when discussing facts and issues.</li> <li>Is good at articulating what they know.</li> </ul>	<p><i>Does an excellent job connecting facts and issues and articulating how they impact FFA on a local, state and national level.</i></p> <ul style="list-style-type: none"> <li>Has 95-100 percent accuracy when discussing facts and issues.</li> <li>Has an excellent ability to articulate what they know.</li> </ul>
<b>B. Discusses Key and Emerging FFA Issues</b>	<p><i>Has difficulty discussing key and emerging FFA issues with related statistics.</i></p> <ul style="list-style-type: none"> <li>Has 50 percent or less accuracy when discussing issues.</li> <li>Is not insightful about the significance of key and emerging issues.</li> </ul>	<p><i>Has some difficulty discussing key and emerging FFA issues with related statistics.</i></p> <ul style="list-style-type: none"> <li>Has 60-80 percent accuracy when discussing issues.</li> <li>Lacks insight about the significance of key and emerging issues.</li> </ul>	<p><i>Has no difficulty discussing key and emerging FFA issues with related statistics.</i></p> <ul style="list-style-type: none"> <li>Has 95-100 percent accuracy when discussing issues.</li> <li>Is insightful about the significance of key and emerging issues.</li> </ul>
<b>C. Recalls Historic FFA Events and Significance</b>	<p><i>Has difficulty recalling historic FFA events and understanding their significance.</i></p> <ul style="list-style-type: none"> <li>Has 50 percent or less accuracy when recalling events.</li> <li>Sometimes gets confused when displaying understanding of the significance of historical FFA events.</li> </ul>	<p><i>Is good at recalling historic FFA events and understands their significance.</i></p> <ul style="list-style-type: none"> <li>Has 60-80 percent accuracy when recalling events.</li> <li>Has a good understanding of the significance of historical FFA events.</li> </ul>	<p><i>Does an excellent job recalling historic FFA events and understanding their significance.</i></p> <ul style="list-style-type: none"> <li>Has 95-100 percent accuracy when recalling events.</li> <li>Is intuitive in understanding the significance of historical FFA events.</li> </ul>
<b>D. Recites and Explains the FFA Mission</b>	<p><i>Has difficulty reciting and explaining the FFA mission.</i></p> <ul style="list-style-type: none"> <li>Makes 3 or more mistakes when reciting the FFA mission.</li> <li>Doesn't seem to fully understand the FFA mission as he/she explains it.</li> </ul>	<p><i>Does a good job reciting and explaining the FFA mission.</i></p> <ul style="list-style-type: none"> <li>Makes 1-2 mistakes when reciting the FFA mission.</li> <li>Does a good job showing his/her understanding of the FFA mission.</li> </ul>	<p><i>Does an excellent job reciting and explaining the FFA mission.</i></p> <ul style="list-style-type: none"> <li>Makes no mistakes when reciting the FFA mission.</li> <li>Is very insightful in their explanation of the FFA mission.</li> </ul>

<b>E. Understands FFA Opportunities</b>	<p><i>Has difficulty demonstrating comprehensive understanding of the opportunities available within FFA.</i></p> <ul style="list-style-type: none"> <li>• Has 50 percent or less accuracy when demonstrating understanding of available opportunities within FFA.</li> <li>• Sometimes gets confused when articulating his/her understanding of the opportunities available within FFA.</li> </ul>	<p><i>Does a good job demonstrating comprehensive understanding of the opportunities available within FFA.</i></p> <ul style="list-style-type: none"> <li>• Has 60-80 percent accuracy when demonstrating understanding of available opportunities within FFA.</li> <li>• Does a good job articulating his/her understanding of the opportunities available within FFA.</li> </ul>	<p><i>Exceptionally demonstrates comprehensive understanding of the opportunities available within FFA.</i></p> <ul style="list-style-type: none"> <li>• Has 95-100 percent accuracy when demonstrating understanding of available opportunities within FFA.</li> <li>• Is very good at articulating his/her understanding of the opportunities.</li> </ul>
<b>F. Explains Structure of FFA and Partners</b>	<p><i>Has difficulty explaining the organizational structure of FFA and its partner organizations.</i></p> <ul style="list-style-type: none"> <li>• Has 50 percent or less accuracy when explaining FFA/partner organizational structures.</li> <li>• Sometimes gets confused when articulating his/her understanding of FFA/partner organizational structures.</li> </ul>	<p><i>Does a good job explaining the organizational structure of FFA and its partner organizations.</i></p> <ul style="list-style-type: none"> <li>• Has 60-80 percent accuracy when explaining FFA/partner organizational structures.</li> <li>• Does a good job articulating his/her understanding of FFA/partner organizational structures.</li> </ul>	<p><i>Does an outstanding job explaining the organizational structure of FFA and its partner organizations.</i></p> <ul style="list-style-type: none"> <li>• Has 95-100 percent accuracy when explaining FFA/partner organizational structures.</li> <li>• Is very good at articulating his/her understanding of FFA/partner organizational structures.</li> </ul>
<b>G. Promotes FFA's Ability to Develop Leaders</b>	<p><i>Has difficulty promoting the organization's ability to develop and to foster leaders for the agricultural industry.</i></p> <ul style="list-style-type: none"> <li>• Is not very convincing in advocating FFA's ability to foster and develop leaders for the agricultural industry.</li> </ul>	<p><i>Does a good job promoting the organization's ability to develop and to foster leaders for the agricultural industry.</i></p> <ul style="list-style-type: none"> <li>• Is fairly convincing in advocating FFA's ability to foster and develop leaders for the agricultural industry.</li> </ul>	<p><i>Strongly promotes the organization's ability to develop and to foster leaders for the agricultural industry.</i></p> <ul style="list-style-type: none"> <li>• Convincingly advocates FFA's ability to foster and develop leaders for the agricultural industry.</li> </ul>

**Areas of Knowledge**  
**Competency Builder 3.3**  
**Education**

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
<b>A. Articulates the Role of FFA in Ag Ed as an Intra-Curricular Component</b>	<p><i>Has difficulty articulating the role of the FFA as an intra-curricular component of Ag Ed.</i></p> <ul style="list-style-type: none"> <li>Not always able to correctly answer questions posed by the selection committee (50 percent or less accuracy).</li> </ul>	<p><i>Does a good job articulating the role of the FFA as an intra-curricular component or Ag Ed.</i></p> <ul style="list-style-type: none"> <li>Usually able to correctly answer questions posed by the selection committee (60-80 percent accuracy).</li> </ul>	<p><i>Does an outstanding job articulating the role of the FFA as an intra-curricular component of Ag Ed.</i></p> <ul style="list-style-type: none"> <li>Always be able to correctly answer questions posed by the selection committee (95-100 percent accuracy).</li> </ul>
<b>B. Understands the Relationship Between FFA and TEA/USDE, Career and Technical Education, Federal/State Funding and the Issues Connecting Them</b>	<p><i>Has difficulty understanding the relationship between the FFA and the Texas Education Agency/US Department of Education, Career and Technical Education, federal/state funding and the issues connecting them.</i></p> <ul style="list-style-type: none"> <li>Doesn't demonstrate a well- rounded and complete understanding of issues (50 percent or less accuracy).</li> </ul>	<p><i>Does a good job understanding the relationship between the FFA and the Texas Education Agency/US Department of Education, Career and Technical Education, federal/state funding and the issues connecting them.</i></p> <ul style="list-style-type: none"> <li>Usually demonstrates a well- rounded and complete understanding of issues (60-80 percent accuracy).</li> </ul>	<p><i>Does an excellent job understanding the relationship between the FFA and the Texas Education Agency/US Department of Education, Career and Technical Education, federal/state funding and the issues connecting them.</i></p> <ul style="list-style-type: none"> <li>Demonstrates a well- rounded and complete understanding of issues (95-100 percent accuracy).</li> </ul>

**Personal Organization**  
**Competency Builder 4.1**  
***Time Management***

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



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

**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
<b>A. Starting Projects Independently</b>	<i>Demonstrates inability to start projects independently.</i> <ul style="list-style-type: none"> <li>Delays action by asking questions and/or faulting insufficient information.</li> </ul>	<i>Demonstrates some ability to start projects independently.</i> <ul style="list-style-type: none"> <li>Takes action, but may display reluctance and/or fear of making mistakes.</li> </ul>	<i>Demonstrates strong ability of starting projects independently.</i> <ul style="list-style-type: none"> <li>Takes appropriate action and works with given information, even when limited.</li> </ul>
<b>B. Meeting Deadlines Independently</b>	<i>Demonstrates inability to complete independent projects in a timely manner.</i> <ul style="list-style-type: none"> <li>Consistently misses deadlines and procrastinates</li> </ul>	<i>Completes most independent projects in a timely manner.</i> <ul style="list-style-type: none"> <li>Misses some deadlines and requests extensions when necessary.</li> </ul>	<i>Completes all independent projects in a timely manner.</i> <ul style="list-style-type: none"> <li>Consistently turns work in on schedule.</li> </ul>
<b>C. Activates</b>	<i>Does not take action as a result of not observing the audience's needs.</i> <ul style="list-style-type: none"> <li>Consistently disregards cues from the audience and doesn't account for their needs.</li> </ul>	<i>Hesitant and takes little action after observing and identifying the audience's needs.</i> <ul style="list-style-type: none"> <li>Misses some subtle cues from the audience and addresses the obvious needs.</li> </ul>	<i>Takes action after observing and identifying the audience's needs.</i> <ul style="list-style-type: none"> <li>Consistently looks for subtle and overt cues from the audience and addresses their needs.</li> </ul>

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

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

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

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

**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
<b>A. Demonstrates Appropriate Demeanor for the Situation</b>	<p><i>Has some trouble with demonstrating an appropriate demeanor for the situation.</i></p> <ul style="list-style-type: none"> <li>Lacks the ability to adjust behavior to different levels of audiences and situations.</li> </ul>	<p><i>Mostly demonstrates an appropriate demeanor for the situation.</i></p> <ul style="list-style-type: none"> <li>Mostly is able to adjust behavior to an appropriate level for the involved audience and the occurring situation.</li> </ul>	<p><i>Always demonstrates an appropriate demeanor for the situation.</i></p> <ul style="list-style-type: none"> <li>Always is able to adjust behavior to an appropriate level for the involved audience and the occurring situation.</li> </ul>
<b>B. Uses Mature Language and Mannerisms</b>	<p><i>Has difficulty using mature language and mannerisms.</i></p> <ul style="list-style-type: none"> <li>Frequently uses immature verbal and/or nonverbal communication.</li> </ul>	<p><i>Almost always uses mature language and mannerisms.</i></p> <ul style="list-style-type: none"> <li>Rarely uses immature verbal and/or nonverbal communication.</li> </ul>	<p><i>Always uses mature language and mannerisms.</i></p> <ul style="list-style-type: none"> <li>Never uses immature verbal and/or nonverbal communication.</li> </ul>
<b>C. Demonstrates Patience</b>	<p><i>Lacks patience in stressful situations.</i></p> <ul style="list-style-type: none"> <li>Adopts a negative attitude and shows signs of anxiety in times of stress.</li> </ul>	<p><i>Demonstrates moderate patience in stressful situations.</i></p> <ul style="list-style-type: none"> <li>Keeps a positive attitude, but shows some signs of anxiety in times of stress.</li> </ul>	<p><i>Always demonstrates patience in stressful situations.</i></p> <ul style="list-style-type: none"> <li>Keeps a positive attitude and keeps composure in times of stress.</li> </ul>
<b>D. Demonstrates Self-Control</b>	<p><i>Exhibits strong signs of impulsiveness and volatility.</i></p> <ul style="list-style-type: none"> <li>Shows signs of being aggressive and confrontational.</li> </ul>	<p><i>Exhibits low levels of impulsiveness and volatility.</i></p> <ul style="list-style-type: none"> <li>Shows few signs of being aggressive and confrontational.</li> </ul>	<p><i>Always demonstrates patience in stressful situations.</i></p> <ul style="list-style-type: none"> <li>Shows no signs of being aggressive and confrontational.</li> </ul>

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



**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
<b>A. Demonstrates a Sense of Ownership</b>	<i>Has difficulty demonstrating a sense of ownership.</i> <ul style="list-style-type: none"> <li>Sometimes allows others to do his/her work, doesn't show much desire to make a project his/her own.</li> </ul>	<i>Usually demonstrates a sense of ownership.</i> <ul style="list-style-type: none"> <li>Takes ownership for work, occasionally makes excuses and doesn't display ownership of his/her work.</li> </ul>	<i>Always demonstrates a strong sense of ownership.</i> <ul style="list-style-type: none"> <li>Takes full responsibility for and a strong sense of ownership of all work completed.</li> </ul>
<b>B. Demonstrates a Strong Desire/Drive for Completion on All Projects Regardless of Circumstance</b>	<i>Doesn't show a strong desire/drive for completion on all projects, disregards circumstances.</i> <ul style="list-style-type: none"> <li>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.</li> </ul>	<i>Mostly shows a strong desire/drive for completion on all projects regardless of the circumstances.</i> <ul style="list-style-type: none"> <li>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.</li> </ul>	<i>Has a very strong desire/drive for completion on all projects regardless of the circumstances.</i> <ul style="list-style-type: none"> <li>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.</li> </ul>

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
<b>A. Desire to Achieve in a Fast-Paced Environment</b>	<p><i>Has trouble demonstrating a strong desire to achieve in a fast-paced environment.</i></p> <ul style="list-style-type: none"> <li>Often lacks initiative to move projects forward, and sometimes struggles with juggling multiple responsibilities.</li> </ul>	<p><i>Usually demonstrates a strong desire to achieve in a fast-paced environment.</i></p> <ul style="list-style-type: none"> <li>Takes the initiative to move projects forward; however, sometimes struggles with juggling multiple responsibilities.</li> </ul>	<p><i>Always demonstrates a strong desire to achieve in a fast-paced environment.</i></p> <ul style="list-style-type: none"> <li>Continually takes the initiative to move projects forward, easily juggling multiple responsibilities.</li> </ul>
<b>B. Willing to Take Risks and Step Outside Comfort Zone</b>	<p><i>Has difficulty showing willingness to take risks or to step outside his/her comfort zone.</i></p> <ul style="list-style-type: none"> <li>Is very reluctant to take risks and/or step outside his/her comfort zone.</li> </ul>	<p><i>Usually willing to take risks and/or to step outside his/her comfort zone to grow even when success is not guaranteed.</i></p> <ul style="list-style-type: none"> <li>Is sometimes unwilling to take risks and/or step outside his/her comfort zones.</li> </ul>	<p><i>Always shows willingness to take risks or to grow even when success is not guaranteed.</i></p> <ul style="list-style-type: none"> <li>Is always willing to take risks and/or to step outside the comfort zone.</li> </ul>
<b>C. Considerately Sticks to Convictions/Beliefs</b>	<p><i>Has difficulty sticking to convictions and beliefs while demonstrating consideration towards others.</i></p> <ul style="list-style-type: none"> <li>Seems to have good beliefs and convictions, but sometimes is easily swayed.</li> </ul>	<p><i>Mostly sticks to convictions and beliefs while demonstrating consideration towards others.</i></p> <ul style="list-style-type: none"> <li>Usually listens to others point of view, and is able to still stand on own ethical standards and beliefs, but occasionally seems swayed.</li> </ul>	<p><i>Always sticks to convictions and beliefs while demonstrating consideration towards others.</i></p> <ul style="list-style-type: none"> <li>Listens to others point of view, but stands firm on ethical issues and personal views.</li> </ul>
<b>D. Well Poised</b>	<p><i>Isn't always well poised.</i></p> <ul style="list-style-type: none"> <li>Sometimes seems to lose composure.</li> </ul>	<p><i>Usually is well poised.</i></p> <ul style="list-style-type: none"> <li>Poised and in control of himself/herself most of the time; rarely loses composure.</li> </ul>	<p><i>Is extremely well poised.</i></p> <ul style="list-style-type: none"> <li>Poised and in control of himself/herself at all times.</li> </ul>

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
<b>A. Supporting and Advancing FFA Mission Through Words and Actions</b>	<p><i>Has difficulty supporting and advancing the FFA mission daily through words and actions.</i></p> <ul style="list-style-type: none"> <li>• Tends to miss opportunities to add supportive statements regarding FFA's mission.</li> <li>• Omits making a connection statement in support of FFA's mission when the opportunity arises.</li> <li>• Supportive statements about FFA are absent from any of their activities.</li> <li>• 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.</li> </ul>	<p><i>Usually supports and advances the FFA mission daily through words and actions.</i></p> <ul style="list-style-type: none"> <li>• Makes thoughtful, interesting and supportive statements about FFA's mission.</li> <li>• Goes beyond the obvious in analyzing the purpose of FFA.</li> <li>• Incorporates support for FFA into most activities.</li> <li>• 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.</li> </ul>	<p><i>Always supports and advances the FFA mission daily through words and actions.</i></p> <ul style="list-style-type: none"> <li>• Speaks with passion, emotion, interest, and insight about FFA's mission.</li> <li>• Deep thinking is evident about the purpose of FFA.</li> <li>• Clearly incorporates support of FFA into all activities.</li> <li>• 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.</li> </ul>

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
<b>A. High Energy Level, Positive and Maintains Stamina</b>	<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"> <li>• Struggles with transitions from one activity to the next.</li> <li>• Seldom remains upbeat and positive.</li> <li>• Tires easily, lacks consistent energy level, becomes more negative when tired.</li> </ul>	<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"> <li>• Most often transitions easily from one activity to the next.</li> <li>• Mostly remains upbeat and positive.</li> <li>• Energy level is fairly consistent, but wears out during continuous activity.</li> </ul>	<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"> <li>• Transitions easily from one activity to the next.</li> <li>• Always remains upbeat and positive.</li> <li>• Displays a consistently high level of energy through all activities.</li> </ul>

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
<b>A. Recognizes Appropriate Time to Take Action</b>	<p><i>Has difficulty recognizing the appropriate time to take action.</i></p> <ul style="list-style-type: none"> <li>Does not appear to actively look for additional tasks or responsibilities.</li> </ul>	<p><i>Usually recognizes the appropriate time to take action.</i></p> <ul style="list-style-type: none"> <li>Sometimes looks for tasks to be done or additional responsibilities to complete.</li> </ul>	<p><i>Always recognizes the appropriate time to take action.</i></p> <ul style="list-style-type: none"> <li>Always looks for tasks to be done or additional responsibilities to complete.</li> </ul>
<b>B. Responds or Volunteers to New Tasks</b>	<p><i>Has difficulty responding to new tasks, i.e., volunteering for tasks readily.</i></p> <ul style="list-style-type: none"> <li>Hesitant to volunteer.</li> </ul>	<p><i>Typically, is quick to respond to new tasks, i.e., volunteering for tasks readily.</i></p> <ul style="list-style-type: none"> <li>Sometimes volunteers to keep an activity moving.</li> </ul>	<p><i>Constantly quick to respond to new tasks, i.e., volunteering for tasks readily.</i></p> <ul style="list-style-type: none"> <li>Keeps an activity moving forward by always volunteering when needed.</li> </ul>
<b>C. Willing to Act on Tedious Tasks</b>	<p><i>Sometimes shows a willingness to act on tedious or less glamorous activities.</i></p> <ul style="list-style-type: none"> <li>Rarely offers to help on tedious tasks.</li> </ul>	<p><i>Usually shows a willingness to act on tedious or less glamorous activities.</i></p> <ul style="list-style-type: none"> <li>Observed occasionally offering assistance on tedious tasks.</li> </ul>	<p><i>Always shows a willingness to act on tedious or less glamorous activities.</i></p> <ul style="list-style-type: none"> <li>Observed frequently lending assistance to others on tedious tasks even when it is not his or her responsibility.</li> </ul>
<b>D. Aware of Necessity to Take Action</b>	<p><i>Not always aware of necessity to take action.</i></p> <ul style="list-style-type: none"> <li>Usually waits on someone else to direct the group in completing necessary action planning steps to accomplish task completion.</li> </ul>	<p><i>Mostly aware of necessity to take action.</i></p> <ul style="list-style-type: none"> <li>Most often helps direct the group in completing necessary action planning steps to accomplish task completion.</li> </ul>	<p><i>Always aware of the necessity to take action.</i></p> <ul style="list-style-type: none"> <li>Always helps direct the group in completing necessary action planning steps to accomplish task completion.</li> </ul>

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
<b>A. Consistently Engages in Service Opportunities that Benefit the Local Community</b>	<p><i>Has difficulty identifying opportunities where he or she was engaged in service outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Provides no evidence of any involvement in service opportunities outside of FFA.</li> </ul>	<p><i>Has some difficulty identifying opportunities in which he or she was engaged in service outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Provides evidence of occasional involvement in service opportunities outside of FFA.</li> </ul>	<p><i>Easily identifies opportunities in which he or she engaged in service outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Provides ample evidence of long-term and consistent involvement in service opportunities outside of FFA.</li> </ul>
<b>B. Demonstrates Leadership in a Service Activity</b>	<p><i>Has difficulty describing his or her role in service opportunities outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Does not supply details about his or her responsibilities, especially in planning and implementing service activities.</li> </ul>	<p><i>Has some difficulty describing his or her role in service opportunities outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Supplies vague details about his or her responsibilities, especially in planning and implementing service activities.</li> </ul>	<p><i>Has no difficulty describing his or her role in service opportunities outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Supplies specific details about his or her responsibilities, especially in planning and implementing service activities.</li> </ul>
<b>C. Awareness of Community Needs</b>	<p><i>Is not aware of community needs.</i></p> <ul style="list-style-type: none"> <li>Does not clearly state a specific community need.</li> </ul>	<p><i>Is somewhat aware of community needs.</i></p> <ul style="list-style-type: none"> <li>States, but without providing details, the need(s) of the community.</li> </ul>	<p><i>Is clearly aware of community needs.</i></p> <ul style="list-style-type: none"> <li>Explains in great detail the need(s) of the community.</li> </ul>
<b>D. Upholds Personal Philosophy Reflecting a Service Attitude</b>	<p><i>Has difficulty expressing the motivation and impact of service on self and community.</i></p> <ul style="list-style-type: none"> <li>Does not provide an explanation that is unique to self or express a positive attitude about service to others.</li> </ul>	<p><i>Has some difficulty expressing the motivation and impact of service on self and community.</i></p> <ul style="list-style-type: none"> <li>Provides reasons that service is important but those reasons reflect an attitude of being extrinsically motivated rather than intrinsically motivate to serve others.</li> </ul>	<p><i>Has no difficulty expressing the motivation and impact of service on self and community.</i></p> <ul style="list-style-type: none"> <li>Provides an explanation that is unique to the person and reflects an attitude that is intrinsically motivated to serve others.</li> </ul>

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

**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
<b>A. Generates Ideas for Professional Improvement for Members and Officers</b>	<p><i>Has difficulty generating ideas for professional improvement for members and officers.</i></p> <ul style="list-style-type: none"> <li>• Depends on others to formulate ideas and suggestions regarding professional improvement for others.</li> <li>• Unable to apply best practices learned, past training or past experience to help in arising situations.</li> </ul>	<p><i>Generates good ideas for professional improvement for members and others.</i></p> <ul style="list-style-type: none"> <li>• Usually identifies professional improvement activities for others after soliciting some input towards the decision is made.</li> <li>• Applies best practices learned, past training or past experience to help in most situations.</li> </ul>	<p><i>Is excellent at generating ideas for professional improvement for members and officers.</i></p> <ul style="list-style-type: none"> <li>• Always seeks input from others to ensure the best solution before identifying professional improvement activities.</li> <li>• Consistently draws on past training and learning to help in most situations.</li> </ul>
<b>B. Serves as a Role Model</b>	<p><i>Has minor difficulty serving as a role model.</i></p> <ul style="list-style-type: none"> <li>• Shows some ability to teach, coach and help others grow.</li> <li>• Sometimes does not seem to recognize the need for exemplary behavior in the part of being a role model to others.</li> </ul>	<p><i>Serves as a good role model.</i></p> <ul style="list-style-type: none"> <li>• Usually effective is helping others to grow through practiced coaching and mentoring techniques.</li> <li>• Usually appears to recognize the need for exemplary behavior in the part of being a role model to others.</li> </ul>	<p><i>Is an exemplary role model.</i></p> <ul style="list-style-type: none"> <li>• Consistently effective in helping other to grow through practiced coaching and mentoring techniques.</li> <li>• Always practices the humbling behavior traits of a person who serves as a role model to others.</li> </ul>



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

**Influence**  
**Competency Builder 7.4**  
***Builds Relationships***

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

**Critical Thinking**  
**Competency Builder 8.1**  
**Solve Problems**

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
<b>A. Considers Other's Points of View when Seeking Understanding</b>	<p><i>Has difficulty considering others' points of view when seeking understanding.</i></p> <ul style="list-style-type: none"> <li>Rarely wants input from other people when seeking to understand. While listening, seems not to consider others' ideas when weighing an issue.</li> </ul>	<p><i>Usually considers others' points of view when seeking understanding.</i></p> <ul style="list-style-type: none"> <li>Listens and accepts others' point of view, occasionally focuses on weighing the issue alone.</li> </ul>	<p><i>Always considers others' points of view when seeking understanding.</i></p> <ul style="list-style-type: none"> <li>Takes great measure to understand and validate others' input, and appropriately involves others in weighing the issue.</li> </ul>
<b>B. Considers Multiple Factors and their Impact when Addressing an Issue</b>	<p><i>Has trouble considering multiple factors and their impact when addressing an issue.</i></p> <ul style="list-style-type: none"> <li>Applies a narrowly focused and one-sided approach.</li> </ul>	<p><i>Usually considers multiple factors and their impact when addressing an issue.</i></p> <ul style="list-style-type: none"> <li>Demonstrates a general understanding of the overall impact of decisions made and is able to explain when asked.</li> </ul>	<p><i>Always considers multiple factors and their impact when addressing an issue.</i></p> <ul style="list-style-type: none"> <li>Clearly understands how decisions made impact multiple areas and voluntarily uses those examples in FFA activities.</li> </ul>

**Critical Thinking**  
**Competency Builder 8.2**  
**Think Critically & Conduct Research**

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
<b>A. Incorporates Information on Agriculture and Educational Issues</b>	<p><i>Has difficulty using information on agricultural and educational issues.</i></p> <ul style="list-style-type: none"> <li>• Researched information lacks the connection to support agriculture or educationally- related concepts.</li> <li>• Has researched topic areas, but requires considerable help incorporating concepts into activities.</li> </ul>	<p><i>Sometimes uses information on agricultural and educational issues.</i></p> <ul style="list-style-type: none"> <li>• Researched information usually connects and supports appropriate agriculture or educationally-related concepts.</li> <li>• Has researched topic areas, and is mostly able to organize and incorporate concepts into activities.</li> </ul>	<p><i>Consistently incorporates information on agricultural and educational issues.</i></p> <ul style="list-style-type: none"> <li>• Researched information always connects with and supports appropriate agriculture or educationally related concepts.</li> <li>• Has researched and incorporated concepts into activities.</li> </ul>
<b>B. Uses Correct and Valid Sources to Support Personal Statements</b>	<p><i>Has difficulty using correct and valid sources.</i></p> <ul style="list-style-type: none"> <li>• Has used researched information effectively, but is unable to share how the information was validated.</li> </ul>	<p><i>Uses correct and valid sources most of the time.</i></p> <ul style="list-style-type: none"> <li>• Uses researched information effectively, but sometimes lacks a validation of the information.</li> </ul>	<p><i>Always uses correct and valid sources of information.</i></p> <ul style="list-style-type: none"> <li>• Always uses research effectively and is able to validate the information.</li> </ul>
<b>C. Takes Time to Consider all Options</b>	<p><i>Doesn't take time to consider all the options.</i></p> <ul style="list-style-type: none"> <li>• Does not suggest or refine solutions, and seems unwilling to try out solutions suggested by others.</li> </ul>	<p><i>Usually takes time to consider all the options.</i></p> <ul style="list-style-type: none"> <li>• Refines suggested solutions from others, but does not actively seek input.</li> </ul>	<p><i>Always takes time to consider all the options.</i></p> <ul style="list-style-type: none"> <li>• Actively solicits suggested solutions to problems from others and works to implement suggestions.</li> </ul>