

AREA XI FFA ASSOCIATION



OFFICER SELECTION MANUAL

Table of Contents

Section A:	Page 3
Guiding Principles for the Area Officer Selection Process	
Philosophy and Objectives for Area Officer Selection Process	
Board Policies and Constitutional Provisions	
Section B:	Page 4
The Job of Being an Area Officer	
Area Officer Roles and Responsibilities	
Area Officer Competencies	
Section C:	Page 7
District Representation	
Section D:	Page 8
Area Officer Selection Procedures	
Application and Selection Timelines	
Candidate Information	
Interview Rounds and Procedures	
Section E:	Page 13
The Scoring System	
Section F:	Page 16
The Nominating Committee and Adult Consultants	
Student Nominating Committee	
Adult Roles in the Interview Process	
Section G:	Page 19
Competencies	
Section H:	Page 20
Election Results	
Section I:	Page 20
Campaigning Guidelines	

Area Officer Selection

SECTION A: GUIDING PRINCIPLES FOR THE AREA OFFICER SELECTION PROCESS

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

Guiding Objectives for Area Officer Selection Process

We accomplish this goal through:

- Selecting and developing a highly qualified student nominating committee.
- Using a structured process to identify and surface the eight candidates who most reflect the competencies required by the role of area officer.

A secondary goal of the area officer selection process is to provide an area level leadership experience to students selected for service to the nominating committee. We accomplish this goal through:

- Engaging the nominating committee in a professional interviewing experience.

Board Policies and Constitutional Provisions

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

Constitutional Authority

ARTICLE 6: Area XI FFA OFFICERS

Section A: The officers of the Area XI FFA Association shall be; President, 1st Vice-President, and the remaining positions will serve as Vice-Presidents. Area Officers shall be elected annually. The number of officers from each district, election procedures, and all other Area officer requirements for election shall be outlined in the Area XI Officer Selection Policy Manual.

Section B: The Advisor(s) of the Area President shall serve as the Area Co-Advisor(s) to serve under the direction of the Elected Area Advisor in accordance with Area XI policy.

Section C: All area officers shall have attained the chapter FFA degree; and be concluding their junior year of high school when their respective district nominates them.

Section D: Area officer candidates shall have an opportunity to demonstrate FFA, agricultural education, parliamentary procedure, and agricultural industry knowledge via a written exam and writing exercise, present their qualifications to a nominating committee and may appear before the area convention body to deliver a campaign speech and be elected in accordance with the Area XI Officer Selection Policy.

Section E: An Area XI FFA Officer may not hold a District Officer position during the same term being served as an Area Officer.

Section F: Area Officers are required to comply with the Area XI Officer Guidelines during their year of service. Each area officer candidate must submit an Area XI FFA Officer Contract prior to running for office. This form shall be turned in at the time the candidate submits their application.

Section G: Area Officers shall serve from the end of the area convention meeting at which they are installed to the end of the next area convention at which officers are installed.

Section H: If for any reason a student office becomes vacant, the district from which the vacancy occurs will be represented by a replacement from that district in accordance with the Area XI Officer Selection Policy. If for any reason the office of President should become vacant, the student officer who received the next highest score in the election for President shall become President.

Section I: Area XI State Officer Candidates will be selected in accordance with the Texas FFA Constitution, State Officer Selection Policies and procedures including the Texas FFA State Officer Nominating Committee. State Officer Candidates must hold the State FFA Degree at the time of State Election.

Section J: Area XI National Officer Candidates will be selected in accordance with the Texas FFA and National FFA Constitution policies and procedures including the Texas FFA National Officer Nominating Committee. National Officer Candidates must hold the American FFA Degree at the time of their election to office.

SECTION B: THE JOB OF BEING AN AREA OFFICER

The primary responsibility of an area FFA officer is to serve. When you become an area officer, you agree to dedicate one year of your life to service with the Area XI Association. If elected to serve the association as an Area officer, a great deal will be expected of you.

Area Officer Roles and Responsibilities

The primary responsibility of area officer is to serve the Area XI Association in local, district, and area, activities in a way that will inform, motivate, and inspire FFA members, advisors, teachers and others to achieve the mission, strategies and core goals of the organization and to represent the area association at the direction of the Elected Area Advisor and the Area Executive Committee.

Area Officer Job Description

Area XI officers are required to perform on a vigorous and continuous basis. Therefore, it is necessary that those who aspire to become officers are highly qualified, motivated, able and willing to perform. Please read and study the major qualifications and prerequisites very closely.

In order for present and future members of the Area XI officer team, as well as Area Advisors and members-at-large, to have an understanding of the Area officers' role, the following major areas of responsibility are assumed by all elected Area officers:

- The Area officer team shall advise and make recommendations to the Area XI Executive Committee with respect to the conduct of the activities and business of the organization.
- The Area officer should be a disseminator of specific agricultural education and FFA information to the membership.
- The Area officer should motivate, inspire and encourage FFA members to participate in agricultural education and FFA programs.
- The Area officer shall maintain positive relationships with members, agribusiness organizations, educational organizations, the public and others interested in agricultural education.
- The Area officer shall project a positive image as a leader among American youth.

AREA OFFICER COMPETENCIES

So what does it take to perform the job of an Area FFA officer effectively? FFA has identified seven competencies, their builders and indicators required for fulfilling the job description of an area officer.

- Communication
- Team Player

- Areas of Knowledge
- Organization
- Character

- Passion for Success
- Influence
- Critical Thinking

Detailed Competency Descriptions

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

Competency #1 – Communication

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

Communication Builders and Indicators

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

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

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

1.4– Speaking skills: *In a variety of settings (including classrooms, board rooms, auditoriums, arenas, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students): Uses appropriate examples; engages and motivates various audiences; speaks articulately without notes; can speak extemporaneously with comfort and ease.*

1.5– Facilitation skills: *In a workshop setting: Accommodates different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, and problem solving); seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; and uses transitions appropriately.*

Competency #2 – Team Player

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

Team Player Builders and Indicators

2.1 – Teamwork: *Easily transitions between leader and follower role; seeks to be a positive influence on group; is aware of personality styles; and successfully manages team dynamics.*

2.2 – Acceptance of differing viewpoints: *Fosters a safe and open environment; values diversity of opinion; and shows respect and empathy toward others.*

2.3 – Put team before self: *Empowers others; displays a spirit of humility; shares success with team members; and assumes responsibility for undesirable outcomes.*

Competency #3 – Areas of Knowledge

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

Areas of Knowledge Builders and Indicators

- 3.1 – Agriculture knowledge:** *Ability to connect facts and issues and articulate how they impact agriculture locally and globally; discuss key and emerging trends with related statistics; passes along knowledge of the career opportunities through the agricultural, food and natural resources cluster; articulates the primary components of the integrated food chain from production to consumption.*
- 3.2 – FFA knowledge:** *Ability to connect facts and issues and articulate how they impact FFA on a local, state and national level; discuss key and emerging FFA issues with related statistics; recall historic FFA events and understand their significance; recite and explain the FFA mission; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organization's ability to develop and to foster leaders for the industry of agriculture.*
- 3.3 – Education and agricultural education system knowledge:** *Can articulate the role of FFA as an intra-curricular component of agricultural education; and understands the relationship between FFA and the Texas Education Agency and the funding issues connecting them.*

Competency #4 – Organization

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

Organization Builders and Indicators

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

Competency #5 – Character

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

Character Builders and Indicators

- 5.1 – Reliability, integrity and trust:** *Does the right thing even when it causes discomfort; takes responsibility for his/her actions; does what he/she commits to and more.*
- 5.2 – Adaptable and flexible:** *Reacts well to changes; adjusts to new situations confidently.*
- 5.3 – Positive attitude:** *Approachable and engages in conversation; demonstrates an optimistic attitude; has an enjoyable presence about them.*
- 5.4 – Sincerity and compassion:** *Demonstrates concern for the genuine welfare of others; communicates true self with tact (passion or vulnerabilities).*
- 5.5 – Maturity:** *Demonstrates an appropriate demeanor for the situation; uses mature language and mannerisms; demonstrates patience and self-control.*
- 5.6 – Coachable, life-long learning:** *Seeks constructive feedback and uses in proactive manner.*
- 5.7 – Work ethic:** *Demonstrates a sense of ownership; demonstrates a strong desire/drive for completion on all projects regardless of the circumstances.*

Competency #6 – Passion for Success

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

Passion for Success Builders and Indicators

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

Competency #7 – Influence

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

Influence Builders and Indicators

- 7.1 – Supports and motivates FFA members and partners:** *Communicates the value of being a member and the opportunities available in FFA; demonstrates support individuals and groups through recognition, awards, letters and personal notes.*
- 7.2 – Mentors and coaches others:** *Generates ideas for professional improvements for members and officers, serves as a role model.*
- 7.3 – Member representation:** *Carefully weighs impact of decisions on FFA and its members; isn't afraid to make tough decisions for the good of the organization.*
- 7.4 – Builds relationships:** *Employs strategies to learn about others; attempts to ask questions; shows enthusiasm; engages others; and finds common ground with others.*

Competency #8 – Critical Thinking

Demonstrates the ability to seek solutions and resources when finding information.

Critical Thinking Builders and Indicators

- 8.1 – Solve problems:** *Considers other points of view when developing solutions; considers multiple factors and their impact when addressing a problem; eagerly and promptly solves problems.*
- 8.2 – Think critically and conduct research:** *Actively seeks information on agricultural and education issues; uses correct and valid sources of information; takes time to consider all options.*

SECTION C: DISTRICT REPRESENTATION

Each District Association of the Area XI Association be represented by 2 Area XI Officers. Area XI Officers may not be from the same chapter. President and 1st Vice President may come from the same District.

Districts will ensure that candidates meet eligibility requirements set forth in Area XI Constitution and Election Policy.

Four (4) candidates from each district will progress from Phase I to Phase II of the election process and shall be given opportunity to present a campaign speech before their District Association's delegation in accordance to the provisions of this policy and give an impromptu response to thought question developed and asked in accordance to the provisions of this policy.

Two (2) candidates from each District will progress from Phase II to Phase III of the election process shall be given opportunity to present a campaign speech before the Area Association's delegation in accordance to the provisions of this policy and give an impromptu response to thought question developed and asked in accordance to the provisions of this policy.

SECTION D: AREA OFFICER SELECTION PROCEDURES

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

Candidate Requirements

All eligible members of the Area XI Association may participate in Phase I of Area XI Officer Selection Process. In order, to be eligible to participate in the selection process and be selected to serve as an Area Officer a candidate must:

- Meet the minimum qualifications to serve as an Area Officer established by the Area XI Constitution.
- Receive approval from their local FFA Chapter and Advisor.
- Register candidacy by established deadline.
- Submit a \$50.00 filing fee.
- Submit an Area Officer Application by established deadline.
- Participate in all applicable Rounds and Phases of the selection process

Expectations for All Rounds

Candidates are expected to report at the scheduled group meeting time. This ensures that all candidates are in place and ready to start on time. This early arrival provides the nominating committee the flexibility to start the next grouping early should they be operating ahead of schedule. In the event that a candidate is tardy to a round, the board superintendent and adult consultants will make and enforce a ruling.

TIMELINES FOR THE AREA FFA OFFICER CANDIDATES

Dates	Activity/Action	Responsible Group
April 1	Election Materials will be posted on Area Web Site	Area Election Superintendent
Mid-April	Register as an Area Officer Candidate via Judgingcard.com	Area Election Superintendent
Early May	Instructions for Exam will be emailed to candidates and advisors and posted on Area Website.	Area Election Committee
TBD before Phase 1	Certification of scores by Proctor must be submitted to Area Election Superintendent	Area Election Committee

TBD (Generally a week before Area Convention)	Area Officer Candidates will submit their signed Officer Contracts to participating in subsequent phases.	Area Election Committee, Area Officer Candidates
TBD (Generally a week before Area Convention)	Phase I interviews	Area Election Committee, Nominating Committee, Area Officer Candidates
Sunday the week of Area Convention	Candidates and Candidate Advisors will be notified via email on their status in advancing to Phase II.	Area Election Committee
Thursday before Area Convention	Phase II - Round Robin Issues Conversation, Personal Round -Conclusion	Area Election Committee, Nominating Committees, Area Officer Candidates
Area Convention	Phase II and III Election Speeches and Thought Question/ Popular vote	Area Election Committee, Area Officer Candidates

Scheduling of Rounds

The creation of the interview schedule is guided by the time requirements for each round. In addition, “breaks” are scheduled between the groupings to provide the nominating committee members a chance to “stretch” and refresh themselves. The only modification of the assignment process that is considered is when a candidate is scheduled to participate in other convention events such as public speaking or on stage recognition.

Candidates will follow the rotation set by the Area for candidates. The rotation will be the one candidate from District 1, District 2, District 3, District 4 based on alphabetical order of last name, then the second candidate from District 1, District 2, District 3, and District 4. Each year the Districts will rotate up (1,2,3,4) (2,3,4,1) (3,4,1,2) (4,1,2,3), etc. No consideration is given to FFA district, gender or ethnicity in the assignment.

*The Area Election Committee has the authority to move rounds between phases as needed in order to accommodate scheduling, typically due to number of candidates.

INTERVIEW ROUNDS AND PROCEDURES

1. Knowledge Test (Phase I)
2. Personal Round Introduction (Phase I)
3. Member Engagement (Phase I)
4. One on One (Phase II)
5. Round Robin Issue Conversation (Phase II)
6. Personal Round Conclusion (Phase II)
7. Campaign speeches and voting (Phase III)

Phase I: Knowledge Test

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.

The Area XI Election Superintendent will ensure the authoring of the exam by an unbiased party, for administration prior to the commencement of the officer selection process.

Competency Builders Evaluated:

3.1 Knowledge of the industry of agriculture and current issues	3.3 – America’s educational System/Agriculture Education/issues
3.2 Knowledge of FFA and current issues	

Phase I: Personal Round Introduction - Student Nominating Committee

In this round, candidates will have five minutes to answer a series of questions for the nominating committee. In this format, candidates should capitalize on this time by making their first impression a lasting impression. Candidates can expect to answer three or four behavioral-based interview questions to expound on their goals, motivations and/or desire to be an area officer.

The nominating committee members will evaluate the candidate using the competency builders outlined below. Each competency builder will be evaluated on a 1 to 5 scale where 1 reflects strong evidence the skill is not present and 5 reflects strong evidence the skill is present.

Competency Builders Evaluated:

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

**NOTE: Nominating committee members will utilize the rubric provided to reflect on the candidate and their responses as a whole to evaluate these builders. To achieve this all of the builders listed will be distributed among the nominating committee members.*

Phase I: Member Engagement- Student Nominating Committee

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 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. Each competency builder will be evaluated on a 1 to 5 scale where 1 reflects strong evidence the skill is not present and 5 reflects strong evidence the skill is present.

Competency Builders Evaluated:

1.1 – Non Verbal Skills	5.4 – Sincerity/Compassion
1.2 – Listening Skills	5.5 – Maturity
2.2 – Acceptance of opposing views	6.1 – Self-confidence
4.3 – Self Starter	6.3 – Energetic
5.2 – Adaptability/Flexibility	7.1 – Supports/Motivates FFA Members
5.3 – Positive Attitude	7.4 - Builds Relationships

Phase I: One-on-One Interview, Student and Teacher Nominating Committee

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 outlined will be evaluated through observation and careful listening to candidate responses to questions. Competency builders will be evaluated by the nominating committee members. Notes are provided below to clarify how the competency builders will be distributed among the committee members to facilitate accessing a large number of qualities with the given time constraints. Builders will be assessed on a scale from one to five where a score of five reflects strong evidence the skill/attribute is present and 1 reflects strong evidence the skill/attribute is not present.

Competency Builders Evaluated:

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

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

The competencies below will be evaluated by the teachers on the nomination committee through observance of the one on one interviews being conducted. Builders will be assessed on a scale from one to five where a score of five reflects strong evidence the skill/attribute is present and 1 reflects strong evidence the skill/attribute is not present.

Competency Builders Evaluated:

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

**NOTE: Nominating committee members will utilize the rubric provided to reflect on the candidate and their responses as a whole to evaluate these builders. To achieve this all of the builders listed will be distributed among the nominating committee members.*

Phase II: Round Robin Issues Conversation, Student and Teacher Nominating Committee

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 two 6-minute interviews with a short rotation time in between. Each interview will position the candidate with at least three of the 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. A member of the Area Election Committee will serve as a room host and may offer qualitative information regarding the accuracy of responses to specific questions. The Area Election Committee Member may not offer advice on the specific score to give the candidates. The following competency builders will be evaluated using the 1 to 5 scale designed for this process.

Competency Builders Evaluated:

1.2 –Listening Skills	7.1 – Supports and motivates FFA members and supporters
3.1 – Agriculture current events and issues	7.3 – Member Representation
3.2 – FFA current events and issues	8.1 – Ability to solve problems
3.3 – American education and agricultural education current events and issues	8.2 – Ability to think critically and conduct research
5.3 – Positive attitude	

Phase II: Personal Round Conclusion, Student Nominating Committee

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 nominating committee. During this time, committee members will ask questions related to the competency builders evaluated in this round.

Competency Builders Evaluated:

2.3 – Team before self	5.5 – Maturity
5.1 – Reliability/Integrity/trust	5.6 – Coachable/lifelong learner
5.3 – Positive Attitude	6.5 – Commitment to service
5.4 – Sincerity/compassion	7.2 – Mentors and coaches others

**NOTE: Nominating committee members will utilize the rubric provided to reflect on the candidate and their responses as a whole to evaluate these builders. To achieve this all of the builders listed will be distributed among the nominating committee members.*

Phase II: Incoming Officer Convention Speeches (District Caucus)

- Speeches will be a maximum of **three minutes** in length. Time will be called at the end of three minutes and microphones will be turned off at the end of the time allotted.
- Candidates will not use any props or other materials. Audience participation by the general corporate audience without reference to any individual is not considered use of a prop. Having a specific member or group of members identified by proper name participate is considered to be use of a prop.
- Candidates will use the style of microphone provided for their candidate speech at the designated stage practice and will be given an opportunity to test the microphones.
- Candidates may use a podium or walk the stage area but may not kneel, squat, or be seated on stage, or leave the stage during their candidate speech. The entire presentation must begin and end on stage.
- Each delegate will vote for **two (2) candidates** after all speeches are presented. Any ballot without name and chapter on back and not voting for two different candidates will be invalid.
- Election speeches should be of the candidates own creation and not plagiarized from speeches that can be found on the internet.

Phase III: Incoming Officer Convention Speeches (Area Delegation)

- Speeches will be a maximum of **three minutes** in length. Time will be called at the end of three minutes and microphones will be turned off at the end of the time allotted.
- Candidates will not use any props or other materials. Audience participation by the general corporate audience without reference to any individual is not considered use of a prop. Having a specific member or group of members identified by proper name participate is considered to be use of a prop.
- Candidates will use the style of microphone provided for their candidate speech at the designated stage practice and will be given an opportunity to test the microphones.
- Candidates may use a podium or walk the stage area but may not kneel, squat, or be seated on stage, or leave the stage during their candidate speech. The entire presentation must begin and end on stage.
- Each delegate will vote for **three (3) candidates** after all speeches are presented. Any ballot without name and chapter on back and not voting for three different candidates will be invalid.
- Election speeches should be of the candidates own creation and not plagiarized from speeches that can be found on the internet.
- All candidate speeches will be recorded that are given in front of the Area Delegation.

Phase III: Thought Question

Thought questions are important to allow the delegates see the officer candidate's ability to speak extemporaneously. One thought question will be asked on stage after each campaign speech.

- Each candidate will give an impromptu response to a thought question developed and asked in accordance to the provisions of this policy.
- Questions should be straightforward, unambiguous, challenging, thorough, and test the candidate's knowledge of principles and procedures (especially those that may arise during the course of the year's duties). Questions should allow the candidates to respond in a positive atmosphere.
- The selected question will be placed in an envelope and sealed by the Election Superintendent until immediately prior to the election.
- The officers conducting the election will open the envelope on stage and read the question to the delegate body immediately prior to the election.
- The question will be read to the candidates in the same manner, exactly as written, and may be repeated, if requested by the candidates.

SECTION E: THE SCORING SYSTEM

To facilitate the evaluation of the competencies throughout the rounds a scoring system is needed. This system is designed to ensure that the scores collected throughout the rounds ensure that the end score reflects how well a student did on the actual competencies, not just how they did in each round. This helps to ensure selection of the most qualified candidates for the job description outlined in section one the interviewing system is designed to screen for the eight effective officer competencies. This section details the scoring processes used throughout the rounds described in the last section.

The Scale for Each Competency Builder

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

A score of "1" indicates "Strong Evidence the Skill/Attribute is not present"

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

A score of "5" indicates "Strong Evidence the Skill/Attribute is Present"

This scale focuses students on searching for verifiable evidence of skills and attributes outlined in the competencies. To facilitate this detailed look-for, indicators will accompany each 1-3-4 rating for each competency builder.

Evaluating the Competency Builders in the Rounds

The following table represents where each of the competency builders will be evaluated throughout the interviewing process.

	Personal Round Intro	Member Engagement	One-on-One	Round Robin Conversation	Personal Round Conclusion	Knowledge Round
COMMUNICATION						
1.1 Non-verbal Skills	X	X	X			
1.2 Listening Skills		X	X	X		
TEAM PLAYER						
2.1 Work in Teams			X			
2.2 Acceptance of differing viewpoints		X	X			
2.3 Putting team before self					X	
AREAS OF KNOWLEDGE						
3.1 Agriculture Industry and current issues				X		X
3.2 Knowledge of FFA and current issues				X		X
3.3 America's education system/agricultural education/issues						X
PERSONAL ORGANIZATION						
4.1 Time Management	X		X			
4.2 Planning and Prioritization	X		X			
4.3 Self-starter		X	X			
CHARACTER						
5.1 Reliability/integrity/trust			X		X	
5.2 Adaptability/flexibility		X	X			
5.3 Positive attitude	X	X		X	X	
5.4 Sincerity/compassion	X	X	X		X	
5.5 Maturity		X	X		X	
5.6 Coachable/lifelong learning			X		X	
5.7 Work ethic	X		X			
PASSION FOR SUCCESS						
6.1 Self-confidence	X	X				
6.2 Commitment to FFA	X		X			
6.3 Energetic	X	X				
6.4 Initiative			X			
6.5 Commitment to Service	X				X	
INFLUENCE						
7.1 Supports and motivates FFA members	X	X		X		
7.2 Mentors and coaches others			X		X	
7.3 Member representation			X	X		
7.4 Builds relationships		X	X			
CRITICAL THINKING						

8.1 Ability to solve problems				X		
8.2 Ability to think critically and conduct research				X		

Competency Index

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

- | | |
|--------------------------------|------------------------------|
| 1) Communication – 15% | 5) Character – 20% |
| 2) Team Player – 10% | 6) Passion for Success – 15% |
| 3) Areas of Knowledge – 10% | 7) Influence – 15% |
| 4) Personal Organization – 10% | 8) Critical Thinking – 5% |

The overall cumulative score from Phase I will be used to determine the top four candidates in each district which will move on to Phase II. Cumulative Scores from Phase I and Phase II will be used to determine the top two candidates from each district to serve as an Area Officer. Finalists will continue to contribute to their overall cumulative score though it will not be used as an absolute determinant of who is elected as Area President and 1st Vice President. In order to determine each district's Area FFA officer and eventually the Area FFA president, the popular vote is calculated into the cumulative score.

The area officer interview process shall consist of five (5) rounds broken into three phases. Area officer candidates to complete Phase I of the process, which includes the following rounds: Personal Round - Introduction, Member Engagement and Knowledge. The top four (4) candidates from each district following Phase I will advance to Phase II, consisting of the following rounds: One on Ones, Round Robin and Personal Round – Conclusion, and election speech to their respective district delegate body. The top two (2) candidates from each district shall serve as Area XI officers and advance to Phase III consisting of election speech and thought question to Area delegate body. The Area XI Officer Selection Process Manual details each competency's weight in the interview process, and how/where each will be evaluated during the interview process.

Score Calculations

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

The sum of the scores for each competency builder will be accumulated into an overall score for each of the competencies after each round. An average value is achieved by dividing the cumulative sum of all competency builders for one particular competency by the total number of data points collected on that competency builder in that round. At the conclusion of Phase I, all averages for each competency will be added together to determine the candidate's overall competency score for this phase. The overall cumulative score for each of the eight competencies (a value better 1.0 and 5.0) will be multiplied by the weighting index shown above to determine the contribution that competency will make to the overall score (a value between 1.0 and 5.0 points). Once that has been determined that number will be

multiplied by 20 to figure their score on a 100-point scale. The final number will be multiplied by .60 to determine the 60 percent total interview score. The numerical value that is the difference between the top indexed score and the number 60 shall be added to all of the following scores. The competency score shall comprise 60% of the candidates score in the selection process

EXAMPLE:

Competency	Cumulative Score	Competency Contribution	Multiplied by 20	<div>Difference added to lessor scores</div> <div>Multiplied by .60</div> <div>35.77832424.221676</div>	
Communication	2.97292	0.445938	8.91876		
Team Player	3.00120	0.300120	6.0024		
Areas of Knowledge	1.09267	0.054634	1.09267		
Personal Organization	3.01111	0.301111	6.02222		
Character	4.12345	0.824690	16.4938		
Passion for Success	4.00121	0.600182	12.00363		
Influence	2.01219	0.301829	6.03657		
Critical Thinking	1.96782	0.196782	3.93564		
		2.981527	59.63054		

The popular vote of the delegate body shall comprise 40% of the candidate's score.

The overall cumulative score will be used for determining the top 4 candidates from each district at the end of Phase I. Candidates will continue to contribute to their overall cumulative score through completion of Phase II and Phase III. The final scoring calculation will be the addition of the score derived from the vote of delegates at the convention (Phase III). The candidate's popular vote score from Phase II will be remove in Phase III and replaced with the popular vote cast from the Area delegation. The individual with the highest cumulative score after Phase III shall be named the Area XI FFA President, the individual with the second highest cumulative score shall be the Area 1st Vice President.

If a chapter has multiple candidates, the candidate with the highest score at the end of Phase I, will advance to Phase II.

SECTION F: THE NOMINATING COMMITTEE AND AREA ELECTION COMMITTEE

Facilitating the process outlined in the previous sections requires a talented and dedicated group of individuals. A committee of current Area Officers and Ag Teachers from each district in the Area are used to carry out the responsibility of interviewing and evaluating the area FFA officer candidates.

STUDENT NOMINATING COMMITTEE

This committee will be composed of a set of Area XI members selected by the Area Election Committee and approved by the Area Executive Committee, through an application process outlined in the document *Area XI Nominating Committee* and the current State FFA officer representing the area. The current State officer will be a non-voting member and serve in a facilitation capacity. The student nominating committee shall interview each candidate in accordance to procedures outlined in this policy. The interview process shall be conducted in conjunction with the annual area FFA convention.

TEACHER NOMINATING COMMITTEE:

This committee will be composed one current Ag Science Teacher from each district in Area XI. This teacher evaluator cannot have a candidate in the officer selection process or serve as district advisor/ leadership coordinator. This committee follow all guidelines set forth for student nominating committee for the election process and will be selected by their respective district at State Ag Teachers Conference.

(See the role of Student Nominating Committee) Teachers will not be allowed to ask questions during the interview process.

Committee Responsibilities

As a committee, the members of the nominating committee have the responsibility to interview and evaluate the Area FFA officer candidates. The nominating committee members are responsible for mentally and physically preparing for the selection process.

Committee Preparation

Prior to Phase I

Nominating Committee work begins almost immediately, the Area Officer Selection Manual is sent to each nominating committee members, and they are responsible for reviewing all parts of the selection process and competencies prior to the beginning of Phase 1.

Committee members are also sent links to issues related to the area officer selection process. The study guide will be composed of issues and briefs, farm facts and competencies of traits and reflective question examples. The study guide also suggests reference materials (articles, books, etc.) to review with questions for applying the information to the selection process.

During Phases I and II

Committee members will participate in guided practice on recognizing each of the eight competencies. Practice scenarios using the rubrics provided for each competency builder will help the committee to better evaluate those during interviews.

Role in the Interview Process

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

The interview process timeline will be set by the Election Superintendent and the Area Election Committee in conjunction with the Area XI FFA Executive Committee prior to Area Officer Selection Process and Convention. At the conclusion of an interview round, each Nominating Committee member will mark their scorecards independently and without consultation with the other committee members. An Area Election Committee member will verify that the card has been marked correctly and will be readable by the data entry person collects the completed scorecards. The Area Election Committee members also supervise the data entry process.

ADULT ROLES IN AREA OFFICER SELECTION PROCESS

Adults play a supportive role in the area officer selection process. Adults are available to support and advise the student nominating committee in fulfilling their responsibilities. The roles adults serve can be divided into three categories. Appointed, formally elected Area Election Committee and adults who assist with interviews or scoring. The Area Officer Election Committee members will review policy and procedure related to the area officer selection process and make policy recommendations to the board and management recommendations to the Area Coordinator.

Adult Election Committee

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

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

Each adult member has unique roles as described below.

Committee Members

Each District will elect a committee member to assist in the management and delivery of the area officer selection process. The four elected individuals serve a two (2) year term and can be elected again following the end of their last year of service. These committee members shall be current agricultural science teachers employed by an independent school district in Area XI. These adults oversee the implementation of the area officer selection process at the area FFA convention and train the nominating committee. Each District's elected committee member is responsible for facilitating the Phase II election speech portion and delivering the votes to the tabulator as well as the recording of the speeches for review during this portion of the selection process. If an elected committee member has a candidate participating in the Area Officer Selection process the that member may still serve on the committee, but may not help with scoresheets or tabulation. The Election Superintendent is the lead adult to the selection process. The other adults operate under the Election Superintendent's supervision. Specific duties are:

Districts Horizon & Bluebonnet (Elected in odd years)

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

Districts Gulf Coast & Blackland (Elected in even years)

- Assist in training the committee.
- Supervise committee and interviewing process in the interviewing room(s) to ensure consistency of interviews.
- Coordinate Round Robin Phase.
- Submit an evaluation report to Area XI FFA recommending improvements for the selection process.

Area Election Superintendent

The Election Superintendent will be **APPOINTED** by the Area XI Executive Committee for a 3-year term and can be reappointed at the end of the term, the appointment will be made at VATAT Conference or

the August prior to Area Convention. The Election Superintendent will chair the area officer selection procedures. The Election Superintendent will be called upon in situations where board policy and/or procedures require interpretation and application. The Election Superintendent shall:

- Meet with student and adult members of nominating committee to review responsibilities of committee and to begin the process
- Review the schedule of interview rounds prior to the convention.
- Compile committee and candidate evaluations and submit to Area XI FFA.
- Coordinate to ensure all arrangements are made for the selection process at the area FFA convention.
- Communicate with adult consultants and the nominating committee prior to the area FFA convention.
- Oversee training of committee.
- Oversee committee process, providing guidance when necessary.
- Supervise data entry and tabulation processes.
- Submit an evaluation report to Area XI FFA recommending improvements for the selection process.

Tabulation Supervisor (Appointed by Area Executive Committee)

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

Before Phase I

- Review, test and revise all electronic spreadsheets.
- Identify a system of checks and balances to be used in data entry and validation during the area FFA convention.

During all Phases

- Coordinate and supervise blind scoring procedure for scoring writing exercise.
- Review of each raw score sheet tabulations.
- Enter raw scores from rubrics into electronic tabulation spreadsheet.
- Review of each entered scores against raw score sheets.
- Check to ensure each worksheet in spreadsheets is transferring correctly into totals worksheet.

ELECTED AREA LEADERSHIP COORDINATOR

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

SECTION G: COMPETENCIES

Preparing for the area officer selection process will vary with each candidate. Some will prepare in isolation while others will engage others to help prepare. Some will have seemingly countless practice interviews while others will have very few. The greatest key in a successful journey of preparing yourself for the area officer selection process is knowing the beginning and the ending points. If you have an understanding of who you are (knowledge, skills, attitudes and talents) and what is expected of and looked for in area officer candidates, then you can map your own plan for the preparation journey.

Competencies and rubrics can be found in Preparing for Office handout.

SECTION H: AREA ELECTION RESULTS

Area Officer election results will not become official until the TUESDAY after the Area Convention.

SECTION I: CAMPAIGNING GUIDELINES

The following guidelines will be followed by all Area Candidates, failure to do so, may lead to disqualification from office.

Area Officer Candidate Campaigning Guidelines prior to Convention

- Area wide mail outs or publicity by any person or entity mentioning candidacy outside of a candidate's home district prior to the convention is not permitted. Candidates should be aware that many districts have the same rule. Any media, electronic or hard copy which solicits support for or promotes a candidacy is prohibited by this policy.
- Candidates may not create any new, or utilize any pre-existing, groups, fan pages, networks or any other form of mass communication through **ANY SOCIAL MEDIA PLATFORMS** such as, but not limited to, Facebook, Myspace, Twitter, blogs or mass email services to promote their candidacy or have someone else conduct this form of campaigning on their behalf. Candidates may not, or knowingly have someone else, post status updates on Twitter, Facebook, Myspace, or any other social media platforms that may be deemed as a solicitation for votes.
- Business cards may only bear the candidates name, address, phone number and e-mail address and only indicate that the candidate is an "officer candidate" from his or her respective degree.
- Officer candidates may not attend district conventions or degree checks other than their own, in fairness to all candidates.
- In compliance with the area constitution, each candidate shall sign the area officer's contract and complete the area officer's application. These documents must be submitted to the Election Superintendent by the deadline stated in the application.
- Violation of any campaign rule may result in the disqualification of a candidate from the area officer election. Serious violations which constitute issues of integrity or ethics may be addressed by the area executive committee under the provisions of the officer discipline policy.

Area Officer Candidate Campaign Guidelines for Area Convention

- No parties will be hosted by the candidates during the convention.
- Candidates may not create any new, or utilize any pre-existing, groups, fan pages, networks or any other form of mass communication through **ANY SOCIAL MEDIA PLATFORMS** such as, but not limited to, Facebook, Myspace, Twitter, blogs or mass email services to promote their candidacy or have someone else conduct this form of campaigning on their behalf. Candidates may not, or knowingly have someone else, post status updates on Twitter, Facebook, Myspace, or any other social media platforms that may be deemed as a solicitation for votes.
- Violation of any campaign rule may result in the disqualification of a candidate from the area officer election. Serious violations which constitute issues of integrity or ethics may be addressed by the area executive board under the provisions of the officer discipline policy.