



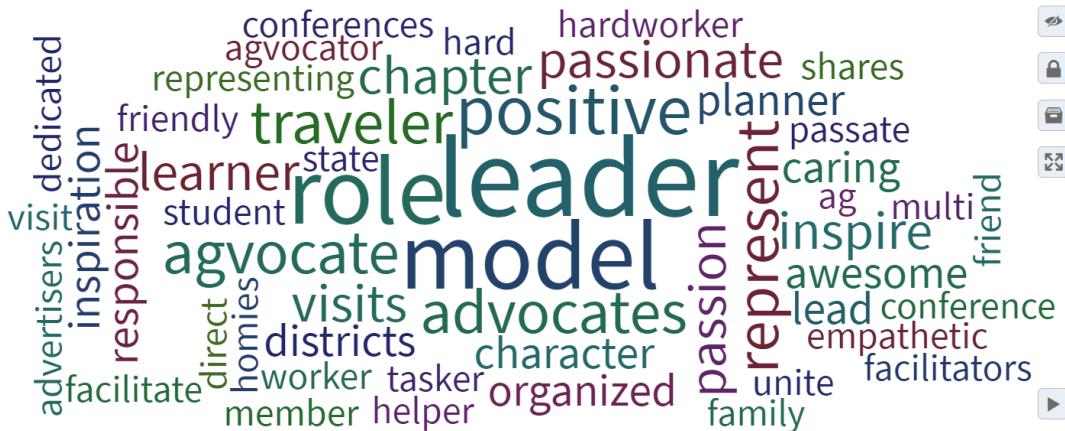
State Officer Candidate Workshop

Post-Workshop Review Packet

Session One

ROLES AND RESPONSIBILITIES OF A STATE OFFICER (see attachment)

- The year is full of hard work, much of which is done behind-the-scenes and not on a stage or in front of people.
- Words that describe the roles and responsibilities of state officers



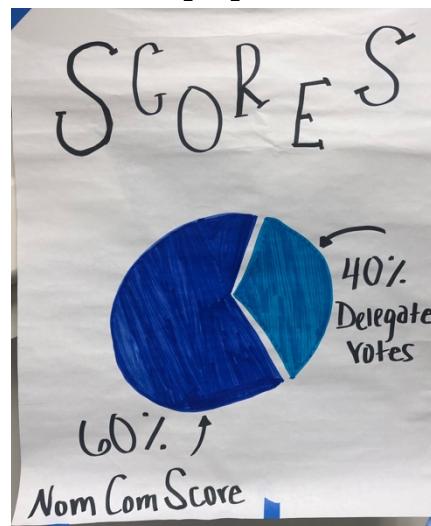
Session Two

BECOMING FAMILIAR WITH THE STATE OFFICER CANDIDATE HANDBOOK

- Read through the handbook and look for parts that are surprising, raise some questions, and parts that will be helpful during your interview preparations

NOMINATING COMMITTEE

- 12 high-school/college FFA members.
- Student and adult coordinators are there to assist with the schedule and discussion.
- Writing practicum, the application, and the Stand and Deliver rounds will be scored by an adult panel of industry professionals.
- Total Score Make-Up
 - 60% - Scores from Nom Com
 - 40% - Delegate votes



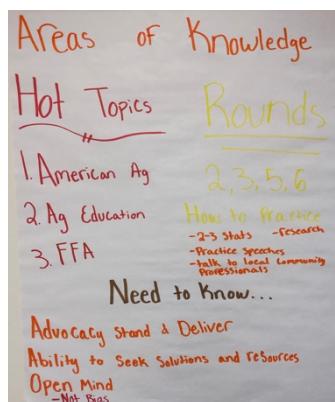
COMPETENCIES

- Each competency is worth 20% of total nominating committee score
- Further breakdowns and information can be found in handbook



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TEAM PLAYER:

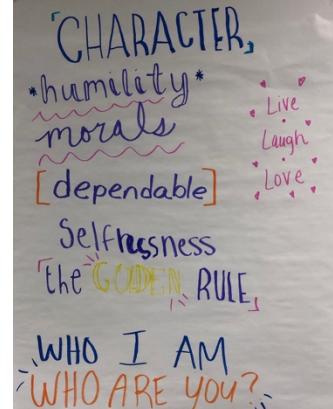
Qualities:

- selfless
- adaptable
- inclusive leadership
- delegating
- open-minded
- organized
- efficient
- personable

Examples for when to be a TEAM PLAYER:

- sports teams
- committees in FFA
- clubs
- supporting family/friends

* Being a team player is applicable throughout the entire interview process.



Session Two

INTERVIEW ROUNDS

- Round #1: Personal Round One
- Round #2: Multiple Choice Test
- Round #3: Writing Exercise
- Round #4: One-on-One
- Round #5: Round Robbin
- Round #6: Advocacy Stand and Deliver
- Round #7: Personal Round Two
 - Descriptions below

BEHAVIORAL BASED INTERVIEWS

<https://www.youtube.com/watch?v=3KOcSBVRvWo>

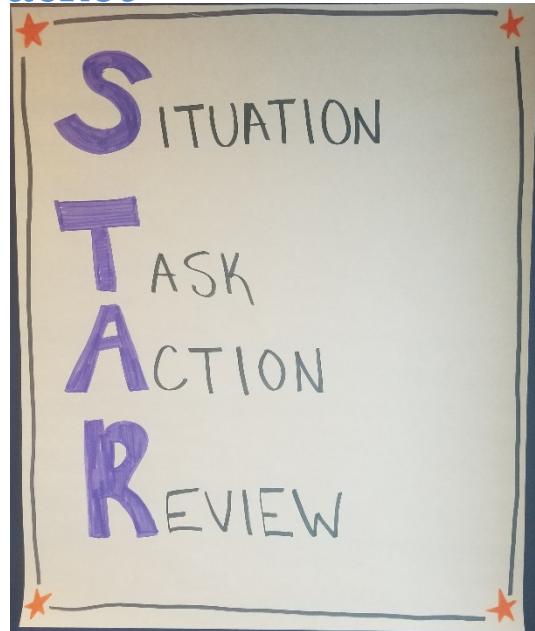
- How is this video like the interviews we will go through?
- How is this video unlike the interviews we will go through?
- STAR Method
 - Situation: Describe a situation you were involved in that had a positive outcome
 - Task: Clearly describe your task and specific goals



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- Action: Specifically state what actions you did to achieve those goals
- Review/Results: Share what results followed and review to wrap up
- General Interview Tips
 - Eye contact, how to think through an answer, shaking hands, how to sit, etc.
- Mock One-On-One Interviews
 - Students partnered up and had the chance to ask and answer a question in a one-on-one setting.
 - Sample questions are in the State Officer Candidate Handbook



Session Three

STATE OFFICER PANEL

- *What is the best tip you can share about preparing for state office?*
 - “Just be yourself, because if you’re not – it’s going to be really hard to ‘fake’ yourself for an entire year serving as a state officer & it will not be an enjoyable year for you.”
 - “Come as you are - you don’t have to be a district officer before running for state office.”
- *What were you feeling while preparing for state officer last year?*
 - “Nervous.”
 - “Unsure about what to expect for each of the rounds, especially the Stand & Deliver round.”
- *What is one realization you’ve had about state office now that you are one that you didn’t know before?*
 - “I thought you were a ‘show-pony’ and did everything on stage and at schools in front of people. I was wrong. You do spend time in front of people, but even more time is spent putting in hours of work with your teammates, district officers and on your own.”
- *How do you choose what position to interview for?*
 - “All state officers do a lot of the same responsibilities, so it doesn’t make a huge difference.”
 - “I liked to lead people, but not write articles or take notes so much, so I chose vice president.”
 -



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- “The at-large positions (president, secretary, reporter) get to help the vice presidents a great deal and I liked helping others a lot so that’s what I chose.”

IOWA TEAM AG ED

- Mr. Allen Spencer, Previous Iowa FFA Executive Director, discussed different entities within Iowa Team Ag Ed
 - Iowa FFA Alumni: <http://www.iowaffaalumni.com/>
 - Iowa Association of Agricultural Educators: <http://www.iowaagteachers.org/>
 - Iowa PAS: <http://www.iowapas.org/>
 - Iowa FFA Foundation: <http://www.iowaffafoundation.org/>

Session Four

WRITING EXERCISE

- Practice good grammar, writing mechanics, and writing structure
- Follow word limit – quality over quantity
- See below for round description

KNOWLEDGE EXAM

- 30 questions, 30 minutes, taken online
- Fact sheet will be posted online
- Exam questions will be pulled directly off of this fact sheet
- See below for round description

STAND AND DELIVER

- Possible prompt listed below
- Not a lot of time to present, so don’t overfill with info and stories
- See below for round description

ROUND ROBIN

- All about having a conversation
- Industry professional will have question prompts with them
- You want to direct and keep the conversation going
- Show off your knowledge
- See below for round description

CALMING NERVES

- Be sure to breath
- Keep yourself busy during down-time



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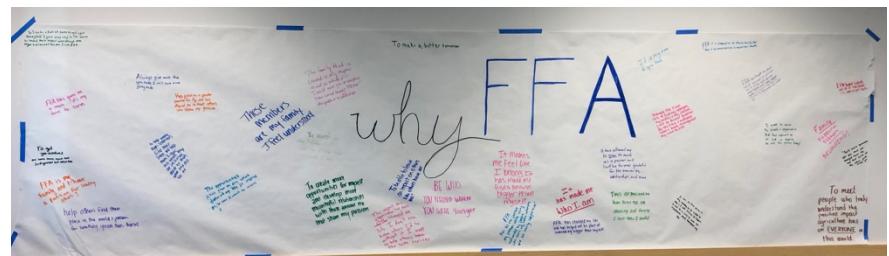
Take the few minutes in the hallway before entering the room to get yourself ready

- Believe in yourself and be you!!

Session Four

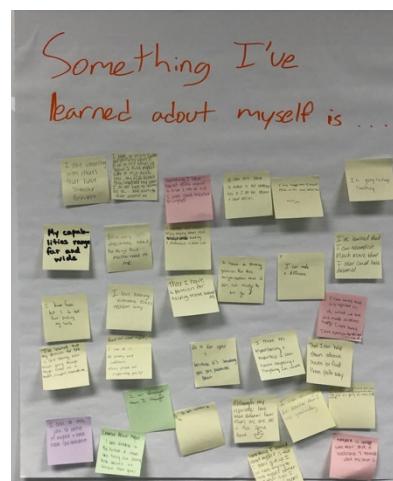
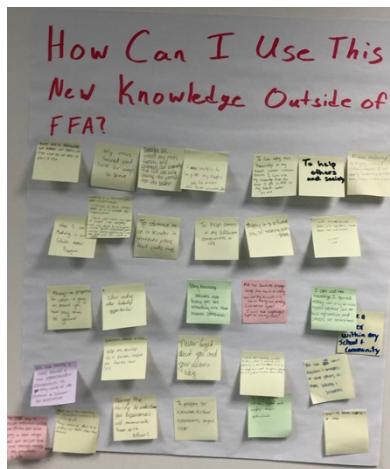
“CHALK TALK”

- Why FFA?



GALLERY WALK

- Reflect on the day, the information learned, and what got us here





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PERSONAL REFLECTION

- Is this position right for me?
- How am I going to continue to serve?

When was the first time you realized you wanted to be a State Officer?

10 years from now, why will FFA still be important to you?

How are you going to upkeep the spirit of involvement if you are not elected?

How & where are you going to serve?



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Contact Information

Thank you for simply taking interest in the potential of serving as an Iowa FFA State Officer. The fact that you feel that urge deep down to serve others through a position of leadership speaks volumes of who you are as a person. At the end of the day, getting elected or not getting elected to state office does not determine your worth as a person. It does not determine how successful you will be either. That moment you find out whether your future is in this position of service is not a destination or definition, it's simply a direction. A direction, regardless of what it is, that will propel you to a successful future, simply because you are. Thank you for allowing us to spend a day with you. It was truly an inspiring day! Thank you!

Please feel free to contact us with any questions or needs, or if you'd simply like us to talk through one of the rounds with you – let us know. We are at your service!

- Caleb Finnegan: finneganc1@central.edu (641) 757-1727
- CD Brinegar: chaseb@iastate.edu (641) 777-9414



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COMPETENCIES

The National FFA Organization has identified eight traits required for fulfilling the job description of a state and national FFA officer. As leaders, we have all eight traits. Some are revealed in stronger ways than other, but regardless, we have all eight. If you are able to develop yourself in these eight areas, you can better serve as an officer.

#1: COMMUNICATION – 20%

Demonstrates the effective use of various forms of communication. (ex. Non-verbal, listening, written, speaking and ability to convey a message in both large group and one-on-one settings.)

#2: TEAM PLAYER – 20%

Demonstrates the ability to work in a team setting, values diversity of opinion and works to be inclusive in the process and is willing to put others before self. Demonstrates the ability to see the big picture, break large projects into smaller tasks, appropriately prioritize multiple demands and use time management and organizational tools to produce quality results by identified deadline.

#3: AREAS OF KNOWLEDGE – 20%

Demonstrates the ability to articulate the systemic nature of food, fiber, agricultural and natural resources issues, FFA and all respective current issues. (ex. Agriculture knowledge, FFA knowledge, and American education and agricultural education systems knowledge) Demonstrates the ability to seek solutions and resources when finding information. (ex. Solve problems, think critically and conduct research)

#4: CHARACTER – 20%

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

#5: INFLUENCE – 20%

Demonstrates the ability to influence others through modeling expectations, building relationships and growing the organization. (ex. Motivates FFA members, mentors and coaches others, represents members, builds relationships) Displays personal attributes that are courageous and passionate while carrying out the FFA mission with contagious enthusiasm. (ex. Self-confidence, commitment to FFA, energetic, takes initiative, commitment to service)



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INTERVIEW ROUNDS

Round #1 – Personal Rounds One

- 3-5 Q's • 6 mins • 1 on 12 •

Purpose: Get to know your goals, motivations, and desire to be a state officer

Tips: Make your first impression a lasting impression and practice interview questions

Round #2 – Multiple Choice Test

- 30 Q's • 30 minutes •

Purpose: Evaluate your base understanding of core issues and facts related to the agriculture, agricultural education and the FFA.

Tips: Study the suggested reference list resources.

Round #3 – Writing Exercise

- 1 topic • 45 minutes •

Purpose: Evaluate your ability to convey knowledge and understanding via writing.

Tips: Study the 'Hot Topics.' One topic will be selected from the five 'Hot Topics.'

Round #4 – One-on-One

- 12 interviews • 2-3 Q's • 3 minutes •

Purpose: Evaluate targeted traits and give the Nominating Committee a chance to interact with you one-on-one.

Tips: Set up mock interviews and practice answering interview questions.

Round #5 – Round Robin

- 2 minute preparation • 5 minute conversation •

Purpose: Evaluate your ability to carry a conversation with industry and career experts

Tips: This is not a speech round – it's a conversation. Study the 'Hot Topics' and be able to have general conversations about them.

Round #6 – Advocacy Stand and Deliver

- 20 minute preparation • 3 minute speech • 2-3 Q's • 5 minutes for Q's •

Purpose: Evaluate how you verbally convey a message in front of a group or crowd.

Tips: Study the 'Hot Topics.' One topic will be selected from the five "Hot Topics."

Round #7 – Personal Round Two

- 3-5 Q's • 8 minutes •

Purpose: Evaluate your character, passion for success and influence.

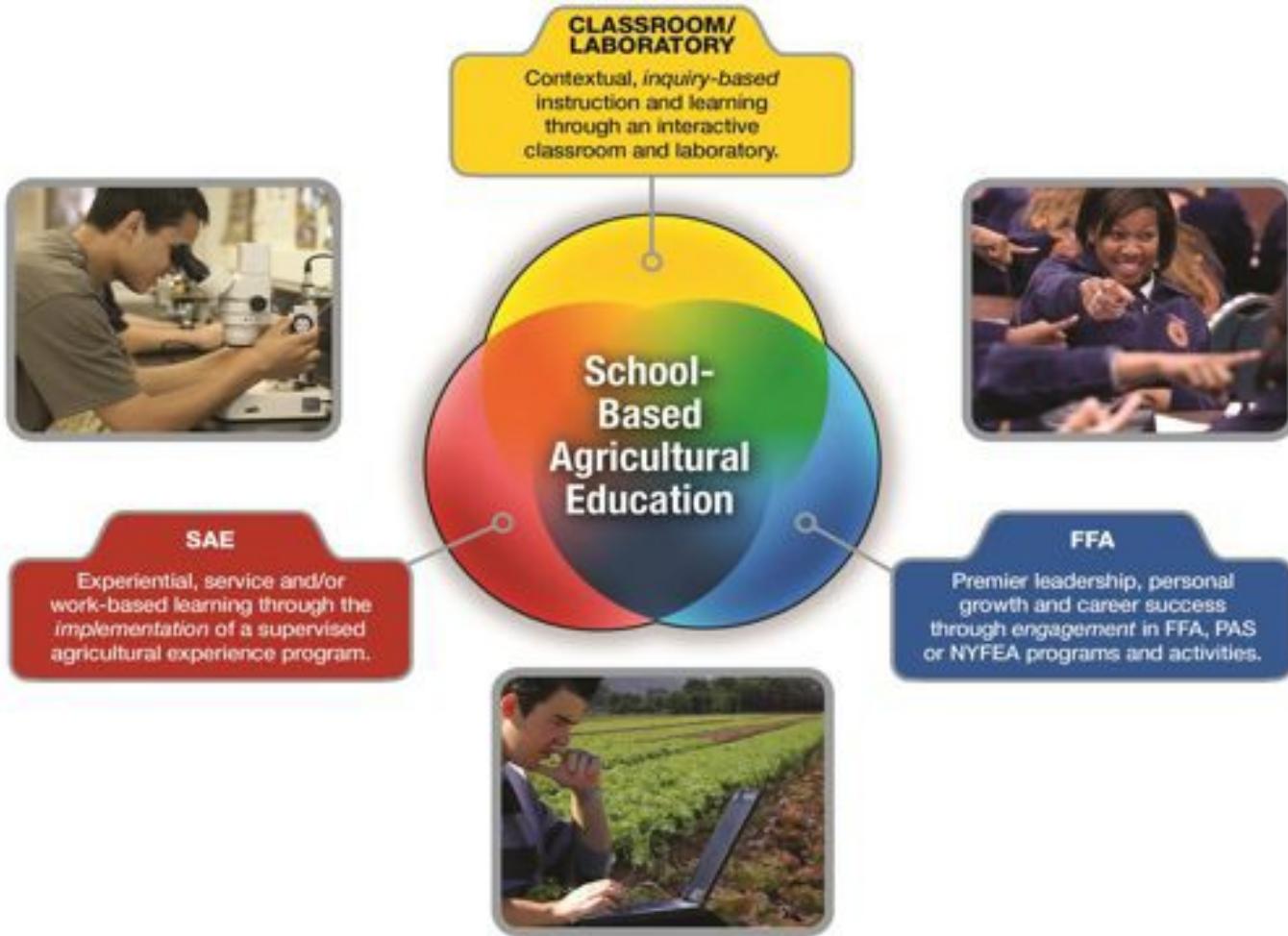
Tips: Be yourself and share examples about your life outside of FFA.



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AGRICULTURAL EDUCATION: THREE CIRCLE MODEL





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PROMPT EXAMPLES

"A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better." ~Jim Rohn

Advocacy Stand and Deliver

You have been invited to speak on behalf of the Iowa FFA Association at the Iowa Association of Agricultural Educators (IAAE) conference in Ankeny, Iowa at the FFA Enrichment Center. This group of high school and colligate agricultural educators have a common goal of strengthening agricultural education in the state of Iowa. They would like to know about the importance of diversity of membership through inclusion and how they can make their program more inclusive. This group has allowed you three minutes to address their convention.

Writing exercise

Write an Iowa FFA Today article that will explain the purpose of the FFA Alumni within the FFA Organization. More specifically, outline what has been done historically and what is currently being done to improve the State and National FFA Alumni Association. Share the benefits to members and chapters of having an FFA Alumni chapter. Express how the FFA Alumni support the mission statement of the FFA. Be sure to include what role you feel the FFA Alumni has in the Iowa FFA Association. Please limit your article to 750 words.

Round Robin

Today you are meeting with Ms. Russ of the National Teach Ag Campaign while at IAAE (Iowa Association of Agricultural Educators) conference. There has been a lot of talk recently of the shortage of Agricultural Educators in the field. Ms. Russ has been working on a program with NAAE (National Association of Agricultural Educators) to recruit more high school and college students into pursuing a career in agricultural education. Discuss with her strategies that she has been using and other thoughts you have on the importance of the issue and strategies to help alleviate the shortage.



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