



MICHIGAN FFA STATE OFFICER SELECTION PROCESS GUIDE

Updated 2024

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INTRODUCTION

The State Officer Selection process exists to give all candidates a fair and equitable opportunity to achieve the goal of serving as a state officer. This is achieved through a rigorous process that places candidates in situations relevant to what they would experience as state officers.

If elected, we trust that your association with the Michigan FFA will be a pleasant, mutually beneficial, and challenging professional experience. We hope that you will find that the Michigan FFA provides you with the opportunity and incentive for personal and professional growth.

In order for you to best prepare you for your candidacy, this handbook has been prepared to acquaint you with our policies and procedures for the State FFA Officer Selection Process. It also contains information and suggestions on how to prepare for the selection process; and how the nominating committee is selected, prepared, and conducts the selection process. An understanding of the selection processes will greatly improve your chances of success.

Each year, the contents of this handbook will be updated to reflect the materials used in the most recent Michigan FFA State Officer Selection Process. A handbook cannot answer all of your questions; it can only highlight certain key areas. After reviewing the handbook, please feel free to ask questions of Michigan FFA State Staff.

SELECTION PROCESS AT A GLANCE

December 13, 2024 by 5:00 p.m.	State Officer Application Deadline All candidates must submit their application in AET by this deadline
February 1, 2025	Phase One - State Officer Interviews All candidates will participate in this virtual interview process
Following Phase One Interviews	Announcement of candidates advancing to Phase Two
February 14-16, 2025	Phase 2 - State Officer Interviews Candidates that advance to Phase Two will participate in this in-person interview process
March 5, 2025	State Convention - Candidate Introductions Candidates that advanced to Phase Two will introduce themselves on stage during Session 2
March 6, 2025	State Convention - Slate Announcement The slate of 10 candidates will be announced on stage during Session 6
March 7, 2025	State Convention - Elections Candidates that were slated will participate in the speech and election process before the State Convention Delegates

CONSTITUTIONAL PROVISIONS FOR THE SELECTION PROCESS

The State Officer Selection Process is provided by the Michigan FFA Association Constitution. Policies established by the Association Board of Directors are in place to guide the selection process to ensure fairness to all involved.

Michigan FFA Association Constitution Article VI - Officers

Section A. State Officers

The officers of the Michigan Association of FFA shall consist of President, Ceremonial Vice President, two Vice Presidents At-Large, Secretary, Treasurer, Reporter, Sentinel, and Advisor. These officers, with the exception of the Advisor, shall be elected by a plurality vote (the candidate receiving the highest number of votes) of the entire delegate body at the annual State Convention for a term of one year. The State Supervisor (Chief) of Agricultural Education is the State FFA Advisor. An Executive

Secretary-Treasurer or Deputy Advisor and the state professional staff may also be named, where necessary, by the State Advisor, subject to the approval of the State Executive Committee.

The State Executive Committee shall have power to appoint an officer of the Michigan Association of FFA to fill any office, which becomes vacant between state conventions.

Article VI - Officers

Section D. Qualifications of State Officers

All state officers, except the Advisor and Executive Secretary-Treasurer, shall have attained the State FFA Degree.

Article VIII - Meetings

Section D. Committees

The process for appointing the nominating committee will be outlined in the Michigan FFA State Officer Selection Process Guide.

The Nominating committee shall place in nomination the candidates for president, secretary, treasurer, reporter, and sentinel.

CANDIDATE REQUIREMENTS

A chapter is limited to a maximum of two candidates each year. If a chapter has more than 75 high school members, they may send three candidates to Phase One of the interview process; however, only two may be selected to go to Phase Two of the interview process.

The candidate must be an active member in good standing, have or be receiving the State FFA Degree, and meet the requirements for active membership during the time they serve as a state officer. They may not have been elected to state office in the past and must be either a high school senior who will graduate at the end of the current school year or a high school graduate with enough remaining membership eligibility to serve. This means the candidate must run for state office no later than the second state convention following graduation from high school. Active membership terminates on November 30, following the fourth national convention after graduating from high school.

PREPARING FOR THE SELECTION PROCESS

How to prepare for the State FFA Officer selection process will vary with each candidate. Some will prepare in isolation while others will engage others to help prepare.

The greatest key in a successful journey of preparing yourself for the State FFA Officer Selection Process is knowing the beginning and the end points. If you have an understanding of who you are (knowledge, skills, attitude, and talents) and your expectations as a State FFA Officer Candidate, then you can map your own plan for the preparation journey.

The following sections of the handbook will describe what knowledge and skill level is expected in a newly elected State FFA Officer as well as providing a list of resources you may want to consider in creating your preparation strategy.

General Resources

- [Most recent FFA Manual](#)
- [Most recent FFA Student Handbook](#)
- [Michigan FFA Website - michiganffa.org](http://michiganffa.org)
- [National FFA Website - ffa.org](http://ffa.org)
- [2024 Trending Topics](#)

More specific study materials are provided with the description of each interview round.

Additional Opportunities

You can learn more about the year of a state officer and the selection process through the following **optional** opportunities:

Event	Hosted By	Details	Content
Potential State Officer Meeting	Current State Officer Team	Saturday, Nov. 16 12:00 - 2:00 p.m. In-person or virtual options	Will focus on the experience of a state officer/roles and responsibilities
*State Officer Selection Process Info Session	Michigan FFA Staff and Past State Officers	Monday, Nov. 25 5:00 - 6:30 p.m. Virtual only	Will focus on the selection process and advice for preparing
*State Officer Selection Process Info Session	Michigan FFA Staff and Past State Officers	Wednesday, Jan. 15 6:00 - 7:30 p.m. Virtual only	Will focus on the selection process and advice for preparing

**Both State Officer Selection Process Info Sessions will cover the same content.*

COMPETENCIES

For officers to achieve the maximum impact and development from the enrichment training, certain behavioral traits and basic knowledge is needed prior to a state officer's election to serve as an effective leader for the Michigan FFA Association.

Interviews will center on eight competencies identified as skills and traits needed to serve successfully in the role of a Michigan FFA State Officer. Therefore, these qualities are what nominating committee members should seek in the next state officer team:

Competency Weights		
1	Communication	15%
2	Team Player	10%
3	Areas of Knowledge	10%
4	Organization	10%
5	Character	20%
6	Passion for Success	12.5%
7	Influence	12.5%
8	Critical and Creative Thinking	10%

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.	
Builders:	
1.1	Non-verbal skills: Uses appropriate tone; gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand gestures, facial expressions, body language)
1.2	Listening skills: 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 to create experiential learning opportunities; seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; and uses transitions appropriately
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Competency #2 – Team Player

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

Builders:

2.1	Team work: 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	Values personal/cultural differences: Fosters a safe and open environment; values diversity; accepting of differing viewpoints; and shows respect and empathy toward others
2.3	Puts team before self: Empowers others; shares success and visibility with team members; assumes responsibility for undesirable outcomes; displays willingness to compromise on team decisions
2.4	Includer: Intentionally creates a culture of belonging; builds community and camaraderie; makes individuals feel valued and genuinely celebrates others; demonstrates compassion and concern for the genuine welfare of others

Competency #3 – Areas of Knowledge

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

Builders:

3.1	Agriculture, food, and natural resources (AFNR) knowledge: Ability to connect facts and issues and articulate how they impact agriculture, food, and natural resources 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
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 key information (ex: mission/vision) and explain their significance; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organizations' ability to develop and to foster leaders
3.3	Agriculture, food, and natural resources (AFNR) education knowledge: Ability to connect facts and issues and articulate how they impact AFNR education; can articulate the role of FFA as an intra-curricular component of AFNR education; and understands the relationship between FFA and Career and Technical Education

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.

Builders:

4.1	Time management: Has and uses a time management tool; handles multiple tasks with competing timelines; 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
4.3	Self-starter: Starts projects independently; meets deadlines independently; recognizes the appropriate time to take action; quick to respond to new tasks

Competency #5 – Character

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

Builders:

5.1	Reliability, integrity and trust: Does the right thing even when it causes discomfort; takes responsibility for their actions; does what they commit to and more
5.2	Adaptability and resiliency: Reacts well to changes; adjusts to new situations confidently; thinks quickly on feet
5.3	Positive attitude: Approachable and engages in conversation; demonstrates an optimistic attitude; has an enjoyable presence about them
5.4	Authenticity: Is self-aware and communicates true self with tact; displays alignment between core values, words, and actions in all settings; demonstrates sincerity in interactions
5.5	Maturity: Demonstrates an appropriate demeanor for the situation; uses mature language and mannerisms; demonstrates patience and self-control
5.6	Coachable: Seeks constructive feedback and uses it in a proactive manner; embraces a growth mindset; practices self-reflection
5.7	Work ethic: Demonstrates a sense of ownership; demonstrates a strong desire/drive for completion on all projects regardless of the circumstances
5.8	Humility and gratitude: acknowledges own vulnerabilities, weaknesses, and blindspots; values the people who support them and the opportunities they are given; recognizes that everyone's achievements contribute to the greater good; willingness to act on tedious or less glamorous activities

Competency #6 – Passion for Success

Displays personal commitment to excellence, FFA, and service while carrying out the FFA mission with contagious enthusiasm.

Builders:

6.1	Commitment to excellence: 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; committed to a consistent high-level of performance
6.2	Commitment to FFA: Supports and advances the FFA mission daily through their words and actions; understand the needs of the organization
6.3	Commitment to service: possesses a heart for service; seeks out extrinsic opportunities to serve others regardless of personal recognition; motivated by the desire to help others achieve, grow, and become better
6.4	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

Competency #7 – Influence

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

Builders:

7.1	Supports and motivates FFA members and stakeholders: Communicates the value of being a member and the opportunities available in FFA; demonstrates support of individuals and partner groups/organizations
7.2	Positive role model: Serves as a role model by modeling expectations; mentors and coaches others
7.3	Member representation: Understands the significance of serving as a representative for members; demonstrates a commitment to understanding the experiences of our membership; carefully weighs impact of decisions on FFA and its members
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 and Creative Thinking

Demonstrates the ability to seek solutions and resources when finding information to problem solve by embracing critical and creative thinking.

Builders:

8.1	Problem solving: Eagerly and promptly solves problems; analyzes a situation and identifies root cause of a problem; finds effective and feasible solutions; implements solutions and evaluates results
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8.2	Continuous learning: Embraces curiosity and takes responsibility of their own learning; gathers information from credible sources through research, observation, and experience; seeks opportunities to develop new skills and knowledge on an on-going basis; open to rethinking preconceived notions and assumptions
8.3	Think creatively: Engages in the ideation process to generate multiple ideas and solutions; thinks innovatively to create original and novel ideas; builds upon and develops ideas
8.4	Think critically: Analyzes and evaluates the accuracy and relevance of information; thinks in a reasoned and reflective manner to make informed decisions; utilizes appropriate criteria to select the best solution

State Officer Selection Process Competency Rubrics are available on michiganffa.org.

Above all else, candidates are encouraged to focus on being themselves. The committee seeks to form a team with the right mix of qualifications, skills, and talents that enable them to serve the membership of the Michigan FFA Association effectively.

SCORING AND ADVANCEMENT

The scoring system in place for the selection process is designed to ensure scores collected throughout the rounds are reflected in the end score and how well candidates demonstrated the competencies, not just how they did in each round. This helps to ensure the selection of the most qualified candidates.

Scoring Scale

The scale used to evaluate each of the competencies is a 0-1-2-3-4-5 scale. Only whole numbers (no decimals) will be used in the scoring system.

0	Indicates negative evidence the skill/attribute is present
1	Indicates low evidence the skill/attribute is present
3	Indicates evidence the skill/attribute is present
5	Indicates significant evidence the skill/attribute is present

This scale focuses committee members to search for verifiable evidence of the competencies.

Phase One - Baseline Score

A score of “3” indicates that a candidate demonstrates evidence of the competency at the level of performance expected of a state officer at the

beginning of their year. In Phase One, a candidate must receive an average score of “3” or above to be eligible to advance to Phase Two.

Up to 18 candidates can advance to Phase Two. In the event that 18 candidates do not meet the baseline score in Phase One, the baseline may be adjusted at the discretion of the nominating committee with guidance from state staff and process consultants.

Advancement

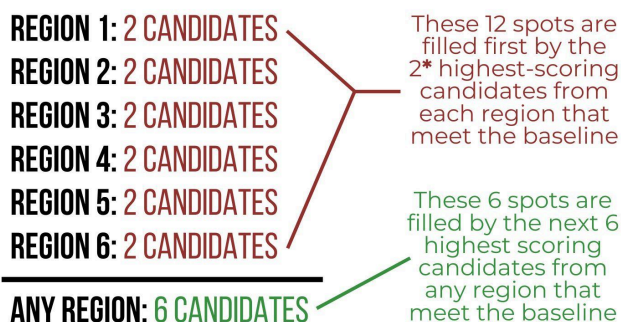
The top two qualifying candidates meeting the baseline from each region will advance to Phase Two of the interview process. All remaining candidates to advance must meet the baseline and will be selected regardless of region based on the highest scores from Phase One. If a region does not have two students that reach the baseline standard, those seats will be available to be filled by the top scoring candidates from other regions.

Following Phase One interviews, a list of the candidates advancing will be sent out to candidates and their advisors. No ranking or scores will be shared with this list.

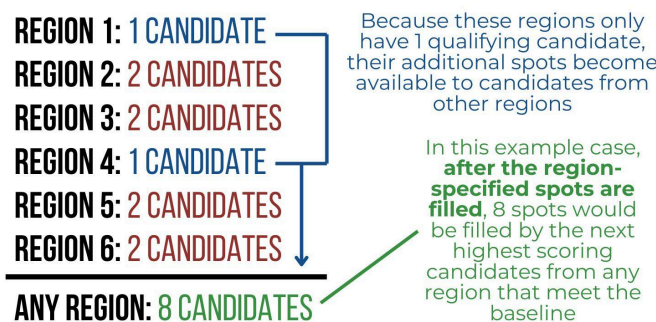
Only scores from Phase Two will be visible to and considered by the nominating committee for the final slate.

PHASE 2: 18 CANDIDATES

To move on from Phase 1 to Phase 2, a candidate **must** meet a baseline score during Phase 1.



*If a region does not have 2 candidates that meet the baseline, the open spot(s) will be filled by candidates from other regions. This maintains 18 candidates for Phase 2.



APPLICATION

All of the following must be completed and submitted through AET by the deadline published on <https://michiganffa.org/association/calendar/>.

Complete the Michigan FFA Officer Application in AET:

- 1. Cover**
- 2. Membership Check**
- 3. Supporting Records**
- 4. SAE Information**
- 5. Essay Questions:**
 - a. What are your three goals as an FFA officer?
 - b. What qualities do you possess that will make you successful as an FFA officer?
 - c. What are two areas of self-improvement you would like to work on during your year of service?
 - d. Why do you want to become an FFA officer?
- 6. Résumé**
- 7. Photo (Headshot in Official Dress):**
 - a. The application will automatically pull your AET profile photo. You are welcome to upload a different headshot if you like.
- 8. Bio**
 - a. Provide a personal summary of your background, FFA involvement, summary of your SAE, and future plans. How do they relate to your experience in agricultural education?
 - b. Bio will be provided to voting delegates at convention as written.
- 9. Uploads/Attachments**
 - a. Letter of recommendation from your FFA advisor
 - i. Upload to AET
 - b. State Officer Code of Conduct:
 - i. Print State Officer Code of Conduct (this form) from <https://michiganffa.org/association/applications/>
 - ii. Get all necessary signatures
 - iii. Upload signed document to AET
- 10. Print Application**
 - a. When finalized, be sure to select: Complete/Save Your App
 - b. Your agriscience teacher must then add your application to the submission list in AET for it to be submitted to the state:
 - i. Submission List: MI State Officer Candidate

OVERVIEW OF PHASE ONE

All candidates will participate in Phase One of the interview process and will be evaluated by the Phase One Nominating Committee. Phase One will be a centralized interview process that will be hosted **virtually**. The goals of hosting this round virtually are to provide a fair and consistent interview process for all candidates, to have all candidates be evaluated by the same nominating committee, to mirror industry hiring practices, and to mirror the state officer experience in which officers are frequently asked to meet and present in a virtual environment.

Phase One will consist of the following scored experiences: **1) Knowledge Test, 2) Writing Exercise, 3) Media Round, and 4) Personal Round One.**

TENTATIVE - Saturday, February 1, 2025 (Virtual)	
9:00 a.m.	Orientation
9:30 - 10:15 a.m.	Knowledge Test
10:15 - 10:30 a.m.	Break
10:30 - 11:15 a.m.	Writing Exercise
11:15 - 12:15 a.m.	Lunch on your own
12:15 - 5:00 p.m.	Personal Round One & Media Round Rotations
5:00 - 5:30 p.m.	Overview of Next Steps & Wrap Up

Technology and Assistance

No outside assistance, communication, or resources will be permitted during Phase One. Candidates will not be permitted to utilize smart watches, cellphones, other messaging platforms on their device, or other resources during the knowledge test, writing exercise, media round, or personal round. **Candidates may seek assistance should they encounter a technological difficulty.**

In an effort to avoid a technological issue, it is recommended that candidates make plans to participate in the virtual interview process by securing a location with a reliable internet connection and minimal distractions. Candidates should test logging into the platform and test the mic and camera on their device in advance.

If there is a technological issue, time in the round will be stopped immediately. The candidate will be moved to a separate virtual room to navigate through the technical difficulty with the support of a process consultant/staff member. The nominating committee will be instructed not to let a technological difficulty impact their scores in any way. The round will resume once the issue has been resolved. As a precaution, interview rounds will be recorded.

KNOWLEDGE TEST

Purpose of round: The purpose of the Knowledge Test is to provide candidates the opportunity to demonstrate their understanding of 1) FFA; 2) agriculture, food, and natural resources (AFNR) education; and 3) agriculture, food, and resources (AFNR) industry knowledge and relevant issues.

Alignment with state officer year of service: Throughout state officers' year of service, they engage in activities that require understanding these three areas of knowledge. These activities may look like holding conversations with stakeholders, developing workshops, writing speeches, etc. A high level of knowledge in these areas ensures officers can complete these tasks with excellence.

Time: 45 minutes

Format: This will be an online, proctored exam. The exam will consist of 30 multiple choice questions. Breakdown of questions:

10 questions: FFA knowledge and issues

10 questions: AFNR education knowledge and issues

10 questions: AFNR industry knowledge and issues

Resources: It is recommended that candidates utilize the following resources to prepare for the exam. Questions will be created from these source materials.

FFA knowledge and issues:

[Official FFA Manual](#)

[National FFA website](#)

[Michigan FFA website](#)

AFNR education knowledge and issues:

[Michigan Department of Education Career and Technical Education website](#)

[Michigan Advance CTE website](#)

[The Council website](#)

[SAE for All website](#)

[National Association of Agricultural Educators website](#)

AFNR industry knowledge and issues:

[Michigan Department of Agriculture and Rural Development website](#)

Michigan Farm Bureau website

- [Michigan Agricultural Facts page](#)
- [Farming Resources page](#)
- [Political Action | Priority Issues page](#)

United States Department of Agriculture website

- [Topics page](#)

American Farm Bureau website

- [Fast Facts about Agriculture & Food page](#)
- [Top Issues page](#)

WRITING EXERCISE

Purpose of round: The purpose of the Writing Exercise is to provide candidates the opportunity to demonstrate their ability to effectively communicate in written contexts.

Alignment with state officer year of service: State officers are expected to complete a number of written correspondences with students, teachers, partners, state FFA staff, and numerous other stakeholders throughout their year of service. Every piece of written communication officers produce is a reflection on the association.

Time: 45 minutes

Format: Candidates will receive a writing prompt that outlines the following:

1. Form of communication (options: letter, email, thank you)
2. Recipient and contact information (if applicable)
3. Role and organization the recipient is connected to
4. Context and purpose of communication

After receiving the prompt, candidates will have 45 minutes to draft and finalize their piece of writing in response to the prompt. Writing will be done on an electronic device. No outside resources are permitted while completing the writing exercise.

All candidates' writing samples will be scored by an outside expert. The writing samples will then be shared with the nominating committee for reference.

Candidates will assume that they are actively serving as a state officer as they complete their writing exercise.

Example Writing Prompt: Every year, the Michigan FFA Alumni and Friends Council coordinates the effort of raising funds for the Michigan FFA Foundation through the Gator raffle. Alumni members and FFA chapters across the state sell tickets throughout the year. By purchasing a ticket, individuals are entered into a raffle for a John Deere Gator and various secondary prizes.

As a current state officer, you have been asked to write a **letter** to the **Michigan FFA Alumni and Friends Council**. **The purpose of this letter is to express appreciation for their work in coordinating this year's Gator raffle. Be sure to include how their efforts benefit FFA members throughout Michigan.**

MEDIA ROUND

Purpose of round: The purpose of the Media Round is to allow candidates' to share their FFA knowledge through their ability to share FFA messaging and their personal FFA story while conducting a media interview.

Alignment with state officer year of service: Throughout state officers' year of service, they will engage in radio and TV interviews with not only the interviewer but a listening/watching audience.

Time:

1 minute to review scenario outside of virtual interview room
5-minute interview with media professional

Format: The interview will be conducted online between the candidate and an outside media professional. The interview will be recorded, then viewed and scored by the nominating committee at a later time.

Before entering the virtual interview room, candidates will be provided with a scenario that will outline the following:

1. Name of media professional that will be interviewing them
2. Role and organization the media professional is connected to
3. Purpose of the interview

Candidates will have one minute to review the scenario before entering the virtual interview room with the media professional.

The media professional will be provided with an interview guide of questions to ask. However, they may ask follow-up questions to probe the candidate's understanding.

Candidates will assume that they are in their current role as a state officer candidate during the media interview.

Example Scenario: As a state officer candidate, you have been invited to conduct an interview that will be shared on the Farm Broadcasters Network. You will be interviewed by **Mr. Tom Brand**, the **Executive Director of the National Association of Farm Broadcasting**.

The purpose of this interview will be to learn more about you **as a state officer candidate**, why you have chosen to run for office, and to share current FFA initiatives.

Example Questions:

- 1) Tell us how you got started in FFA.
- 2) What has been the highlight of your FFA career?
- 3) Why are you running for state office?
- 4) Where do you see FFA going in the next 5 years?

PERSONAL ROUND - ONE

Purpose of round: The purpose of this Personal Round is to allow candidates to make a first impression on the committee. Candidates should be able to share who they are, what they believe, and why they are here as a result of this round.

Alignment with state officer year of service: Throughout state officers' year of service, there are many instances where they meet new people and leave a first impression. During these interactions, it is expected that an officer makes a positive first impression that accurately represents themselves and the association.

Time: 10-minute interview

Format: This will be an online, live interview with each candidate and the entire nominating committee. Five consistent questions will be asked to each candidate.

Candidates will assume that they are in their current role as a state officer candidate during the personal round.

Example Questions:

1. Team Work: Tell us about a time when you inspired positivity in a team you were a part of.
2. Values Personal/Cultural Differences: Share an example of a time when you built rapport with someone you had differing opinions with.
3. Commitment to Service: In your opinion, what does it mean to have a heart for service and what does that look like as a state officer?

OVERVIEW OF PHASE TWO

Candidates that advance to Phase Two will take part in an **in-person** interview process. All candidates will be evaluated by the Phase Two nominating committee. Members of the committee may remain the same as Phase One. Candidates must be present for the entire interview process. Only the scores from Phase Two will be visible to and considered by the nominating committee during deliberation of the final slate.

Phase Two will consist of the following scored experiences: **1) Extemporaneous Remarks, 2) One-on-Ones, 3) Stakeholder Conversations, 4) Group Facilitation, and 5) Personal Round Two.** Candidates will also have the opportunity to informally engage with the nominating committee during meals and the casual activity.

TENTATIVE - Friday, February 14 (In person)	
4:30 - 5:00 p.m.	Arrive & Check In
5:00 - 6:00 p.m.	Dinner
6:00 - 9:00 p.m.	Extemporaneous Remarks
TENTATIVE - Saturday, February 15 (In person)	
7:00 - 8:00 a.m.	Breakfast
8:00 a.m. - 12:30 p.m.	One-on-Ones
12:30 - 1:30 p.m.	Lunch
1:30 - 5:00 p.m.	Stakeholder Conversations
5:00 - 6:00 p.m.	Dinner
6:00 - 8:30 p.m.	Group Facilitation
8:30 - 9:00 p.m.	Change to Casual Clothes
9:00 - 10:00 p.m.	Casual Activity
TENTATIVE - Sunday, February 16 (In person)	
7:00 - 8:00 a.m.	Breakfast
8:00 - 12:00 a.m.	Personal Round Two
12:00 p.m. - 1:00 p.m.	Lunch
1:00 - 2:30 p.m.	Deliberation/Call Backs (if needed)
2:30 p.m.	Depart

Technology

No phones, smart watches, or related technology will be allowed in the preparation or interview rooms for any round.

Lodging and Meals

The Michigan FFA Association staff will make hotel reservations for all candidates with candidates sharing a room. The Michigan FFA Association will pay for the candidates' lodging and meals during the selection process.

EXTEMPORANEOUS REMARKS

Purpose of round: The Extemporaneous Remarks Round gives candidates the opportunity to showcase their ability to speak in a situation with little time for preparation.

Alignment with state officer year of service: State officers will speak to a range of audiences at various events throughout the year. There are times when those remarks will be given with little time for preparation. In order to effectively represent the association, state officers are expected to speak comfortably and in an engaging and polished fashion even in an extemporaneous situation.

Time:

20 minutes to prepare remarks in the preparation room

3 minutes and 30 seconds to deliver remarks in interview room

Format: In the preparation room, candidates will receive a scenario that outlines the following:

1. Event they are speaking at
2. Primary audience they are speaking to
3. Purpose of remarks

Candidates will have 20 minutes to prepare their remarks in the preparation room. No materials will be allowed in the prep room except the paper, note cards, and writing utensils that are provided. Candidates may take with them and utilize these materials while they deliver their remarks in the interview room as they desire.

At the conclusion of their prep time, candidates will be escorted to the interview room where they will deliver their remarks to the nominating committee that will assume the role of the audience described in the scenario.

Candidates will have up to 3 minutes and 30 seconds to deliver their remarks. Time will begin as soon as the candidate begins their remarks. A timekeeper will notify the candidate when 2 minutes and 30 seconds have elapsed (1 minute remaining). Time will be called and candidates must stop at 3 minutes and 30 seconds.

Candidates will assume that they are actively serving as a state officer as they prepare and deliver their remarks.

Example Scenario: As a state officer, you have been invited to attend the annual banquet for the **Michigan Association of Agriscience Educators (MAAE)**. While attending the banquet, you have been asked to bring greetings on behalf of the Michigan FFA Association. Your primary audience for your remarks are **agriscience educators from across the state of Michigan**.

Purpose of your remarks: **To thank the Michigan Association of Agriscience Educators for their support of agriscience educators in Michigan.**

ONE-ON-ONES

Purpose of round: The first goal of the One-on-One Interviews is for candidates to develop rapport and get to know members of the nominating committee in a one-on-one setting. This round is also designed for candidates to be able to show how they meet several targeted competencies by sharing past experiences in response to behavioral-based questions.

Alignment with state officer year of service: Throughout state officers' year of service, there are many instances where they build relationships with others through conversation. During these interactions, it is expected that an officer builds rapport with those individuals and accurately represents themselves and the association.

Time:

8-minute interview with each of the 7 nominating committee members
2-minute break in between each interview

Format: This round will consist of seven interviews, each with a different nominating committee member.

All interviews will take place in the same room, with a nominating committee member stationed at each table. Candidates will rotate to each table for an 8-minute interview, with a 2-minute break in between.

Candidates will be asked a series of behavioral based interview questions. For each interview, should a candidate finish early, they should remain seated; it is encouraged that the candidate and committee member have casual conversation with each other until time is called. Time will be called and candidates must end their conversation at 8 minutes.

Candidates will assume that they are in their current role as a state officer candidate during the one-on-ones.

Example Questions:

1. Commitment to Excellence: Tell me about a time when you went above and beyond the call of duty.
2. Work Ethic: Tell us about a time when you failed to meet your own expectations. How did you handle it?
3. Adaptability/Resiliency: When was a time that you had to adapt to a difficult situation?

STAKEHOLDER CONVERSATIONS

Purpose of round: The Stakeholder Conversations allow candidates to demonstrate their knowledge related to AFNR industries and AFNR education while carrying on a conversation regarding key issues related to a stakeholder.

Alignment with state officer year of service: State officers often engage in conversations with stakeholders during their year of service. Their ability to relate to the stakeholder and engage in meaningful conversation directly reflects on the association and can help build lasting relationships between FFA and our stakeholders.

Time:

1 minute to review the first scenario outside of the interview room
7-minute conversation with the first stakeholder
Brief rotation in between
1 minute to review the second scenario
7-minute conversation with the second stakeholder

Format: Candidates will participate in two separate conversations, one with an outside AFNR industry stakeholder and one with an outside AFNR education stakeholder. The conversations will take place in two separate rooms.

Before entering the first room, candidates will be provided with a scenario that will outline the following:

1. Event/setting for the conversation
2. Name of stakeholder they will be meeting with
3. Role and organization the stakeholder is connected to
4. Goal of the conversation/issues to be discussed

Candidates will have one minute to review the scenario before entering the room to begin their conversation with the stakeholder.

While each stakeholder will be provided with an interview guide to direct the topic and questions consistently, this round is meant to be a conversation between the candidate and the stakeholder rather than a Q&A interview. Candidates are encouraged to strike balance in the conversation and also ask questions to the stakeholder.

After the first conversation concludes, the candidate will exit the room and rotate to the next room for their second conversation. They will receive the next scenario and one minute to review before entering the room for their second conversation.

The nominating committee will be split into the two rooms; half of the nominating committee will observe and score the conversation with the AFNR industries stakeholder, and half will observe and score the conversation with the AFNR education stakeholder.

Candidates will assume that they are actively serving as a state officer as they complete their stakeholder conversations.

Example Scenario - AFNR Education Stakeholder:

As a state officer, you are conducting a chapter visit at the Otis FFA Chapter. In between classes, you strike up a conversation with the **Otis agriscience teacher, Mr. Landan Schaffert**.

In his role as an agriscience educator and FFA advisor, Mr. Schaffert would like to discuss the **recruitment and retention of future ag teachers**.

In addition to taking some time to get to know Mr. Schaffert, your conversation will primarily focus on:

- 1. Current trends in the recruitment and retention of future agriscience educators**
- 2. Strategies that teachers can use to recruit their students that are interested in exploring a career in agriscience education**

Example Scenario - AFNR Industries Stakeholder:

As a state officer, you are attending a networking event. You strike up a conversation with **Mr. Riley Pagett, a staff member for a State Representative**.

Given his connection to the legislature, Mr. Pagett is interested in learning more from agriculturalists about their opinion on the **reauthorization of the Farm Bill**.

In addition to taking some time to get to know Mr. Pagett, your conversation will primarily focus on:

- 1. The student perspective on the Farm Bill.**

Resources: It is recommended that candidates utilize the following resources to prepare for their stakeholder conversations. Issues to be discussed during conversations will be pulled from the **Trending Topics** list:

AFNR education knowledge and issues:

[2024 Trending Education Topics](#)

AFNR industry knowledge and issues:

[2024 Trending Ag Topics](#)

GROUP FACILITATION

Purpose of round: The purpose of the Group Facilitation round is to allow candidates to demonstrate their ability to work in a team setting to facilitate an engaging learning experience for students.

Alignment with state officer year of service: Throughout state officers' year of service, there are many instances where they must work as a team to develop meaningful experiences for members, as well as facilitate learning experiences during events like the State Leadership Conference for Chapter Officers or during the Chapter Visit Program.

Time:

30 minutes of preparation time

10 minutes of facilitation

Format: Candidates will be divided into three groups at the discretion of the nominating committee. One at a time, each group will work together in front of the nominating committee to prepare and facilitate a portion of a workshop to a group of mock students.

Preparation: One group of candidates will enter the interview room and will receive a scenario that will outline the following:

1. Brief demographics of their audience (number of students, grade level, experience with topic, etc.)
2. The overall topic for the workshop
3. One specific objective to achieve

The group will have 30 minutes to:

1. Review the scenario
2. Plan a 10-minute segment of the workshop that meets the outlined objective
3. Set up for the portion of the workshop they plan to facilitate.

A timekeeper will provide time warnings when the following times have elapsed during preparation: 20 minutes (10 minutes remaining), 25 minutes (5 minutes remaining), 29 minutes (1 minute remaining). Time will be called at 30 minutes and candidates must cease their preparations and set up at this time.

It is recommended that the 10-minute segment of the workshop be designed to engage mock students in an activity/experience, asking processing questions to help students discover the take-away/point, and an opportunity to apply what they have learned.

This preparation period will occur in the interview room with the nominating committee observing.

Materials that can be utilized to plan and facilitate the workshop will be available in the interview room for the group to utilize during preparation and facilitation. Example materials include, but are not limited to: tear sheets/flip charts, markers, tape, paper, writing utensils, index cards, and post its. There will be enough of each material for each mock student in the audience. No outside materials or resources will be allowed beyond what is provided. No music shall be played during this round.

Facilitation: To simulate a workshop setting, a group of mock students will be brought in as an audience of FFA members to participate in the facilitated portions of the workshop. Mock students may be students from local FFA chapters or current state officers. Mock students cannot be from the same chapter as a candidate or have served on the same regional officer team as a candidate. Mock students will not offer any opinion on any candidate to the nominating committee and they will not be in the interview room for the preparation period.

The group will facilitate the 10-minute segment of their workshop that they prepared with the mock students serving as their audience. A timekeeper will provide time warnings when the following times have elapsed during the workshop: 7 minutes (3 minutes remaining), 9 minutes (1 minute remaining). Time will be called and candidates must stop at 10 minutes.

The nominating committee will observe and score the preparation and facilitation of the workshop.

Candidates will assume that they are actively serving as a state officer as they complete their preparation and facilitation.

Example Scenario: As state officers, your group has been asked to facilitate a workshop about **values** to a classroom of local FFA members. It is your responsibility to work together to prepare and facilitate a 10-minute segment of this workshop that meets the objective listed below.

It is recommended that the 10-minute segment of the workshop be designed to engage mock students in an activity/experience, asking processing questions to help students discover the take-away/point, and an opportunity to apply what they have learned.

Topic: **Values**

Objective: **Students will identify their core values.**

Audience Demographics:

Number of students: 6

Grade level: Seniors (12th grade)

Level of past experience with this workshop topic: minimal

CASUAL ACTIVITY & MEALS

Candidates and nominating committee members have a number of opportunities to interact in informal settings, including a few meals throughout the interview process and a casual activity that will take place one evening of the interview weekend. These informal interactions are to provide a setting for nominating committee members and candidates to connect outside of the interview room.

It is recommended that candidates conduct themselves professionally at all times and seek to build relationships with nominating committee members during these times. **While these interactions are not scored, the committee can use these opportunities to collect evidence on establishing a sense of who the candidate is and their behavior. This evidence will be allowed to be used during the deliberation process.**

PERSONAL ROUND - TWO

Purpose of round: The goal of this Personal Round is for candidates to leave a lasting impression by answering final questions developed by the nominating committee.

Alignment with state officer year of service: State officers are expected to leave positive, lasting impressions on those they interact with during their year of service. By successfully representing themselves, a state officer expands the impact of the FFA.

Time: 8-minute interview

Format: This will be one 8-minute interview with the candidate and the entire nominating committee. Four consistent questions will be asked to each candidate.

Candidates will assume that they are in their current role as a state officer candidate during the personal round.

Example Questions:

1. Member Representation: Tell us about a time when you had to make a tough decision that was for the good of the larger group?
2. Commitment to FFA: Tell us about a time you prioritized your involvement in FFA.
3. Authenticity: Tell us about a time when you did not live out your personal values.

SLATE PROCEDURES

Following Phase Two interviews, the nominating committee will deliberate to construct the slate of candidates that will be presented to the delegates at State Convention.

Two candidates will be slated for President. The candidate receiving the highest number of votes will become President, and the second highest will be Vice President. Two candidates will be placed on the ballot for each of the following ceremonial offices: Secretary, Treasurer, Reporter and Sentinel.

The slate will be announced during the Thursday evening general session at State Convention

ELECTION PROCEDURES

Ceremonial Officers

The following ceremonial officers will be elected: President, Vice President, Secretary, Treasurer, Reporter and Sentinel. In addition to these officers, two Vice Presidents At-Large will be elected.

Candidates slated for office must prepare and give a speech before the delegate body. Speeches may not exceed one minute and must be given without the use of any type of prop. After each candidate has given their speech they will be asked two questions that will be determined by the State Advisor and the Phase Two nominating committee.

After both candidates for each office have given their speech and answered their questions, delegates will be instructed to vote for the candidate of their choice. This process will continue until all ceremonial offices have been voted upon.

The vote shall be taken by written ballot, and ballots turned into the State Staff along with a written record of all nominations and voting records.

The elected officers will be announced during the Friday morning general session at State Convention.

Vice Presidents At-Large

Following the announcement of the ceremonial officers, during the session recess, the entire delegate body will reconvene as one.

Candidates that were slated, but not elected to ceremonial office, will be eligible to run for two Vice President At-Large positions. These candidates will be given the opportunity to give a second speech before the entire delegate body. Speeches may not exceed one minute and must be given without the use of any prop.

After speeches, each delegate will vote for two candidates running for Vice President At-Large. Of the four candidates, the two receiving the most votes (plurality vote) will be selected as the Vice Presidents At-Large.

The vote shall be taken by written ballot, and ballots turned into the State Staff along with a written record of all nominations and voting records.

Upon the reconvene of the general session, the State Vice Presidents At-Large will be announced.

Ties

In the event of a tie vote, each delegate will vote on the two tied candidates. If a second tie occurs, the tie will be broken by giving each FFA chapter one vote rather than counting the vote of each delegate. If a third tie occurs, the officer will be selected based upon their ranking by the nominating committee with the highest slated candidate receiving the officer position.

Campaigning

Campaigning with signs, banners, buttons, posters, social media posts, and all other materials will not be allowed prior to or at the State FFA Convention.

NOMINATING COMMITTEE

Role of the Nominating Committee

The Michigan FFA State Officer Nominating Committee plays a vital role in screening the candidates that apply to serve as a State FFA Officer each year. The Nominating Committee is responsible for reviewing applications, conducting the interview process, and constructing the slate of candidates that is presented to the delegates at State Convention.

Structure of the Nominating Committee

The state nominating committee will consist of seven voting members consisting of the following:

1. FFA Members (3)
2. Current or Retired Agriscience Teacher (1)
 - a. Recommendations will be sought from the Michigan Association of Agriscience Educators
3. The remaining three committee members will be selected from the following categories (no more than two from any category)
 - a. Past State Officers
 - b. AFNR Industry Representatives
 - c. MSU Agriscience Faculty
 - d. FFA Alumni Member

The State Executive Secretary will serve as an ex-officio member of the committee.

Selection of the Nominating Committee

The current State FFA Officers will make recommendations of individuals to serve on the state nominating committee with guidance from process consultants and state staff. Final decisions on the committee selection will be approved by the Michigan FFA state staff. State officers with a conflict of interest will be exempt from the selection of nominating committee members.

The FFA members who serve will be selected from a pool of candidates who have submitted [an application](#) to the State FFA Office. These members will be selected from different regions each year according to the following schedule:

1. **2025, 2027** (odd years): **Regions 1, 3, 5** (odd regions)
2. **2026, 2028** (even years): **Regions 2, 4, 6** (even regions)

If a qualified member from a region is not available in their designated year, the role will become an at-large student position to be filled by a region not currently represented by an FFA member on the nominating committee.

To serve on the state nominating committee, an FFA member must:

1. Have received the Chapter FFA Degree
2. Participated in at least five FFA activities above the chapter level if enrolled in a four-year program or participated in at least three activities above the chapter level if enrolled in a two-year program

Students who serve as a nominating committee member are still eligible to run in future years and serve as a Michigan FFA State Officer.

All nominating committee members must agree to keep all information related to the state officer selection process confidential, even beyond State Convention.

No nominating committee member should have a conflict of interest with any candidate running for office (e.g., family member, same chapter, same regional officer team).

PROCESS CONSULTANTS

State officer interviews and elections shall be coordinated by two process consultants selected by the Michigan FFA State Office.

Process consultants must possess strong knowledge of the role of a Michigan FFA State Officer and State Officer Selection Process, understanding of the structure of FFA and agricultural education, and the ability to maintain the highest level of confidentiality before, during, and after the selection process.

The consultants will work in conjunction with Michigan FFA state staff to:

1. Oversee management and delivery of the state officer selection process

2. Ensure the fairness, rigor, and legitimacy of the process and adherence to board policies
3. Providing guidance and support (as appropriate) to the nominating committee

Process consultants will make no specific recommendations to the nominating committee on the selection of candidates. Process consultants will not be present for or contribute to the final deliberations by the nominating committee.

One process consultant will be a Past State Officer. It is recommended that this individual have served within one to three years. The second process consultant should be selected from the following categories:

1. Past State Officer
2. Industry Representative
3. MSU AFNRE Faculty
4. Alumni Member
5. Retired Agriscience Teacher