



## Preparing to Run for State FFA Office in Tennessee

John W. Rose  
Coordinator, State Officer Nominating Committee

TTU 2016 State FFA Officer Candidate Prep Course  
February 10, 2018, 11:00 a.m.-12:00 p.m.  
Bell Hall, Tennessee Technological University, Cookeville,  
TN

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## Running for State FFA Office in Tennessee

- Overview of the nomination process
- Scoring and competencies
- The component activities that comprise the nominating process
- Preparing to Run
- Wrap-up

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## The Nomination Process —The Nominating Committee

- Six student members (two from each grand division)
  - selected by chapter advisors from each region from applicants (application deadline mid January? Talk to your advisor.)
- Six adult members (Alumni member, business person, Foundation supporter, past state officer, teacher educator, current agriculture teacher)
  - recruited by Nom Com Coordinator

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### The Nomination Process —Schedule



- Candidate applications due (February 1)
- State Convention Schedule
  - Saturday
    - 1:00 p.m. Organization / Orientation
    - 2:00 p.m. Quiz, writing exercise
    - 5:00 p.m. Candidate / Nom Com Dinner
    - 6:00 – 11:00 pm First round interviews

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### The Nomination Process —Schedule (continued)



- State Convention Schedule (cont.)
  - Sunday
    - 7:00 a.m. Nom Com planning meeting
    - 8:00 a.m. Candidates assemble
    - 8:30 – 12:30 p.m. Second round interview
    - 12:30 p.m. Nom Com planning meeting
    - 1:30 p.m. Candidates assemble
    - 2:00 – 5:30 p.m. Third round interviews
    - 6:00 p.m. Dixie Stampede
    - 9:00 p.m. Final interviews (if necessary)

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### The Nomination Process —Schedule (Continued)



- State Convention Schedule (cont.)
  - Monday
    - 8:00 a.m. Possible meeting if time is needed / Nom Com members review applications
  - Monday – Wednesday
    - Candidates serve various roles as convention staff
  - Wednesday
    - 7:00 a.m. Nom Com meets to complete selection and slate candidates

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### The Nomination Process —The Holding Room



- Candidates develop Program of Activities
- Leadership development workshops and exercises
- Letter writing exercises and activities
- Planning for convention activities
- Candidates should not come expecting to study, do homework, talk on cell phones

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### The Nomination Process —The Nominees



- Eight State Officers to be nominated for consideration by the Delegates
- President
  - Three state vice presidents (one from each region)
  - Secretary
  - Treasurer
  - Reporter
  - Sentinel

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### The Nomination Process —Scoring and Competencies



- 2000 Points at Stake
- Application – 300 points
  - Written exam – 100 points
  - Letter writing – 200 points
  - Interview 1 – 500 points
  - Interview 2 – 500 points
  - Interview 3 – 400 points
  - State staff evaluation – plus or minus 40 points

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**Competency Areas**

—It is the candidate's responsibility to demonstrate each competency whether they are directly asked about each competency being evaluated or not

—For example, candidate may not be asked to state the mission statement but if they find a way to mention the mission, they may receive points in the FFA Knowledge competency

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Tennessee FFA Association

### Application



- 300-point application:
  - Weighted scoring with FFA activities of greatest importance
  - School and community activities are next in significance
  - Other facets like essay, GPA, and "supplemental information page" carry equal weight

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Tennessee FFA Association

### Application (continued)



- Essay should be heartfelt and expressive:
  - Many appear formulaic (e.g., "When I was a freshman...")
  - Unique essays are more likely to be remembered
- Strong correlation between high scores on the application and election to state office

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### Examination



- 100-point examination consists of 4 sections:
  - Section 1: National Agricultural Education and FFA
    - 25 questions valued at 2 points each
    - Questions primarily sourced from the *Official FFA Manual* and [www.ffa.org](http://www.ffa.org)
  - Section 2: State Agricultural Education and FFA
    - 15 questions valued at 2 points each
    - Questions primarily sourced from the *Official FFA Manual* and [www.tnffa.org](http://www.tnffa.org)

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### Examination (continued)



- 100-point examination consists of 4 sections:
  - Section 3: Agriculture
    - 15 questions valued at 1 point each
    - Questions primarily sourced from [www.state.tn.us/agriculture](http://www.state.tn.us/agriculture) and [www.ffa.org](http://www.ffa.org)
    - Emphasis is placed on top level agricultural statistics (e.g. number of farms in Tennessee)
  - Section 4: Parliamentary Procedure
    - 5 questions valued at 1 point each
    - Questions primarily sourced *Roberts Rules of Order*

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### Examination (continued)



- All items are multiple choice:
  - 4-choice convention
  - "All of the above" and "none of the above" technique utilized
- Time limit of 1 hour
- In efforts to differentiate candidates, the examination is rigorous...
  - Range: 46 to 94
  - Mean: 72

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### Examination (continued)



- Strong correlation between those scoring above 80 on the exam and election to state office:
  - Exam is 5% of total score
  - The knowledge that delivers a high exam score inspires confidence and creates quality answers in the interview room

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### Letter Writing



- 200-point letter writing exercise:
  - Scenario-based
    - Thanking or soliciting a sponsor for support
    - Encouraging a member to participate
    - Etc.
  - Written by hand on plain paper
  - Time limit of 1 hour

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### Letter Writing (continued)



- Evaluation is both subjective and quantitative:
  - (See competency descriptions)
- Exercise is relatively static year-to-year:
  - Comparatively predictable part of the process
  - Historic mean is achievable for virtually all
- Writing skills vary widely among candidates...
  - Range: 50.5 to 90.0 (101-180 on 200 point scale)
  - Mean: 71.83 (143.65/200)

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### Letter Writing (continued)



- Medium correlation between high scores on the letter writing exercise and election to state office:
  - 10% of total score – does not generally "make or break" a candidate
  - Poor performance tends to move candidates down on the slate of nominees during committee discussions
  - Has been a tiebreaker for candidates on the bubble

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### The Interviews



- 1400 points (70%) of total
- Nom Com members score each candidate but do not compare scores as a group
- Important to understand the rules and assumptions of the interview room

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### Interview One —Leadership and the FFA



- Meet the candidate / why is he or she running
- Questions that test FFA knowledge
- Candidates ability to present themselves and represent the FFA if elected
- Parliamentary procedure (who is ready to be a leader, to be president)
- General speaking ability
- Poise and ability to think on their feet
- Ability to motivate and inspire

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### Interview Two —Agriculture and Knowledge of State and Federal Issues



- Agricultural issues
- Issues of the day and their interrelationships with agriculture
- Political questions
- Careers in agriculture
- Ability to integrate knowledge into speaking opportunities
- Knowledge of basic civics and government officials
- Ability to integrate agricultural education and FFA into answers

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### Interview Three —Group Activity



- Ability to cooperate and work together as a team
- Organizational and planning ability
- Time management
- Leadership and followership
- Giving a helping hand
- Bringing it all together—knowledge, poise, presentation

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### “Rules” and Assumptions of the Interview Room



- Each candidate should experience the same circumstances
  - Nom Com asks questions, it doesn't answer them but they will repeat the question
- Assume the role
  - Come prepared to play the role you are seeking
  - Listen with each question for the role
  - Demonstrate you are ready for the role
- Evaluate the surroundings, make use of the tools provided

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### Serving During the Convention



- Each candidate will be assigned a role during the convention
  - The current state officers are watching
  - The state staff is watching
  - Nom Com is watching
- This is a special opportunity, win or lose, make the most of it

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### Preparing to Run



1. Learn the rules
2. Master the material
3. Practice, practice, practice

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### Preparing to Run (continued)



- Begin preparing now and continue daily
  - Participate, participate, participate
- Public speaking ability is critical
- The ability to relate both to peers and adults
- Understand the difference between learning how to prepare and actually preparing

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### Preparing to Run (continued)



- Find a mentor / accountability coach
- Talk with former officers and candidates
- Study for the quiz
- Start preparing early (now isn't too soon)
- Don't take the application for granted
- Get prepared to write well

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### Preparing to Run (continued)



- Practice, practice, practice
  - Get to know yourself in the mirror
- Mock interviews (start early)
  - Tape these if you can
- Attend college workshops
- Give some speeches at school, in the community
- Dress for success

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### Wrap-Up



More information: [www.tnffa.org](http://www.tnffa.org),  
 "Association" tab, "Downloads," "State Officer  
 Candidate/Nominating Committee"

<http://www.tnffa.org/page.aspx?ID=72>

Questions/Answers

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# Tennessee FFA Association

To: Candidates for State FFA Office, Advisors and Nominating Committee Members in Tennessee

From: John W. Rose  
State Officer Nominating Committee Coordinator

Subject: Explanation of New Scorecard for State FFA Officer Nominating Process

The selection process for state FFA officers in Tennessee has changed very little over the past several decades. Candidates are evaluated by a nominating committee which offers a slate of nominees for consideration and election by the delegates at the annual state convention. While this basic structure remains unchanged, specific elements of the nominating process have changed over time.

Presently, the nominating committee consists of six adult members and six student members. This committee evaluates the credentials and capabilities of the candidates based upon a number of elements including: an application submitted by each candidate; a knowledge exam; a letter writing exercise; a Leadership and FFA Interview; an Agriculture and Knowledge of State and Federal Issues Interview; and a Group Interview.

For many years candidates have been scored throughout the nominating process based on a loosely interpreted scorecard. Beginning in 2010 the Nominating Committee started using a new scorecard which is aimed at aiding the committee in more objectively evaluating each candidate based on a specifically defined set of competencies.

The new scorecard and a complete description of each of the competency areas upon which candidates will be evaluated is available on the Tennessee FFA Web page under the State Officer/Nominating Committee heading on the Teachers' page, Downloads link or directly at <http://www.tnffa.org/page.aspx?ID=72>. You may also obtain a copy by contacting one of the State FFA Officer Nominating Committee Coordinators. The competency areas are: Communication, Team Player, Areas of Knowledge, Organization, Character, Passion for Success, Influence, and Appearance. Throughout each round of interviews, the exam, application, and letter writing exercise, candidates will be evaluated on various combinations of the eight new competencies. The scorecard indicates which competencies will be evaluated during a given interview or element and how the competencies will be weighted.

During the interviews, candidates should look for opportunities to demonstrate their proficiency in each competency area. At times, candidates will be asked questions that directly address the competencies. For example, in the Leadership and FFA Interview candidates are evaluated on many competencies including Organization. The committee may ask a question such as, "Give us an example of how FFA has taught you to manage your time more efficiently?" However, the committee may also ask broad questions that indirectly give the candidate the opportunity to address the competencies. For example, "How have you developed as a leader through participation in FFA?" A candidate might demonstrate the Organization competency with an answer that included the following,

"As chapter president I learned how to work with others to prioritize tasks and accomplish multiple goals by delegating responsibilities among the members of the team. We worked to set clear goals and timelines for accomplishing those goals. For example, our chapter set a goal of winning overall points in our district. Our chapter officers and advisor worked together throughout the year to get our individual members and teams ready for events. Together we improved our standing in every major event and won the district trophy."

Memo to Candidates for State FFA Office, Advisors and Nominating Committee Members in Tennessee  
Page 2

When answering every question, the candidate should consider any competencies that they might address in their response. Please note that candidates should not expect specific questions that relate directly or indirectly to each competency individually. Rather, the candidates will be assessed in each round on the totality of their responses during that particular round of the interviews.

The better a candidate is at communicating their proficiency in the competency areas, the better score that candidate will earn. Candidates should study the competency descriptions and reflect on how they embody each trait. Candidates should work toward demonstrating each of the relevant competencies through the responses they give during the various elements of the nominating process.

Good luck candidates!

Contact Information for State Officer Nominating Committee Coordinator:

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Hickman, TN 38567-3025  
Tel: 615-714-5955  
Email: [john.rose@boson.com](mailto:john.rose@boson.com)

Committee Member Name: _____	Interview 1 - Leadership and FFA	Interview 2 - Agriculture and Knowledge of State and Federal Issues	Interview 3 - Group	Letter Writing	Knowledge Exam	Application	State Staff Points
Candidate Name: _____							
<b>TN State FFA Officer Selection Process</b>							

**#1 - Communication**

1.1 - Non-verbal skills	10	5	5				
1.2 - Listening Skills		5	5				
1.3 - Writing Skills				40			
1.4 - Speaking Skills	10	10	5				
1.5 - Facilitation Skills			10				

**#2 - Team Player**

2.1 - Work in Teams			5				
2.2 - Acceptance of Differing Viewpoints			5				
2.3 - Putting Team Before Self			5				

**#3 - Areas of Knowledge**

3.1 - Agriculture Knowledge		20	5	5	100		
3.2 - FFA Knowledge	20	5	5	5			
3.3 - American Education/ Agricultural Education	10	10	5	5			

**#4 - Organization**

4.1 - Efficient Time Management	5	5	5	5			
4.2 - Organizational Skills		5	5	5			
4.3 - Planning and Prioritization			5	5			

**#5 - Character**

5.1 - Positive Attitude		5	5				
5.2 - Sincerity/ Compassion		5	5	5			
5.3 - Maturity	5			5			
5.4 - Coachable/ Lifelong Learning	5						
5.5 - Work Ethic	5						

**#6 - Passion for Success**

6.1 - Self-Confident	5	5					
6.2 - Commitment to FFA	5			5			
6.3 - Energetic	5	5					
6.4 - Initiative			5				

**#7 - Influence**

7.1 - Supports and Motivates FFA Members/ Partners		5	5	5			
7.2 - Mentors and Coaches Others			5	5			
7.3 - Member Representation		5		5			

**#8 Appearance**

8.1 - Official Dress	10						
8.2 - Posture/Presence	5	5	5				

<b>Total by round</b>	100	100	100	100	100	100	(+/-) 40
	*5	*5	*4	*2	*1	*3	

**Total** / 2000

# Tennessee State FFA Officer Selection Competencies

## **Communication**

### **1.1 - Non-verbal Skills**

Candidates will produce evidence of proficiency in demonstrating non-verbal skills when communicating with others by using appropriate tone, giving full attention (eye contact), refraining from distracting mannerisms, and using effective and purposeful gestures (hand signals, facial expressions, body language).

### **1.2 - Listening Skills**

Candidates will produce evidence of proficiency in displaying listening skills when dialoguing with others by recalling information, showing attentiveness, utilizing appropriate wait time, listening for understanding, and finding connections in the conversation.

### **1.3 - Writing Skills**

Candidates will produce evidence of proficiency in demonstrating writing skills when communicating with others by using correct spelling and grammar, delivering a clear and concise message, using various forms of written communication appropriately (including formal letters, thank you notes, and emails), and varying writing style based on the audience.

### **1.4 - Speaking Skills**

Candidates will produce evidence of proficiency in demonstrating speaking skills in a variety of settings (including classrooms, board rooms, auditorium, arena, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students) by using appropriate examples, engaging and motivating various audiences, speaking articulately without notes, and speaking extemporaneously with comfort and ease.

### **1.5 - Facilitation Skills**

Candidates will produce evidence of proficiency in demonstrating facilitation skills in a group setting by accommodating different learning styles through various teamwork techniques, seeking to make the experience meaningful and enjoyable, gauging teammate understanding and readiness throughout the exercise and addressing it appropriately.

## **Team Player**

### **2.1 - Work in Teams**

Candidates will produce evidence of proficiency in demonstrating the ability to work in a team pursuing a common goal by easily transitioning between a leader and follower role, seeking to be a positive influence on the group, being aware of personality styles, and successfully managing team dynamics.

### **2.2 - Acceptance of Differing Viewpoints**

Candidates will produce evidence of proficiency in demonstrating the acceptance of differing viewpoints during group or individual interactions by fostering a safe and open environment, valuing diversity of opinion, and showing respect and empathy toward others.

### **2.3 - Putting Team Before Self**

Candidates will produce evidence of proficiency in demonstrating the ability to put team before self by empowering others, displaying a spirit of humility, sharing success with team members, and assuming responsibility for undesirable outcomes.

## Areas of Knowledge

### 3.1 - Agriculture Knowledge

Candidates will produce evidence of proficiency in demonstrating knowledge of the food, fiber, agricultural, and natural resources industries and their current issues by having the ability to connect facts and issues and articulate how they impact agriculture locally and globally, and discussing key and emerging trends with related statistics. Candidates should also be familiar with government officials on the state and national level who make decisions impacting agriculture.

### 3.2 - FFA Knowledge

Candidates will produce evidence of proficiency in demonstrating knowledge of the FFA and its current issues by having the ability to connect facts and issues and articulate how they impact FFA on a local, state, and national level, discussing key and emerging FFA issues with related statistics, recalling historic FFA events and understanding their significance, reciting and explaining the FFA mission, demonstrating comprehensive understanding of the opportunities available within FFA, explaining the organizational structure of FFA and its partner organizations, and promoting the organization's ability to develop and to foster leaders for the agricultural industry.

### 3.3 - American Education/ Agricultural Education

Candidates will produce evidence of proficiency in demonstrating knowledge of America's education system and its current issues by articulating the role of the FFA as an intra-curricular component of Ag Ed, and understanding the relationship between the FFA and United States Department of Education, Career and Technical Education, federal funding, and the issues connecting them.

## Organization

### 4.1 - Efficient Time Management

Candidates will produce evidence of proficiency in demonstrating efficient time management by having and using a time management tool, handling multiple tasks with competing timelines, being able to prioritize, and meeting deadlines while producing quality results. Candidates should demonstrate the ability to plan presentations within the given preparation time limit and then present the work they have done while wisely using the presentation time they have been given.

### 4.2 - Organizational Skills

Candidates will produce evidence of proficiency in demonstrating organizational skills by locating necessary information or items quickly and easily and being detail-oriented.

### 4.3 - Planning and Prioritization

Candidates will produce evidence of proficiency in demonstrating an ability to plan and prioritize by handling both large and small tasks with ease, breaking down large tasks into manageable components, having defined long-term and short-term goals, and having the ability to prioritize and delegate.

## Character

### 5.1 - Positive Attitude

Candidates will produce evidence of proficiency in displaying reliability, integrity, and trust among others by doing the right thing, even when it causes discomfort, taking responsibility for his/her actions, doing what he/she commits to and more.

### 5.2 - Sincerity/ Compassion

Candidates will produce evidence of proficiency in displaying sincerity and compassion toward others by being sensitive to the genuine welfare of others, communicating true self with tact (passion or vulnerabilities).

### 5.3 - Maturity

Candidates will produce evidence of proficiency in displaying maturity by demonstrating an appropriate demeanor for the situation, using mature language and mannerisms.

### 5.4 - Coachable/ Lifelong Learning

Candidates will produce evidence of proficiency in displaying coachable, life-long learning tendencies by seeking constructive feedback and using it in a proactive manner.

### **5.5 - Work Ethic**

Candidates will produce evidence of proficiency in displaying strong work ethic by demonstrating a sense of ownership and a strong desire/drive for completion on all projects regardless of the circumstances.

## **Passion for Success**

### **6.1 - Self-Confident**

Candidates will produce evidence of proficiency in displaying self-confidence by demonstrating a strong desire to achieve in a fast paced environment, showing willingness to take risks to grow even when success is not guaranteed, having the desire to step outside of comfort zone, sticking to convictions and beliefs while demonstrating consideration towards others, and being well poised.

### **6.2 - Commitment to FFA**

Candidates will produce evidence of proficiency in displaying commitment to the FFA by supporting and advancing the FFA mission daily through his/her words and actions.

### **6.3 - Energetic**

Candidates will produce evidence of proficiency in demonstrating an energetic disposition by maintaining and displaying a high level of energy even in a stressful environment, generating a positive buzz, and having the stamina to maintain a consistent level of performance during continuous activity.

### **6.4 - Initiative**

Candidates will produce evidence of proficiency in displaying initiative in completing a task by recognizing the appropriate time to take action, being quick to respond to new tasks (i.e. volunteering for tasks readily), showing a willingness to act on tedious or less glamorous activities, and being aware of necessity to take action.

## **Influence**

### **7.1 - Supports and Motivates FFA Members/ Partners**

Candidates will produce evidence of proficiency in supporting and motivating FFA members and partners by communicating the value of being a member and the opportunities available in FFA and demonstrating support of individuals and groups through recognition, awards, letters, and personal notes.

### **7.2 - Mentors and Coaches Others**

Candidates will produce evidence of proficiency in mentoring and coaching others by generating ideas for professional improvement for members and officers, and serving as a role model.

### **7.3 - Member Representation**

Candidates will produce evidence of proficiency in committing to member representation by carefully weighing impact of decisions on FFA and its members, and not being afraid to make tough decisions for the good of the organization.

## **Appearance**

### **8.1 - Official Dress**

Official FFA jacket zipped to the top  
Official FFA tie or scarf  
Correct number of pins displayed  
Skirts of appropriate length  
Appropriate footwear

### **8.2 - Posture/Presence**

Candidates should use proper posture throughout the interview process. They should appear alert, interested, and professional. Candidates should also create a positive presence with movements and overall effect.



## STATE FFA OFFICER NOMINATING COMMITTEE STATE OFFICER APPLICATION SCORING GUIDE

### OVERALL SCORING

<u>Categories</u>	<u>Points</u>
FFA Activities	40
Other Activities	20
Letter	15
Supplemental Information	10
GPA	10
Completeness/Neatness	5
TOTAL	100

### GPA SCORING

<u>GPA Ranges</u>	<u>Points</u>
4.0->	10
3.9-4.0	9
3.8-3.9	8
3.7-3.8	7
3.5-3.7	6
3.3-3.5	5
3.1-3.3	4
2.9-3.1	3
2.7-2.9	2
2.5-2.7	1
<2.5	0

### FFA ACTIVITIES SCORING

<u>Activity Category</u>	<u>Points Available</u>
National	6
State	8
District/Regional	8
Local	18
TOTAL	40

### OTHER ACTIVITIES SCORING

<u>Activity Category</u>	<u>Points Available</u>
National	4
District/Regional/State	6
Local	10
TOTAL	20

## State FFA Officer Candidate Letter Writing Exercise

Central Middle School is starting its own agricultural education program. With no history of agricultural education or FFA, the school is eager to get started. The advisor, Jack Masters, has reached out to the State Officer team to request a letter of encouragement to his young members.

Assume you are a State FFA Officer and write a letter to the chapter on behalf of your team. Encourage them, share advice and/or congratulate them for the founding of their chapter.

Address your letter to:

Central Middle School FFA  
c/o Mr. Jack Masters  
432 Main Street  
Franklin, TN 37210

**NOTE:** You have one hour to complete the writing exercise. Should you need more paper or an alternative writing utensil, raise your hand and ask a proctor. All personal materials should be away from your table. **Keep your eyes on your own papers.**

**State FFA Officer Candidate Interview Questions  
First Interview—Leadership and the FFA**

1. Take two minutes to introduce yourself to the committee.
2. Tell us about three lessons you have learned through your Supervised Agricultural Experience?
3. FFA is often described as intracurricular as opposed to extracurricular. What makes FFA intracurricular?
4. What is FFA?
5. Imagine you have just wrapped up a year as an FFA State Officer and you are delivering your retiring address. What is the focus of your message?
6. “School choice” is widely discussed surrounding education policy. What is school choice and how might it impact FFA?
7. Describe an event in FFA history that positively impacted the organization.
8. State Officers have many responsibilities. How do you plan to meet the expectations for a State Officer?
9. How does the FFA motto relate to your own experience in the organization?
10. If your life was a book, what would be the title?
11. Tell us about another FFA member you positively impacted.
12. What is the Tennessee FFA Alumni and what purpose does it serve?
13. Describe the importance of Tennessee FFA Leadership Training Camp.

14. What is your favorite FFA memory?
15. You are the State FFA President, take 10 minutes to address the members at the annual Tennessee Farm Bureau Convention.
16. You are the presiding officer at a Tennessee FFA Executive Committee meeting. Begin by calling the meeting to order. You may dispense with the opening ceremonies and begin by opening the floor for business.
- a. **Candidate:** (Taps gavel twice) Is there any business to be transacted at this time?
  - b. Nom Com Member 1: Mr./Madam President (wait for recognition from the chair)—I move that our team begins work on a garden at Camp Clements.
  - c. **Candidate:** Is there a second?
  - d. Nom Com Member 2: Second.
  - e. **Candidate:** A motion has been made and properly seconded that our team begin work on a garden at Camp Clements. (Motion is debatable, amendable and requires a majority vote to pass.) Is there any discussion?
  - f. Nom Com Member 1: Mr./Madam President—having a garden at FFA Camp will allow FFA members to learn about raising their own vegetables and the food could be served in the camp cafeteria. I encourage my fellow members to vote yes.
  - g. **Candidate:** Is there any further discussion?
  - h. Nom Com Member 3: Mr./Madam President—starting a garden at FFA Camp is too expensive. I move to amend the motion by striking the word “garden” and inserting the word “mural”.
  - i. **Candidate:** Thank you. Is there a second?
  - j. Nom Com Member 2: Second.
  - k. **Candidate:** A motion has been made and properly seconded that the main motion be amended by striking the word “garden” and inserting the word

“mural” so that the motion reads: “Our team begins work on a mural at Camp Clements.” Is there any discussion?

l. Nom Com Member 1: Madam/Mr. Chairman (wait for recognition). I move to adjourn.

m. **Candidate:** Thank you. Is there a second?

n. Nom Com Member 2: Second.

o. Candidate: A motion has been made and properly seconded that we adjourn. We shall proceed to vote on the motion. All in favor signify by saying aye. (all vote yes.) All opposed say nay. The motion to adjourn passes. We are adjourned.

17. You have just been elected State FFA President, assume you are at the convention stage podium and perform the closing ceremonies for the convention. I will play the role of State Secretary. Begin when you are ready.

**Candidate:** Mr./Madam Secretary, do you have a record of any further business which should now be transacted?

Secretary: I have none, Mr./Madam President.

**Candidate:** “Does any member know of any new or unfinished business, which should properly come before this meeting?”

“We are about to adjourn this, the final session of the 89<sup>th</sup> Annual Tennessee FFA State Convention (they may state this in a variety of acceptable ways). As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone and, above all, honest and fair in the game of life. Fellow members and guests, join me in a salute to our flag.” (Tap gavel three times, face the flag)

(Leads the pledge. Nominating committee members may participate.)

“I now declare this convention adjourned.” (Tap gavel once)

## State FFA Officer Candidate Interview Questions Second Interview—Agriculture and Knowledge of State and Federal Issues

1. The Dow Jones Industrial Average recently reached its highest level ever. How does the performance of the broad range of industries included in the Dow impact agriculture?
2. What two challenges are most pressing for agriculture in America?
3. Who are your state legislators?
4. Describe one legislative initiative currently being discussed in the Tennessee State Legislature.
5. How do cooperatives benefit rural citizens?
6. How do you explain the value of FFA for students planning to go to college?
7. You are attending Ag Day on the Hill at the Tennessee State Legislature and you are asked to make remarks on behalf of FFA. You have two minutes to make your comments.
8. What is the North American Free Trade Agreement?
9. What is the importance of County and State Fairs?
10. Governor Haslam has proposed a plan to expand broadband into more of Tennessee's rural communities. What impacts could broadband access have on rural Tennessee?
11. Discuss one government regulation that negatively impacts agriculture.
12. Are farm subsidies needed and what is their purpose?
13. Name three major agricultural products produced in Tennessee and briefly describe how these products are marketed by Tennessee farmers.
14. What is the Tennessee Agricultural Enhancement Program?

## State FFA Officer Candidate Interview Questions

### Third Interview—Group Activity

Assume you are members of the 2017-2018 State FFA Officer team. You are planning for the 2017 FFA Camp Season. As part of Camp you are to make an opening presentation that gets the campers excited for the week ahead and outlines some of the important leadership development activities and classes they will experience.

Your challenge is to create a presentation that will appeal to all campers, but still communicates the objectives for the week.

You have fifteen (15) minutes for preparation and ten (10) minutes for your presentation. All candidates must be involved in both preparation and the presentation.

**NOTE:** **Speak up during your preparation.** All discussion should be loud enough for committee members to hear. We will give you a five minute and one minute warning before the expiration of each time period.