

	Exam	Writing Exercise	Personal Round - Introduction	One-on-One	Advocacy Stand & Deliver	Phase II	Facilitation	Round Robin	Personal Round - Conclusion
<b>Communication</b>									
Non-verbal Skills			X	X	X				
Listening Skills				X			X	X	
Writing Skills		X							
Speaking Skills					X		X		
Facilitation Skills							X		
<b>Team Player</b>									
Work in Teams				X			X		
Acceptance of differing viewpoints				X			X		
Putting team before self				X					X
<b>Areas of Knowledge</b>									
Agriculture Knowledge	X	X			X			X	
FFA Knowledge	X	X			X			X	
Education/ Agricultural Education Knowledge	X	X			X			X	
<b>Personal Organization</b>									
Time Management				X			X		
Planning and Prioritization				X			X		
Self-starter				X			X		
<b>Character</b>									
Reliability/integrity/trust				X					X
Adaptability/flexibility				X			X		
Positive attitude			X					X	X
Sincerity/compassion			X	X					X
Maturity				X			X		X
Coachable/lifelong learning				X					X
Work ethic				X					
<b>Passion for Success</b>									
Self-confidence			X		X		X		
Commitment to FFA			X	X					
Energetic			X				X		
Initiative				X			X		
Commitment to Service			X	X					X
<b>Influence</b>									
Supports and motivates FFA members/partners			X		X			X	
Mentors and coaches others				X					X
Member representation				X	X			X	
Builds relationships				X			X		
<b>Critical Thinking</b>									
Solving problems								X	
Critical thinking and conducting Research					X			X	



**Passion for Success**  
**Competency Builder 6.5**  
**Commitment to Service**

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
<b>A. Consistently Engages in Service Opportunities that Benefit the Local Community</b>	<p><i>Has difficulty identifying opportunities where he or she was engaged in service outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Provides no evidence of any involvement in service opportunities outside of FFA.</li> </ul>	<p><i>Has some difficulty identifying opportunities in which he or she was engaged in service outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Provides evidence of occasional involvement in service opportunities outside of FFA.</li> </ul>	<p><i>Easily identifies opportunities in which he or she engaged in service outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Provides ample evidence of long-term and consistent involvement in service opportunities outside of FFA.</li> </ul>
<b>B. Demonstrates Leadership in a Service Activity</b>	<p><i>Has difficulty describing his or her role in service opportunities outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Does not supply details about his or her responsibilities, especially in planning and implementing service activities.</li> </ul>	<p><i>Has some difficulty describing his or her role in service opportunities outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Supplies vague details about his or her responsibilities, especially in planning and implementing service activities.</li> </ul>	<p><i>Has no difficulty describing his or her role in service opportunities outside of FFA.</i></p> <ul style="list-style-type: none"> <li>Supplies specific details about his or her responsibilities, especially in planning and implementing service activities.</li> </ul>
<b>C. Awareness of Community Needs</b>	<p><i>Is not aware of community needs.</i></p> <ul style="list-style-type: none"> <li>Does not clearly state a specific community need.</li> </ul>	<p><i>Is somewhat aware of community needs.</i></p> <ul style="list-style-type: none"> <li>States, but without providing details, the need(s) of the community.</li> </ul>	<p><i>Is clearly aware of community needs.</i></p> <ul style="list-style-type: none"> <li>Explains in great detail the need(s) of the community.</li> </ul>
<b>D. Upholds Personal Philosophy Reflecting a Service Attitude</b>	<p><i>Has difficulty expressing the motivation and impact of service on self and community.</i></p> <ul style="list-style-type: none"> <li>Does not provide an explanation that is unique to self or express a positive attitude about service to others.</li> </ul>	<p><i>Has some difficulty expressing the motivation and impact of service on self and community.</i></p> <ul style="list-style-type: none"> <li>Provides reasons that service is important but those reasons reflect an attitude of being extrinsically motivated rather than intrinsically motivate to serve others.</li> </ul>	<p><i>Has no difficulty expressing the motivation and impact of service on self and community.</i></p> <ul style="list-style-type: none"> <li>Provides an explanation that is unique to the person and reflects an attitude that is intrinsically motivated to serve others.</li> </ul>



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**Team Player**  
**Competency Builder 2.1**  
**Work In Teams**

Indicators	1=Strong Evidence Skill is NOT Present	3=Moderate Evidence Skills is Present	5= Very Strong Evidence Skill is Present
<b>A. Leader Roles</b>	<p><i>Has difficulty being a leader.</i></p> <ul style="list-style-type: none"> <li>As a leader, is sometimes controlling, or, on the other end, has difficulty controlling the group.</li> </ul>	<p><i>Shows some difficult being a leader.</i></p> <ul style="list-style-type: none"> <li>As a leader, is mostly a good listener but sometimes talks too much. Sometimes loses control.</li> </ul>	<p><i>Shows no difficulty being a leader.</i></p> <ul style="list-style-type: none"> <li>As a leader, is an active listener, and considers all members' views. Also manages and organizes group effectively.</li> </ul>
<b>B. Follower Roles</b>	<p><i>Has difficulty being a follower.</i></p> <ul style="list-style-type: none"> <li>As a follower, does not perform some duties of the assigned team role, and relies on others to do the work.</li> </ul>	<p><i>Shows some difficulty being a follower.</i></p> <ul style="list-style-type: none"> <li>As a follower, completes most of his/her tasks, sometimes has to be reminded.</li> </ul>	<p><i>Shows no difficulty being a follower.</i></p> <ul style="list-style-type: none"> <li>As a follower, performs all assigned work, which is relevant and important to the goal.</li> </ul>
<b>C. Influence on Group</b>	<p><i>Appears to have less that positive influence on the whole group.</i></p> <ul style="list-style-type: none"> <li>Sometimes has negative communication with group.</li> <li>Seldom encourages or supports the ideas of others, gets upset if own ideas are not used.</li> </ul>	<p><i>Has somewhat of a positive influence on the whole group.</i></p> <ul style="list-style-type: none"> <li>Usually has positive communication with group, but sometimes interrupts or is negative.</li> <li>Usually encourages other's opinions, but sometimes focuses on own ideas.</li> </ul>	<p><i>Consistently has a positive influence on the whole group.</i></p> <ul style="list-style-type: none"> <li>Has positive contact with the entire group, speaks persuasively when appropriate, and never argues.</li> <li>Interacts with, encourages, and supports the ideas with all the members of the group.</li> </ul>
<b>D. Awareness of Personality Styles of Others</b>	<p><i>Shows little acceptance for differing attitudes, personalities and behaviors.</i></p> <ul style="list-style-type: none"> <li>Language uses may be expressed as not understanding others' differences in personality and learning styles.</li> </ul>	<p><i>Shows acceptance for differing attitudes, personalities and behaviors.</i></p> <ul style="list-style-type: none"> <li>For the most part, language conveys an understanding of others' differences in learning and personality.</li> </ul>	<p><i>Shows extreme acceptance of differing attitudes, personalities and behaviors.</i></p> <ul style="list-style-type: none"> <li>Language is free of bias, and completely shows an understanding and respect for others' differences in learning and personality.</li> </ul>
<b>E. Managing Team Dynamics</b>	<p><i>Has difficulty handling team dynamics, and has little professionalism during team activities.</i></p> <ul style="list-style-type: none"> <li>In team conflicts, is either the cause of the conflict, or does little to resolve the problem at hand.</li> <li>Has some difficulty accepting others' criticism, opinions, or ideas for improvement.</li> </ul>	<p><i>Usually handles team dynamics, and mostly possesses professionalism during team activities.</i></p> <ul style="list-style-type: none"> <li>In team conflicts, for the most part, helps to resolve the issues, sometimes either is controlling or doesn't want to get involved.</li> <li>Mostly accepts others' criticisms, opinions, or ideas for improvement, but sometimes expresses defensiveness.</li> </ul>	<p><i>Handles team dynamics and possesses extreme professionalism during team activities.</i></p> <ul style="list-style-type: none"> <li>In team conflicts, uses problem-solving and decision-making methods and skills to produce a positive compromise.</li> <li>Values the criticism, opinions, or ideas for improvement from the other members of the group, and makes appropriate decisions based on these ideas.</li> </ul>





## **2019 Writing Exercise Hot Topics**

All candidates will complete a written essay on a topic relevant to agriculture, FFA or the American education system. The purpose of the essay is focused on student's ability to convey knowledge and understanding through the context of writing.

Each year a theme will be identified (Agriculture, FFA or American education). The theme and a list of potential topics will be published for all candidates. Candidates are encouraged to understand each topic very well. However, the essay will also require candidates to demonstrate an understanding of how that particular topic relates to the other themes, not reflected in that particular year (i.e., if agriculture is the theme during the current year then the essay question will require students to demonstrate understanding of the topic as well as the relationship that topic shares with FFA and/or the American education system.)

Topics for the writing exercise will fall within the following area of knowledge for 2019:

*2019 – FFA Current Events and Issues*

### **2019 Written Test - Writing Exercise Hot Topics**

The following is a listing of 5 "hot topics" within the theme of FFA Current Events and Issues to guide your preparation for this round in the 2019 selection process.

- Supervised Agricultural Experience (SAE)
- Member Engagement
- Reflecting our local community (Diversity/Inclusion)
- FFA Membership – Recruitment and Retention
- Service Learning

For more information regarding this interview round please reference the Texas State Officer Selection Process Handbook.





## **Texas FFA State Officer Selection Process Writing Exercise 2018**

Texas state FFA officers are expected to complete a number of written correspondences with State FFA staff, students, teachers, sponsors, and state leaders throughout their year of service. As an officer, the ability to communicate clearly through writing is just as critical as the ability to communicate through speech. State FFA officers are often asked to write and/or speak about various issues facing the state FFA organization. This component of the state FFA officer selection process provides each candidate with the opportunity to demonstrate their ability to effectively communicate about a given FFA topic.

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The world population is expected to grow by over a third, or 2.3 billion people, between 2018 and 2050. Nearly all of this growth is forecast to take place in the developing countries. Among this group, sub-Saharan Africa's population would grow the fastest (+114 percent) and East and Southeast Asia's the slowest (+13 percent). Urbanization is foreseen to continue at an accelerating pace with urban areas accounting for 70 percent of world population in 2050 (up from 49 percent at present) and rural population, after peaking sometime in the next decade, actually declining.

The projections show that feeding a world population of 9.1 billion people in 2050 would require raising overall food production by some 70 percent between 2018 and 2050. Production in the developing countries would need to almost double. This implies significant increases in the production of several key commodities. Annual cereal production, for instance, would have to grow by almost one billion tons and meat production by over 200 million tons. Seventy-two percent of this growth needs to occur within the developing countries where the population growth is spiking. Feeding the world population adequately would also mean producing the kinds of foods that are lacking to ensure nutrition security.

You have been asked to write a short essay entitled, "*How to feed the world - 2050*". Please limit the essay to 750 words or less.

Specifically, the essay needs to address the following:

1. What is currently being done to ensure there is enough food in 2050?
  2. Do you feel that education regarding food production, processing, marketing, and distribution is something that needs to be addressed?
  3. Worldwide, there is a mass exodus of young people from the agriculture industry. How do we reverse this trend to ensure there is an adequate work force that is capable of growing the products we need?
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**Continued on back!**

Reminders:

1. Your essay will be evaluated using the rubric published in the Texas FFA Officer Selection Handbook.
2. You may use the notepad provided for notes, outlines or a rough draft. Your final copy must be typed and saved as a .pdf file on the flash drive provided using the following title:

writing\_exercise\_candidate

*Please do not put spaces between candidate and number.*

3. Please use NO identifying language in your essay! Put your candidate number ONLY at the top left-hand side of the page!!
4. When you finish, please turn in this sheet, your completed essay on the saved flash drive, as well as any notes on any paper.

## Writing

All competencies will be scored using speech <i>AND</i> questions that follow the speech to evaluate	
1.3A	Spelling/Grammar
1.3B	Message
1.3C	Forms of Writing
1.3D	Writing Style
3.2A	Connects and articulates facts and issues of FFA
3.2B	Discuss key and emerging FFA issues
3.2C	Recalls historic FFA events and significance
3.2D	Recites and explains the FFA mission
3.2E	Understands FFA opportunities
3.2F	Explains structure of FFA and partners
3.2G	Promotes FFA's ability to develop leaders

The competency builders for knowledge will alternate each year for the writing exercise. For 2017, *ONLY* knowledge competency builder 3.3 (Agriculture Education) will be scored in the writing exercise. Competency builder 1.3 (writing) will be scored every year.

### Rotation

3.1 will be scored in 2018

3.2 will be scored in 2019

3.3 will be scored in 2020



**2018 Texas FFA State Officer Selection Process**  
**Personal Round – Introduction**

Throughout this week, when asked why you are wearing blue corduroy in mid-July, how will you explain the significance of your blue jacket?

“Living to Serve” is an important part of the FFA motto. How have you lived to serve others?

How has your self-confidence shaped your ability to be a leader?

If you were to write an autobiography of your time in the FFA, what would the title of the book be and what would it say about you?



### Personal Round: Introduction

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

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

**Competency Builder 5.3A and 7.1B will *NOT* be scored during this round**





One-on-One	
<b>Scored through observation</b>	<b>Need to be addressed by YOU when answering questions</b> <b>You will be asked ONE specific question for each of the following competency builders throughout the one-on-one interviews. Each will be asked only once!</b> <b>These will be divided equally between nominating committee members.</b>
1.1A	2.1A
1.1B	2.1B
1.1C	2.1C
1.1D	2.1D
1.2B	2.1E
1.2C	2.2A
1.2D	2.2B
5.4A	2.2C
5.4B	2.3A
5.5B	2.3B
5.5C	2.3C
5.5D	2.3D
7.4A	4.1A
7.4B	4.1B
	4.1C
	4.2A
	4.2B
	4.2C
	4.2D
	4.2E
	4.3A
	4.3B
	4.3C
	5.1A
	5.1B

<i>One-on-One competencies continued from previous page</i>	
5.1C	Commitment
5.2A	Reacting to change
5.2B	Adjusting to new situations
5.6A	Coachable
5.6B	Seeks constructive feedback and uses it in a proactive manner
5.7A	Demonstrates a sense of ownership
5.7B	Demonstrates a strong desire/drive for completion of all projects regardless of circumstances
6.2A	Supporting and advancing FFA mission through words and actions
6.4A	Recognizes appropriate time to take action
6.4B	Responds or volunteers to new tasks
6.4C	Willingness to act on tedious tasks
6.4D	Aware of necessity to take action
6.5A	Consistently engages in service opportunities***
6.5B	Demonstrates leadership in a service activity****
6.5C	Awareness of community needs
6.5D	Upholds Personal Philosophy Reflecting Service Attitude
7.2A	Generates ideas for professional improvement for members and officers
7.2B	Serves as a role model
7.3A	Carefully weighs the impact of decisions on FFA and its members
7.3B	Not afraid to make tough decisions for the good of the organization

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

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

# 1-on-1 Question

Candidate:

## Critique Sheet 1

Evaluator: Kyleigh Carson

### Question Competencies

2.3B How do you show appreciation to your team for all the work they do?

INDICATORS		1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT	SCORE
2.3.B. SPIRIT OF HUMILITY	<ul style="list-style-type: none"><li>Takes credit for a lot of the teamwork, is not modest about his/her contribution.</li><li>Focuses often on self before others.</li><li>Quick to take credit for ideas of group.</li></ul>	<ul style="list-style-type: none"><li>Sometimes gives credit to him or herself over other team members, is mostly modest.</li><li>Frequently remembers to focus on others before self.</li><li>Mostly lets others or the whole group take credit for the ideas of the group.</li></ul>	<ul style="list-style-type: none"><li>Gives credit to entire team when appropriate, is modest about own achievements.</li><li>Always focuses appropriate amount of attention on others before self.</li><li>Gives credit to the entire team for good ideas.</li></ul>		
4.3A Tell me about a project that you struggled to get started with.					
INDICATORS		1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT	SCORE
4.3.A. STARTING PROJECTS INDEPENDENTLY	<ul style="list-style-type: none"><li>Demonstrates inability to start projects independently.</li><li>Delays action by asking questions and/or failing insufficient information.</li></ul>	<ul style="list-style-type: none"><li>Demonstrates some ability to start projects independently.</li><li>Takes action, but may display reluctance and/or fear of making mistakes.</li></ul>	<ul style="list-style-type: none"><li>Demonstrates strong ability of starting projects independently.</li><li>Takes appropriate action and works with given information, even when limited.</li></ul>		
5.7 B What has been one of the hardest projects for you to finish?					
INDICATORS		1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT	SCORE
5.7.B. DEMONSTRATES A STRONG DESIRE/DRIVE FOR COMPLETION ON ALL PROJECTS REGARDLESS OF CIRCUMSTANCE	<ul style="list-style-type: none"><li>Doesn't show a strong desire/drive for completion on all projects, disregards circumstances.</li><li>Is easily distracted, doesn't really show much determination or focus to put in extra work to complete a project, and lets others take the extra work.</li></ul>	<ul style="list-style-type: none"><li>Mostly shows a strong desire/drive for completion on all projects regardless of the circumstances.</li><li>Usually stays on focus with a project, seems very determined to complete a project, but occasionally seems less than willing to put in extra work to complete.</li></ul>	<ul style="list-style-type: none"><li>Has a very strong desire/drive for completion on all projects regardless of the circumstances.</li><li>Always stays focused on the completion of a project, is the first to take extra work, and will do whatever it takes to get the job done.</li></ul>		

# 1-on-1 Question

**7.2B** When is the last time you let someone down that looks up to you?

INDICATORS		1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT	SCORE
7.2.B. SERVES AS A ROLE MODEL	<ul style="list-style-type: none"><li>Has minor difficulty serving as a role model.</li><li>Shows some ability to teach, coach and help others grow</li><li>Sometimes does not seem to recognize the need for exemplary behavior in the part of being a role model to others</li></ul>	<ul style="list-style-type: none"><li>Serves as a good role model.</li><li>Usually effective in helping others to grow through practiced coaching and mentoring techniques.</li><li>Usually appears to recognize the need for exemplary behavior in the part of being a role model to others.</li></ul>	<ul style="list-style-type: none"><li>Is an exemplary role model.</li><li>Consistently effective in helping others to grow through practiced coaching and mentoring techniques.</li><li>Always practices the humbling behavior traits of a person who serves as a role model to others.</li></ul>		
Observation Competencies					
INDICATORS		1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT	SCORE
5.4.B. COMMUNICATES TRUE SELF WITH TACT (PASSION OR VULNERABILITIES)	<ul style="list-style-type: none"><li>Has difficulty communicating his/her true self with tact.</li><li>Doesn't make known what makes him/her passionate or excited about the future.</li><li>Doesn't want to share vulnerabilities or weaknesses.</li></ul>	<ul style="list-style-type: none"><li>Has some difficulty communicating his/her true self with tact.</li><li>When talking about passions or desires for future, occasionally seems unable to communicate true feelings.</li><li>Is able to share vulnerabilities or weaknesses, but sometimes seems hesitant.</li></ul>	<ul style="list-style-type: none"><li>Has no difficulty communicating his/her true self with tact.</li><li>Communicates with enthusiasm his/her passions and desires for the future.</li><li>Fully communicates vulnerabilities or weaknesses with no hesitation and with a plan to overcome</li></ul>		
7.4.A. DEMONSTRATES A GENUINE INTEREST IN OTHERS	<ul style="list-style-type: none"><li>Has difficulty employing strategies to learn about others.</li><li>Does not make attempts to ask questions to help better understand the person's point of view or needs.</li></ul>	<ul style="list-style-type: none"><li>Usually employs strategies to learn about others.</li><li>Sometimes makes attempts to ask questions to help better understand the person's point of view or needs</li></ul>	<ul style="list-style-type: none"><li>Always employs strategies to learn about others.</li><li>Always makes attempts to ask questions to better understand the person's point of view or needs.</li></ul>		



# 1-on-1 Question

Candidate:		Critique Sheet 2		Evaluator: Ethan Walker
Question Competencies				
2.3C How do you congratulate team members on a job well done?				
<div> <div> <div>INDICATORS</div> <div> <div>1 = STRONG EVIDENCE SKILL IS NOT PRESENT</div> <div>3 = MODERATE EVIDENCE SKILL IS PRESENT</div> <div>5 = VERY STRONG EVIDENCE SKILL IS PRESENT</div> </div> </div> <div> <div>2.3 C</div> <div>SHARING SUCCESS WITH TEAM</div> </div> <div> <div>Rarely shares and celebrates the success with team and of others appropriately.</div> <div> <ul style="list-style-type: none"> <li>Sometimes brag about own successes.</li> <li>Infrequently shares with or celebrates success with others.</li> </ul> </div> <div> <div>Usually shares and celebrates the successes of the team and of others appropriately.</div> <div> <ul style="list-style-type: none"> <li>Rarely brags about own successes.</li> <li>Frequently remembers to share and celebrate success with others.</li> </ul> </div> <div> <div>Shares and celebrates the successes of the team and of others appropriately.</div> <div> <ul style="list-style-type: none"> <li>Never brags about self.</li> <li>Always shares and celebrates the entire team.</li> </ul> </div> </div> </div> </div> </div>				
4.3B In what ways do you ensure all of your deadlines are met?				
<div> <div> <div>INDICATORS</div> <div> <div>1 = STRONG EVIDENCE SKILL IS NOT PRESENT</div> <div>3 = MODERATE EVIDENCE SKILL IS PRESENT</div> <div>5 = VERY STRONG EVIDENCE SKILL IS PRESENT</div> </div> </div> <div> <div>4.3 B.</div> <div>MEETING DEADLINES INDEPENDENTLY</div> </div> <div> <div>Demonstrates inability to complete independent projects in a timely manner.</div> <div> <ul style="list-style-type: none"> <li>Consistently misses deadlines and procrastinates.</li> </ul> </div> <div> <div>Completes most independent projects in a timely manner.</div> <div> <ul style="list-style-type: none"> <li>Misses some deadlines and requests extensions when necessary.</li> </ul> </div> <div> <div>Completes all independent projects in a timely manner.</div> <div> <ul style="list-style-type: none"> <li>Consistently turns work in on schedule.</li> </ul> </div> </div> </div> </div> </div>				
6.2A When have you felt you were living out the FFA mission statement?				
<div> <div> <div>INDICATORS</div> <div> <div>1 = STRONG EVIDENCE SKILL IS NOT PRESENT</div> <div>3 = MODERATE EVIDENCE SKILL IS PRESENT</div> <div>5 = VERY STRONG EVIDENCE SKILL IS PRESENT</div> </div> </div> <div> <div>6.2A. SUPPORTING AND ADVANCING FFA MISSION THROUGH WORDS AND ACTIONS</div> </div> <div> <div>Has difficulty supporting and advancing the FFA mission daily through words and actions</div> <div> <ul style="list-style-type: none"> <li>Tends to miss opportunities to add supportive statements regarding FFA's mission.</li> <li>Omits making a connection statement support of FFA's mission when the opportunity arises.</li> </ul> </div> <div> <div>Usually supports and advances the FFA mission daily through words and actions</div> <div> <ul style="list-style-type: none"> <li>Makes thoughtful, interesting and supportive statements about FFA's mission.</li> <li>Goes beyond the obvious in analyzing the purpose of FFA.</li> </ul> </div> <div> <div>Always supports and advances the FFA mission daily through words and actions</div> <div> <ul style="list-style-type: none"> <li>Speaks with passion, emotion, interest, and insight about FFA's mission.</li> <li>Deep thinking is evident about the purpose of FFA.</li> </ul> </div> </div> </div> </div></div>				

# 1-on-1 Question

	<ul style="list-style-type: none"> <li>Supportive statements about FFA are absent from any of the activities.</li> <li>FFA mission appears not to be internalized at this point in time; frequently missed opportunities to discuss FFA, the mission, and how these connect to other initiatives of various groups.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates support for FFA into most activities.</li> <li>FFA mission appears to be internalized, but occasionally misses an opportunity to discuss FFA, the mission, and how these connect to initiatives of other groups.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly incorporates support of FFA into all activities.</li> <li>FFA mission is obviously internalized and continuously looks for ways to discuss FFA, the mission, and how these connect to other initiatives of other groups.</li> </ul>
<b>7.3A As a state officer, what impact do you wish to leave on FFA members?</b>			
<div> <div>INDICATORS</div> <div>1 = STRONG EVIDENCE SKILL IS NOT PRESENT</div> <div>3 = MODERATE EVIDENCE SKILL IS PRESENT</div> <div>5 = VERY STRONG EVIDENCE SKILL IS PRESENT</div> <div>SCORE</div> </div>			
7.3 A CAREFULLY WEIGHS IMPACT OF DECISIONS OF FFA AND ITS MEMBERS	<p>Has difficulty showing care in weighing the impact of decisions on FFA and its members.</p> <ul style="list-style-type: none"> <li>Demonstrates some understanding of the potential impact of decisions on FFA and the membership.</li> <li>Usually unable to answer questions as to why a decision made more than 50 percent of the time</li> </ul>	<p>Usually shows care in weighing the impact of decisions on FFA and its members.</p> <ul style="list-style-type: none"> <li>Demonstrates a general understanding of the potential impact of decisions on FFA and the membership.</li> <li>Evidence and examples are used 60 to 80 percent of the time</li> </ul>	<p>Shows extreme care in weighing the impact of decisions on FFA and its members.</p> <ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the potential impact of decisions on FFA and the membership</li> <li>Explanations are given more than 95 percent of the time that show how each piece of evidence supports the person's position.</li> </ul>
<b>Observation Competencies</b>			
<div> <div>INDICATORS</div> <div>1 = STRONG EVIDENCE SKILL IS NOT PRESENT</div> <div>3 = MODERATE EVIDENCE SKILL IS PRESENT</div> <div>5 = VERY STRONG EVIDENCE SKILL IS PRESENT</div> <div>SCORE</div> </div>			
1.1 A TONE	<p>Has difficulty using an appropriate tone.</p> <ul style="list-style-type: none"> <li>Speech is either too loud or too soft- not appropriate 50percent or more of the time.</li> <li>Pace is too fast, nervous.</li> <li>Pronunciation of words is unclear.</li> </ul>	<p>Appropriate tone is usually consistent.</p> <ul style="list-style-type: none"> <li>Speech is usually at the right volume- appropriate 60-80percent of the time.</li> <li>Speaks at the right pace most of the time, but shows some nervousness.</li> <li>Pronunciation of words is usually clear.</li> </ul>	<p>Appropriate tone is consistent.</p> <ul style="list-style-type: none"> <li>Speech is clear, and at a confident volume 95-100percent of the time.</li> <li>Speaks at the right pace to be clear.</li> <li>Pronunciation of words is very clear.</li> </ul>
7.4 B ABILITY TO ESTABLISH GOOD RAPPORT WITH OTHERS	<p>Has difficulty demonstrating enthusiasm and finding common ground with others.</p> <ul style="list-style-type: none"> <li>Does not appear to engage others or to help them feel at ease.</li> </ul>	<p>Usually shows enthusiasm and finds common ground with others.</p> <ul style="list-style-type: none"> <li>Sometimes appears to engage others in conversations or to help them feel at ease.</li> </ul>	<p>Always shows enthusiasm and finds common ground with others.</p> <ul style="list-style-type: none"> <li>Always engages others in conversation or to help them feel at ease.</li> </ul>

# 1-on-1 Question

Candidate:

Critique Sheet 3

Evaluator: Kensi Chowning

## Question Competencies

2.3D What was the last mistake you took credit for?

1 = Strong Evidence Skill IS NOT PRESENT		3 = Moderate Evidence Skill IS PRESENT		5 = Very Strong Evidence Skill is Present		Score
Indicators						
2.3D. Assuming Responsibility For Undesirable Outcomes	<ul style="list-style-type: none"> <li>Takes little responsibility for undesirable outcomes.</li> <li>Usually faults results on others' lack of performance.</li> <li>Avoids admitting responsibility for undesirable outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes takes responsibility for undesirable outcomes.</li> <li>Rarely faults results on others' performance.</li> <li>Admits responsibility for undesirable outcomes, but never the first to take the accountability.</li> </ul>	<ul style="list-style-type: none"> <li>Takes full responsibility for undesirable outcomes.</li> <li>Never faults results on the performance of others.</li> <li>Readily admits responsibility for their contribution to the undesirable outcome of the group and accepts accountability.</li> </ul>			

4.3C How have you altered a presentation to keep your audience engaged?

1 = Strong Evidence Skill IS NOT PRESENT		3 = Moderate Evidence Skill IS PRESENT		5 = Very Strong Evidence Skill is Present		Score
Indicators						
4.3C. Activates	<ul style="list-style-type: none"> <li>Does not take action as a result of not observing the audience's needs.</li> <li>Consistently disregards cues from the audience and doesn't account for their needs</li> </ul>	<ul style="list-style-type: none"> <li>Hesitant and takes little action after observing and identifying the audience's needs.</li> <li>Misses some subtle cues from the audience and addresses the obvious needs.</li> </ul>	<ul style="list-style-type: none"> <li>Takes action after observing and identifying the audience's needs.</li> <li>Consistently looks for subtle and overt cues from the audience and addresses their needs.</li> </ul>			

6.4A Tell me about a time you did a job no one else was willing to do?

1 = Strong Evidence Skill IS NOT PRESENT		3 = Moderate Evidence Skill IS PRESENT		5 = Very Strong Evidence Skill is Present		Score
Indicators						
6.4A. Aware of Necessity to Take Action	<ul style="list-style-type: none"> <li>Not always aware of necessity to take action.</li> <li>Usually waits on someone else to direct the group in completing necessary action planning steps to accomplish task completion</li> </ul>	<ul style="list-style-type: none"> <li>Mostly aware of necessity to take action.</li> <li>Most often helps direct the group in completing necessary action planning steps to accomplish task completion.</li> </ul>	<ul style="list-style-type: none"> <li>Always helps direct the group in completing necessary action planning steps to accomplish task completion.</li> </ul>			

State Officer Selection

Texas FFA

2017



## 1-on-1 Question

**7.3B** What is the toughest decision you have made on behalf of the organization?

INDICATORS		1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT	SCORE
7.3 B. NOT AFRAID TO MAKE TOUGH DECISION FOR THE GOOD OF THE ORGANIZATION	Not confident making tough decisions for the good of the organization	<ul style="list-style-type: none"> <li>Frequently fearful of making decisions which run counter to popular opinion.</li> <li>Evidence and examples are used and/or explained less than 50 percent of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat confident making tough decisions for the good of the organization.</li> <li>Sometimes hesitant to make decisions which run counter to popular opinion even if supported by evidence and example showing relevancy to FFA.</li> <li>Evidence and examples are used 60 to 80 percent of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Extremely confident making tough decisions for the good of the organization.</li> <li>Always makes decisions based on evidence and examples specific relevant to FFA.</li> <li>Explanations are given more than 95 percent of the time that show how each piece of evidence supports the person's position.</li> </ul>	
<b>Observation Competencies</b>					
INDICATORS		1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT	SCORE
1.1 B. ATTENTION (EYE CONTACT)	Eye contact is mostly ineffective and inconsistent.	<ul style="list-style-type: none"> <li>Occasionally looks at someone or some groups (less than 50percent of the time).</li> <li>Reads notes or looks down the entire time.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly looks around the audience (60-80percent of the time).</li> <li>Looks up from notes, but does not scan audience.</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact is effective and consistent.</li> <li>Constantly looks at the entire audience (95-100percent of the time).</li> <li>Never or rarely references notes, scans and connects with the audience.</li> </ul>	
5.4 A. IS SENSITIVE TO THE GENUINE WELFARE OF OTHERS	Lacks concern for the welfare of others.	<ul style="list-style-type: none"> <li>Shows compassion to some of the people around them, seems hesitant to show all.</li> <li>Has difficulty seeing others' problems before own.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some concern for the welfare of others.</li> <li>Shows compassion to all around them.</li> <li>Puts others problems before his/her own, occasionally doesn't show appropriate amount of empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Shows concern for welfare of others.</li> <li>Shows compassion to all those around him/her with sincerity, true desire to make the world a better place.</li> <li>Others' problems come before his/her own, shows true empathy for everyone around.</li> </ul>	



# **Texas FFA State Officer Candidate Advocacy Stand and Deliver 2018**

## **INTRODUCTION**

Immigrant workers aren't a "cheap labor" alternative, as so many Americans think. They are the only labor available to do many unskilled jobs, and if they were eliminated, most would not be replaced. Instead, whole sectors of the economy would shrivel, and with them, many other jobs often filled by more skilled Americans.

In 1960, half of all the native-born men in the U.S. labor force were high school dropouts eager to take unskilled outdoor jobs in agriculture and construction. Today, fewer than 10 percent of the native-born men in the work force lack high school diplomas. But the economy still generates plenty of unskilled jobs, and most unskilled immigrants don't displace American workers. They fill niches — not just farmhand, but also chambermaid, busboy and others — that would otherwise go empty. And they support more skilled, more desirable jobs — foremen, accountants, waiters, chefs and more — at the businesses where they work and others in the surrounding community.

Just raise the wage, you say, and an American would take the job? Not necessarily, and very unlikely if it's a farm job. Farmers have been trying that — for decades. They raise the wage. They recruit in inner cities. They offer housing and transport and countless other benefits. Still, no one shows — or stays on the job, which is outdoors and grueling and must get done, no matter how hot or cold or otherwise unpleasant the weather. And of course, at some point, there are limits to how high a wage a grower or dairy farmer can pay before they are forced out of business by a farmer who produces the same commodity in another country, where the labor actually is cheap.

Currently, the H2-A program allows U.S. employers or U.S. agents who meet specific regulatory requirements to bring foreign nationals to the United States to fill temporary agricultural jobs. Although legal, there is resistance to the program from a wide array of people who feel that immigrant labor is something that should not exist.

**Instructions on back!**

## INSTRUCTIONS

You have been invited to speak to a group of advocates who are running a campaign to make immigrant labor illegal in the state of Texas. This group has a firm stance that there should be absolutely no immigrant labor in any industry, including agriculture. You have been given five minutes to address the effect of immigrant labor within the agricultural industry in hopes of making them aware of this crucial need.

Things you should consider during your speech include:

1. Can Texas agriculture survive without immigrant labor?
2. What can be done to encourage more U.S. citizens to fill the job needs in agriculture?
3. What impact would the removal of immigrant laborers have on the industry of agriculture?

You will have five minutes to discuss this issue with the group.

### Reminders:

1. You have 20 minutes to prepare your 5 minute presentation
2. You may use the index cards, paper pads and pens and pencils that have been provided
3. You will be asked questions at the conclusion of your presentation



## 2019 Advocacy Stand and Deliver Hot Topics

This round will be 30 minutes in length.

- Twenty minutes are given to candidates to plan, organize and prepare a spoken presentation.
- Five minutes focused on the candidate's ability to deliver spoken presentation.
- Five minutes focused on the candidate's ability to respond accurately to questions regarding topic and presentation.

Candidates will have 20 minutes in a preparation room to prepare for delivering a five minute speech on a topic that is given to them. When preparing their speech, candidates should plan as if they are advocating for this topic and its supporting ideas. When candidates arrive to the preparation room they will receive the topic and instructions regarding the setting and audience to which the speech will be directed. Candidates will have a full 20 minutes to formulate their remarks. No materials will be allowed in the room during this time other than a pad of paper, notecards and a pen, which will be provided.

Topics for the speeches will fall within the following area of knowledge for 2019:

*2019 – FFA Current Events and Issues*

### 2019 Advocacy Stand and Deliver Hot Topics

The following is a listing of 5 "hot topics" within the theme of Agriculture Current Events and Issues to guide your preparation for this round in the 2019 selection process.

- Supervised Agricultural Experience (SAE)
- Member Engagement
- Reflecting our local community (Diversity/Inclusion)
- FFA Membership – Recruitment and Retention
- Service Learning

One of the 5 topics will be selected by the nominating committee during preparation at state convention. The committee will also select the context in which the speech will be delivered. Details about the specific topic chosen and the context will be provided to candidates only when they enter the preparation room (i.e. deliver a 5 minute speech to a group of first year teachers about the positive impact SAE's can have on their students).

For more information regarding this interview round please reference the Texas State Officer Selection Process Handbook.



## Advocacy Stand & Deliver

**All competencies will be scored using speech *AND* questions that follow the speech to evaluate**

1.1A	Tone
1.1B	Attention (eye contact)
1.1C	Mannerisms
1.1D	Gestures
1.4A	Examples
1.4B	Engaging and motivating an audience
1.4C	Speaking without notes
1.4D	Speaking unrehearsed
3.1A	Connecting and articulating facts and issues of agriculture
3.1B	Discuss Key and Emerging Trends
3.1C	Knowledge of Ag Careers
3.1D	Articulating the integrated food chain
3.2A	Connects and articulates facts and issues of FFA
3.2B	Discuss key and emerging FFA issues
3.2C	Recalls historic FFA events and significance
3.2D	Recites and explains the FFA mission
3.2E	Understands FFA opportunities
3.2F	Explains structure of FFA and partners
3.2G	Promotes FFA's ability to develop leaders
3.3A	Articulates the role of FFA in Ag. Ed. as an intra-curricular component
3.3B	Understands the relationship between FFA and TEA/USDE, CATE, Federal/State funding and the issues connecting them
6.1D	Well Poised
7.1A	Communicates the value of being a member and the opportunities in available in the FFA
7.3A	Carefully weighs the impact of decisions on FFA and its members
8.2A	Incorporates information on agriculture and educational issues
8.2B	Uses correct and valid sources to support personal statements

**Competency Builders 6.1A, 6.1B, 6.1C, 7.1B, 7.3B, and 8.2C will *NOT* be scored during this round**



## Advocacy Stand and Deliver

### Questions

1. What do you feel is the largest challenge facing agricultural education and what is being done to address this challenge?
2. How can we ensure that American agriculture is capable of meeting the demands of our growing population?
3. What can Texas FFA do to better meet the needs of its members.





- **Candidate Instructions:** You have 50 minutes to read your scenario, plan, organize, and prepare a 10 minute segment of this one hour workshop. Resources to be used in the facilitation can be found in your prep room.

Topic: *Self-Image*

Scenario	You have been asked to facilitate a workshop about self-image to a group of FFA members. Over the past few years, teachers in this FFA chapter have noticed a large number of students who have a low self-esteem leading to a higher number of students with symptoms of depression. They have worked hard to develop an environment where student success is recognized and encouraged; however, due to bullying (both in-person and via social media) they are struggling to meet their goal of developing personal growth in all of their students. They have asked you to present a workshop entitled, "I believe" that will encourage all students to realize their true potential.	
Preparation	Review the following cornerstones that are used in workshop development:	
	<b>Objective:</b>	A statement that identifies the student learning outcome. This statement is meant to guide the facilitator only.
	<b>Support:</b>	The activity that helps students experience the content or topic in an engaging way.
	<b>Point:</b>	A statement that helps students find relevancy in the content or topic to their lives. This statement expresses the same outcome as what is found in the objective, only rephrased. It is intended to be shared with students.
	<b>Application:</b>	The method by which students apply what was learned.
Assignment	Review the section "Workshop Content" below.  You will need to <b>create the support</b> that bridges the point to the application. The point and application are provided for you; these two items <b>MUST</b> also appear in the delivery of this content.  Be prepared to facilitate this segment at the end of your preparation time.	
Workshop Content	<b>Objective:</b>	Developing a positive self-image is the first step toward personal growth
	<b>Support:</b>	Create an activity that meets the objective, is both appropriate and engaging for the audience.
	<b>Point:</b>	Focus on your strengths, regardless of what they are
	<b>Application:</b>	Students will identify at least three of their greatest strengths





## 2019 Facilitation Round Hot Topics

The purpose of this round is to evaluate the candidate's ability to plan and facilitate a 10-minute *SEGMENT* of a student workshop in front of a realistic audience. Candidates will be given a set of key points about a topic chosen by the nominating committee. It will be the candidate's responsibility to use the materials provided for them to plan, craft and implement appropriate methods for engaging the audience and addressing the key points.

This round will be 60 minutes in length: Candidates will have 50 minutes to prepare and 10 minutes to facilitate. During their 50 minutes of preparation time, candidates can expect to be provided with all the materials they will need along with a sheet of instructions outlining the specific context and topic for the workshop. Following preparation, candidates will move to the interview room where they will have 10 minutes to facilitate to the available audience.

Topics for the workshops will fall within one of three "hot topic" areas. The following is a listing of topics to guide your preparation for this particular task in the interview process.

- **Inclusion:** *"We all belong"*
- **Vision:** *"Where do you want to be?"*
- **Persistence:** *"Just one more time"*

The specific topic and context for the workshop within these 3 areas will be selected by the nominating committee during preparation for state convention. Details about the specific topic chosen and the context will be provided to candidates only when they enter the preparation room.

For more information regarding this interview round please reference the Texas State Officer Selection Process Handbook.



## Facilitation

All competencies will be scored using speech <i>AND</i> questions that follow the speech to evaluate			
1.2A	Information recall	2.2B	Diversity of opinion
1.2B	Attention	2.2C	Respect and empathy toward others
1.2C	Wait time	4.1C	Monitors time effectively
1.2D	Listening for understanding	4.2D	Having the ability to pace thoughtfully
1.4A	Examples	4.2E	Planning balance in workshop setting
1.4B	Engaging and motivating an audience	4.3C	Activates
1.4C	Speaking without notes	5.2A	Reacting to change
1.4D	Speaking unrehearsed	5.5A	Demonstrates appropriate demeanor for the situation
1.5A	Various teaching techniques	5.5B	Uses mature language and mannerisms
1.5B	Making the experience meaningful and enjoyable	5.5C	Demonstrates patience
1.5C	Addressing students' understanding	5.5D	Demonstrates self-control
1.5D	Uses transitions	6.1D	Well Poised
2.1A	Leader roles	6.3A	High Energy Level, Positive and Maintains Stamina
2.1B	Follower roles	6.4D	Aware of necessity to take action
2.1D	Awareness of personality styles of others	7.4A	Demonstrates a genuine interest in others
2.2A	Fostering an environment	7.4B	Ability to establish good rapport with others

**Competency Builders 1.2E, 2.1C, 2.1E, 4.1A, 4.1B, 4.2A, 4.2B, 4.2C, 4.3A, 4.3B, 5.2B, 6.1A, 6.1B, 6.1C, 6.4A, 6.4B and 6.4C will *NOT* be scored during this round**



Mr. Gene Hall, the director of the Texas Farm Bureau Public Relations division will be writing an article over "Millennials and their role in Texas Agriculture" and he has asked to interview you for this article.

Mr. Hall is directly responsible for Farm Bureau's communications effort and for working on a daily basis with the news media. Hall's responsibilities also include Texas Farm Bureau publications, Internet communications, video services, the Texas Farm Bureau Radio Network, the newsletter service and graphics services, as well as media relations.

Before coming to the Texas Farm Bureau, Mr. Hall was farm director at radio station KTXO in Sherman and a news reporter and anchor for KPDM-TV in Beaumont.

Raised on a farm in Newton County, he received his Bachelor of Science degree in Agricultural Journalism from Texas A&M University in 1976.

*The questions below will NOT be seen by candidate!*

**Questions for Gene Hall to consider working into the conversation.**

How would you define the status of Texas Agriculture?

What impact do you see your generation having on the industry of agriculture?

What can we do to make agriculture careers "more attractive" to your generation?

With all the discussion on GMO's, Organic Foods and other issues, do you feel that the agriculture industry is providing a safe food supply?

How is the industry of agriculture going to meet the demand of feeding a growing planet?

What is the largest issue facing Texas agriculture?

What are concerns that you have regarding the industry of agriculture?





## Round Robin

All competencies will be scored using speech <i>AND</i> questions that follow the speech to evaluate			
1.2A	Information recall	3.2F	Explains structure of FFA and partners
1.2B	Attention	3.2G	Promotes FFA's ability to develop leaders
1.2C	Wait time	3.3A	Articulates the role of FFA in Ag. Ed. as an intra-curricular component
1.2D	Listening for understanding	3.3B	Understands the relationship between FFA and TEA/USDE, CATE, Federal/State funding and the issues connecting them
1.2E	Finding connections in conversations	5.3A	Being approachable and engaging in conversation
3.1A	Connecting and articulating facts and issues of agriculture	5.3B	Optimistic attitude
3.1B	Discuss Key and Emerging Trends	5.3C	Enjoyable presence
3.1C	Knowledge of Ag Careers	7.1A	Communicates the Value of Being a Member and the opportunities available in FFA
3.1D	Articulating the integrated food chain	7.3A	Carefully weighs the impact of decisions on FFA and its members
3.2A	Connects and articulates facts and issues of FFA	8.1A	Considers other's points of view when seeking understanding
3.2B	Discuss key and emerging FFA issues	8.1B	Considers multiple factors and their impact when addressing an issue
3.2C	Recalls historic FFA events and significance	8.2A	Incorporates information on agriculture and educational issues
3.2D	Recites and explains the FFA mission	8.2B	Uses correct and valid sources to support personal statements
3.2E	Understands FFA opportunities		

**Competency Builder 7.1B, 7.3B and 8.2C will *NOT* be scored during this round**



**2018 Texas FFA State Officer Selection Process**  
**Personal Round – Conclusion**

Service fills a community's needs. What would your community look like without you?

What is one mistake that you continue to make over and over?

If you're given the privilege to wear THIS jacket on Friday, how will you live up to the expectations the jacket entails?

People are always asked who has influenced their life the most. Who is one person that would answer that question with your name and what do they mean to you?

What is the most selfish thing you have done in the last year?

What's the best advice that you have given another candidate this week?



## Personal Round: Conclusion

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

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

