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2010-2011*



National Officer Selection Process Handbook



2014



Introduction



Each year the National FFA Organization selects six student members to represent the organization as a National FFA Officer. Throughout this year, these national officers wear a variety of hats. They are elected officials expected to represent the student membership during board of directors meetings. They teach leadership and teamwork to state FFA officers and chapter members. They are motivational speakers who inspire FFA members. They are communicators and public relations specialists for FFA, building positive relationships across the country. They are teammates to each other and to FFA staff. They are learners, eager to grow and fulfill their responsibilities.

Selecting the six best candidates, as defined by the constitution and bylaws, is a challenging task for the nine members of the nominating committee. To facilitate this committee's success in accomplishing the organization's goals, a process exists – the National FFA Officer selection process. This handbook details that process.

There are six sections to the handbook. All of the information is valuable and we encourage current candidates, state leaders and prospective candidates to give everything careful consideration.

- Section 1** ■ The Job of Being a National Officer
- Section 2** ■ Guiding Principles for National FFA Officer Selection Process
- Section 3** ■ The Selection Process
- Section 4** ■ The Scoring System
- Section 5** ■ The Nominating Committee
- Appendix** ■ National Officer Candidate Study Guide: Preparing for the Selection Process

Introduction

Section 1

The Job of Being a National Officer

The primary responsibility of a national officer is to serve. When you become a national officer, you agree to dedicate one year of your life to service with the organization. Your year of service as a national officer is one of profound growth—you will change in ways you never imagined. This may be the greatest personal benefit of serving as a national officer, along with knowing that you alone make a positive difference in the lives of thousands of FFA members, advisors, partners, state leaders and others.

If elected to serve the organization as a national officer, a great deal will be expected of you. A national officer's schedule resembles that of a corporate CEO, traveling more than 100,000 miles and meeting thousands of new people—maybe even the president of the United States. Many people—including state and national FFA staff and, most of all FFA members—will require your time and talents. There will be little time left to call your own. Midnight bedtimes and early mornings become a part of your everyday life. It will be a challenging year full of joys and discomforts—with the joys far outweighing the discomforts. Decide now if you are up for this challenge. If you would rather live the life of a college student—follow your own schedule, see your friends and watch television—national office is not going to be a good fit for you.

*In this section...***National Officer Roles and Responsibilities**

- National Officer Job Description
- Officer Experience At-A-Glance

National Officer Competencies

- Detailed Descriptions of Competencies
- Development of National Officer Competencies

Policies and Procedures Guiding National Officer Responsibilities

- Board Policies and Procedures regarding National Officer Roles and Responsibilities
- National Officer Policies and Procedures - National FFA Center
- National Officer Commitment Form

National Officer Roles and Responsibilities

The primary responsibility of a national officer is to serve the organization in local, state, national and international activities in a way that will inform, motivate and inspire FFA members, advisors, state staff, teachers and others to achieve the mission, strategies and core goals of the organization.

National Officer Job Description

Being elected to national FFA office is making a commitment to service that is unique to most student organizations. In addition to serving and representing more than half a million FFA members, you will represent the image and direction of the organization to teachers, state staff, teacher educators, agriculture executives, government leaders, the media and the general public. You will also be a teammate to five other officers and a co-worker to more than 100 national FFA staff.

There are eight key roles national officers play. Those who commit their time, energies and passions toward learning, living and modeling these eight keys of success will not only successfully complete their term of service, they will move toward excellence professionally. The following is a summary of each of the eight keys, along with already-established procedures that will help you achieve success.

BE THE BRAND

National FFA officers are committed to representing and upholding the FFA brand. This includes communicating the FFA brand, vision and strategic plan to others as well as communicating key organizational messages (agricultural education, supervised agricultural experiences (SAEs), FFA, youth issues and agriculture). This requires the officer to be in his or her role 24 hours a day, seven days a week for 365 days. As part of the FFA brand, there will be general rules of behavior to follow, including projecting a professional image, using proper etiquette, interacting positively with the media and promoting diversity.



1. Be dedicated and committed to FFA and the total program of education in agriculture/agribusiness.
2. Forego all alcohol, tobacco and illegal substances at all times during your year of service to FFA.
3. Avoid places or activities that in any way would raise questions as to one's moral character or conduct.
4. Use wholesome and appropriate language in all speeches and informal conversations.
5. Maintain proper dress and good grooming for all occasions.
6. Be willing to take and follow instructions as directed by those responsible for National FFA Officers and state and national FFA programs.

BALANCING ACT

A National FFA Officer must also include personal health, wellness and stress management as a key to success. A national officer committed to this will position themselves to fully serve FFA members. Included in this key commitment are flexibility/adaptability; personal reflection and growth; maintaining relationships with family and friends; keeping a realistic view of self; and preparing to transition back after your year of service.



1. Maintain and protect your health.
2. Regularly, and on time, write all letters, thank-you notes, emails and other correspondence, which are necessary and desirable.

STEP UP TO THE BLACKBOARD

Training and experiences in this key will help officers gain confidence in their abilities and take measured risks. To achieve this, a national officer must be committed to trying new things, approaching failure as a learning experience, building team trust and resolving conflict.



1. Accept and search out constructive criticism and evaluation of your total performance.
2. Through preparation and practice, develop yourself into an effective public speaker and project a desirable image of FFA at all times.

THIS IS IT

The training and experiences in this area center around life- and time-management. An officer should excel in these areas, so that he or she will be better able to give his or her full concentration and focus to the present. This includes:



- Logistics Management (use of computer and technology, appropriate management of travel, appropriate use of FFA van, completing vouchers properly and submitting on time and excellent communication with teammates and center staff).
- Meeting Management (creating and following agendas, consensus building, bringing people back to task and keeping focus).
- Life Management (prioritizing, meeting deadlines and timeliness).
- Financial Management (maintaining your personal finances, understanding and following program budgets).
- Focus (listening and bridging — connecting conversation topics to FFA key messages/programs).
- Team (understanding roles on team, following the team code of ethics, following the team mission and following the team vision).



1. Be willing to commit the entire year to national officer activities.
2. Be willing and able to travel and serve the National FFA Organization.
3. Consider FFA officer activities to be your primary responsibility.

PAY IT FORWARD

Service is an important component to an officer's year. The training and experiences in this key will help make service more realistic to you, and will help you approach the year of service with a plan. This includes: focusing on the future value of your current work (board work, business and industry tour, state FFA conventions, etc.); building strategic relationships/partnerships; treating everyone with respect; teaching workshops in an engaging manner and teaching to meet all learner needs (learning abilities, diversity, etc.).



1. Strive to improve your ability to carry on meaningful and enjoyable conversations with individuals of all ages and walks of life.
2. Treat all FFA members equally by not favoring one over another.
3. Conduct yourself in a manner that commands respect without any display of superiority.
4. Maintain your dignity while being personable, concerned and interested in contacts with others.

LIVE ABOVE THE LINE

This key focuses on virtues and behavioral characteristics that should be associated with a national officer. These include responsibility, integrity, keeping promises, speaking with purpose (communicate in a positive, honest and direct way), dealing in a constructive way with difficult people/teammates and seeking win-win solutions.



1. Evaluate, periodically, your personality and attitudes, making every effort to improve yourself.
2. Serve as a member of the team, always maintaining a cooperative attitude.
3. Work in harmony with fellow FFA officers and national staff.
4. Do not willingly engage in conversations detrimental to other FFA members, officers and adults.

LEARNING FOR LIFE

This key focuses on the importance of learning throughout the officer year in several subjects. Developmental topics will include communicating about agricultural education, the history and foundations of FFA and the future directions of FFA, the U.S. Department of Agriculture, U.S. Department of Education, etc. In addition, National FFA Officers will learn advanced workshop and speech design and delivery methods. Also, growing your knowledge of yourself and growing your knowledge of team members will allow the officer to perform more efficiently and effectively.



1. Become knowledgeable of agriculture, of education in agriculture/agribusiness and of FFA.
2. Keep yourself up-to-date on current events.

FUEL THE FIRE

This key focuses on passion. To achieve this, a national officer will discover and build on his or her personal interests and passions. The officer will use the team's passions to develop themes (State Presidents' Conference) and will learn to share his or her passion by building individual and team relationships with national staff, teachers and state staff and through effective delivery speeches and keynote addresses.

Officer Experience At-A-Glance

The following activities will consume the workload of the national officers' year of service. Adequate time will be provided for training, preparation, evaluation, self-improvement, relationships, rejuvenation and team building.

National Officer Orientation	November	4 days
National Officer Training	December	3 weeks
Training Experience (and Preparation)	January	10 days
January Board of Directors Meeting	January	1 week
Business and Industry Visits	January/March	2 weeks
International Experience	February	2 weeks
FFA Week	February	1 week
Planning for NLCSO Conferences	February	2 days
March Work Week	March	1 week
State Conventions	March-July	4-6 weeks
Planning	May	2 days
NLCSO	June-August	2 weeks
July Board of Directors Meeting	July	1 week
State Presidents' Conference (and Preparation)	July	10 days
Convention Planning Week #1	August	1 week
Fall Business and Industry Visits	August/September	1 week
Convention Planning Week #2	September	1 week
Final Convention Prep	October	2 weeks
National FFA Convention	October	1 week
Camps, Conferences, Fairs and Events	March-October	3-5 weeks

National Officer Competencies

So what does it take to perform this job effectively? FFA has identified eight competencies, their builders and indicators required for fulfilling the job description of a national officer.



Competency – a defined behavior, in combination with skills and knowledge, that enables evaluation of the candidates.

Example: Competency #1 - Communication

Competency Builder – identifies specific attributes or skills to further define the behaviors of that competency.

Example: 1.1 – Demonstrates non-verbal skills

Indicators – a description of how someone might demonstrate the competency builder.

Example: Uses appropriate tone, gives full attention (eye contact)...

Detailed Competency Descriptions

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

Competency #1 - Communication

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

Communication Builders and Indicators:

- 1.1 – Non-verbal skills:** Uses appropriate tone; gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand signals, facial expressions, body language).
- 1.2 – Listening skills:** Recalls information; is attentive; utilizes appropriate wait times; listens for understanding; finds connections in the conversation.
- 1.3 – Writing skills:** Uses correct spelling and grammar; delivers a clear and concise message; uses various forms of written communication appropriately (including formal letters, thank-you notes and emails); varies writing style based on audience.
- 1.4 – Speaking skills** in a variety of settings (including classrooms, board rooms, auditoriums, arenas, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students): Uses appropriate examples; engages and motivates various audiences; speaks articulately without notes; can speak extemporaneously with comfort and ease.

- 1.5 – Facilitation skills in a workshop setting:** Accommodates different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, problem solving); seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; utilizes effective format in creating a delivering a facilitation outline (i.e., National FFA Magic Formula for Presentations, McCracken and Newcomb’s Instructional Plan Outline, etc.), and uses transitions appropriately.

Competency #2 - Team Player

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

Competency #2 - Builders and Indicators:

- 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 – Acceptance of differing viewpoints:** Fosters a safe and open environment; values diversity of opinion; and shows respect and empathy toward others.
- 2.3 – Put team before self:** Empowers others; displays a spirit of humility; shares success with team members; and assumes responsibility for undesirable outcomes.

Competency #3 - Areas of Knowledge

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

Competency #3 - Builders and Indicators:

- 3.1 – Agriculture knowledge:** Ability to connect facts and issues and articulate how they impact agriculture locally and globally; discuss key and emerging trends with related statistics; passes along knowledge of the career opportunities through agricultural career pathway (as outlined by the National Association of State Directors of Career and Technical Education Consortium, www.careerclusters.org, including: Food Products and Processing Systems; Plant Systems; Animal Systems; Power, Structural and Technical Systems; Natural Resources Systems; Environmental Service Systems; Agribusiness Systems); articulate the primary components of the integrated food chain from production to consumption.
- 3.2 – FFA knowledge:** Ability to connect facts and issues and articulate how they impact FFA on a local, state and national level; discuss key and emerging FFA issues with related statistics; recall historic FFA events and understand their significance; recite and explain the FFA mission; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organizations ability to develop and to foster leaders for the industry of agriculture.
- 3.3 – American education and agricultural education systems knowledge:** Can articulate the role of FFA as an intra-curricular component of agricultural education; and understands the relationship between FFA and the U.S. Department of Energy career and technical education, federal funding and the issues connecting them.

Competency #4 - Organization

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

Competency #4 - Builders and Indicators:

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

Competency #5 - Character

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

Competency #5 - Builders and Indicators:

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

Competency #6 - Passion for Success

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

Competency #6 - Builders and Indicators:

- 6.1 – **Self-confidence:** *Demonstrates a strong desire to achieve in a fast-paced environment; willing to take risks to grow even when success is not guaranteed; desire to step*

outside of comfort zone; sticks to convictions and beliefs while demonstrating consideration toward others; and is well poised.

- 6.2 – Commitment to FFA:** *Support and advance the FFA mission daily through his/her words and actions.*
- 6.3 – Energetic disposition:** *Maintains and displays a high level of energy even in a stressful environment; generates a positive buzz; has the stamina to maintain a consistent level of performance during continuous activity.*
- 6.4 – Initiative:** *Recognizes appropriate time to take action; quick to respond to new tasks (i.e., volunteers for tasks readily); willingness to act on tedious or less glamorous activities; aware of necessity to take action.*
- 6.5 – Commitment to service:** *Identifies service engagements outside of FFA in which he/she have participated; articulates in detail his/her role in these outside service opportunities; shows a clear understanding of his/her community needs; and expresses the impact his/her service had on himself/herself and the community.*

Competency #7 - Influence

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

Competency #7 - Builders and Indicators:

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

Competency #8 - Critical Thinking

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

Competency #8 - Builders and Indicators:

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

Policies and Procedures Guiding National Officer Responsibilities

Board Policies Regarding National Officers Roles and Responsibilities

The following is excerpted from the Official Board Policies for the National FFA Organization.

1. The practice of soliciting support for a candidate for national office is not permitted.
2. A state may recommend only one candidate for national office each year. The nomination shall be made by the state FFA advisor.
3. Each national officer candidate shall be an active FFA member and eligible to retain active membership in the organization until the member completes the term of office.
4. No FFA member who has been employed by the National FFA Organization will be eligible to run for national office.
5. Nominating committee members shall be submitted to the FFA Board of Directors for review.
6. The National FFA Organization will pay actual expenses for national officers on official travel, as assigned by the education division.
7. The National FFA Organization shall provide accident and health insurance for national officers during their term of office.
8. The National FFA Organization will provide scholarships to national officers in an amount to be set annually by the board of directors.
9. The parents of national officers shall be partially reimbursed for expenses to attend the national FFA convention as budgeted.
10. The Board of National FFA Officers shall review and act on all items of business brought before the board of directors, with the board of directors serving as a counseling and review body without giving up its legal authority and responsibility. The national officers shall be given public recognition for joint decisions.
11. An immediate past national officer will serve as consultant to the board of directors for the January meeting of the board. The officer selected to serve will be recommended in cooperation with the national officer team and national FFA advisor following the National FFA Convention by Dec. 1. Funding will be provided by the National FFA Organization. (July 17, 1991)
12. National officers will not be scheduled for chapter activities in a chapter where a national officer has been the previous year. National officers will be scheduled for national activities and state conventions in December. All other state activities must be confirmed three months prior to the activity date, and all activities below the state level must be confirmed 60 days prior to the event. Exceptions may be approved by the chief executive officer. (July, 1992)
13. The National Officer Business and Industry Tour shall annually be sponsored by the National FFA Organization for the primary purpose of informing agriculture, business, industry, government and the general public of the mission, strategies and activities of the total program of career and technical education in agriculture and FFA. The objectives of the tour shall be part of the annual Program of Activities.
14. In the event a national officer conducts himself/herself in a manner inconsistent with the ideals and principles of the National FFA Organization, the National FFA Board of Directors shall have the authority to remove the officer from office. (July, 1988)
15. National officers will forego all alcohol, tobacco and illegal substances while involved in official or unofficial FFA activities from the day the officer is selected until he/she installs a new national officer. (This is interpreted by the National FFA Board of Directors to mean 24 hours a day, seven days a week for 365 days.) (July 17, 1991)

National FFA Officer Policies and Procedures

The following procedures are set by the education division at the National FFA Organization each year. Changes are at the discretion of this division and the National FFA Center staff. While the selection process rules and procedures will endure from 2012-2016, these policies may slightly change from year to year depending upon operating procedures for the center staff.

Expenses and Reporting

A national officer will find that many requests will be made of him/her to travel and participate in activities. It is important that the officer understand the difference between various types of travel.

FUNDED BY NATIONAL FFA is travel authorized by the National FFA Organization and generally includes participation in FFA activities on a state, regional or national level. This travel is assigned, thus funded by the National FFA Organization. The National FFA Organization will also pay for a national officer to stay in a location between events, when the layover time is 48 hours or less. The National FFA Organization does not fund the time officers spend at home or at a location away from home when the layover time is greater than 48 hours (for example, to see friends or sightsee). FFA will pay for each officer to visit his or her teammates' homes one time during a scheduled home time upon approval by the national officer manager.

FUNDED BY OTHER THAN NATIONAL FFA is travel assigned or approved by the National FFA Organization. This travel, most likely in-state, generally includes state activities, leadership conferences, banquets below the state level, field days, contests, fairs, school visits or camps. These are events usually requested by state staff or chapter advisors other than state conventions.

When a national officer has official travel, but expenses are not to be paid by the National FFA Organization, it is important to have a complete understanding between the officer, the party paying the expenses and national FFA staff. The suggested procedure is to have the third party cover as many expenses as possible on site. For those expenses the third party does not cover on site, national FFA staff will invoice the other entity for its share (after the officer reports the expense on an expense report). The officer should not be responsible for collecting these funds.

National FFA Organization Issued Credit Card



- The National FFA Organization (FFA) will issue each officer a credit card in their name to pay for incurred business expenses throughout the year including travel, lodging, meals, supplies and personal living expenses as outlined below.
- A credit limit of \$3,000 each is established for this card.
- The officer will be responsible for reconciling all purchases on the monthly credit card statement by submitting a report with all receipts to FFA at the end of each month.
 - An electronic version of this report will be provided, and the reports may be easily prepared using the laptop computer supplied to each officer.
 - All business expenses spent for the month, including travel, lodging, meals, parking, taxi and miscellaneous supplies should be listed on the report.
- FFA will cancel the credit card immediately following the National FFA Convention & Expo when the officer retires.
 - The officers travel costs home from the national convention and expo can be applied to the card.

The following are items to be charged to the FFA issued credit card:

Meals

No more than \$37 per day may be claimed for meals. Tips left for servers are to be included in the amount claimed for meals. This also includes any snacks.

Lodging

Submit itemized hotel receipts and when sharing a room, ask the desk clerk to give each officer an itemized receipt. When filling out an expense report, put the room charge, including tax, under “hotel”, valet under “parking”, meals under “meals”, etc. Separate the expenses out and do not list one lump sum for the entire stay.

Car transportation

Rental cars, gas for rental cars and taxi/Metro expenses should be paid for with the FFA credit card. If an officer uses his or her personal vehicle, mileage can be expensed. Information regarding that process is detailed below.

Workshop and Program Materials

There is a stock of props, decorations and music available for the national officer's use at the National FFA Center. If, however, the officer is required to purchase any of the above for a workshop or conference, the officer should use their FFA-issued credit card to purchase the materials and supplies. The officer will turn over the supplies to FFA by the end of his/her term of office. Officers should *always* consider the cost involved. Officers should consider the following questions: If an item will only be used once, is the cost necessary or worth it? How can the item be used frequently? What items are being provided by the chapter/state association hosting the event?

Personal Living Expenses

Each national officer is allotted \$200 per month for payment toward toiletries, personal supplies and entertainment. It is expected that officers will use good judgment and thrift when spending FFA funds.

The living expense dollars should be applied to the FFA-issued credit card. National officers are required to submit receipts totaling up to \$200 at the same time they submit their credit card expense reports to the national officer manager using the appropriate expense form. Receipts for living expenses cannot be listed on an expense report form for reimbursement.

Personal living expenses are not applied to the month of November for retired or new national officers.

Items that cannot be expensed include jewelry, watches, sunglasses and other items deemed inappropriate by the national officer manager. All clothing-related items must include an explanation as to the need for the purchase.



Examples of items that should be purchased with the living expenses allowance include:

- Haircut
- Toiletries
- Shoe shines
- Dry cleaning/laundry services
- Snacks, gum, mints, soft drinks, etc.
- Motivational/educational books
- Newspapers/magazines
- Entertainment activities
- Postcards/stationary for personal use
- Stamps for personal use

Expense reimbursement by the National FFA Organization

The credit card issued by FFA is to be used for all business related activities and the national officer should only use a personal credit card or cash as payment when the FFA-issued credit card is not accepted. If a purchase is made with payment other than the FFA credit card, the officer can receive compensation by completing an expense reimbursement form. Other expenses that would fall in this category are the monthly cell phone stipend and mileage.

The reports need to be clear, accurate and complete. FFA staff will review all expense reports, discuss items of concern with the individual officer and make adjustments if necessary. If the report must be entirely re-done, it will be returned to the officer to be done correctly and re-submitted.

Receipts must be attached to each report to substantiate all expenditures. A receipt must accompany *every* expense that is recorded on the report with the exception of mileage. If a receipt does not accompany the expense, the expense may not be reimbursed.

Mileage will be reimbursed at \$0.555 per mile (or the corresponding federal mileage rate). This includes official use of an officer's privately owned automobile to travel to and from the airport or to drive to official events within driving distance of the officer's home.

Cash Advances

If necessary to help with travel costs, each national may request up to \$500 upon election for use during travel. The advance will be paid back in full upon retirement.

Each national officer is entitled to request an additional cash advance at any time during the year that he/she may need one. All cash advances *must* be repaid to FFA by the end of the year of service. The education division will counsel national officers early in their term regarding effective management of cash advances.

Health Insurance

Each national officer will receive a full reimbursement for health insurance for a full 12 months (January – December). The amount of reimbursement will vary depending on the cost each officer must pay to retain health insurance benefits for the year as a non-student. Each officer will provide the national officer manager with a copy of the invoice for payment for the insurance by Dec. 31, after election. The amount on the invoice will be automatically deposited for the officer on a monthly basis. The last deposit will be made in December following retirement from office.

Airline Travel Procedures

Officers will request tickets for air travel at least 21 days prior to the travel (except when extenuating circumstances make this impossible). Requests will be made to one centralized travel agency in accordance with the National FFA Center policies and procedures. Requests may be made verbally or in writing. The officer must book the lowest fare ticket available within the officer's time restraints for travel.

If the officer books travel within the 21-day limit, the centralized travel agency will report the difference in cost between the day the ticket was booked and what the cost was at 21 days out to the national officer staff. The national officer will be responsible for paying the difference in airline ticket costs.

The travel agency shall log each ticket request and obtain adequate information from the requesting officer to secure reservations that will meet the demands of the officer's schedule. The agency shall then immediately forward a copy of the ticket itinerary to the national officer staff to keep on file.

Any portions of the air travel that are to be paid by an entity other than the National FFA Organization will be identified at the time the tickets are requested. National FFA staff will invoice the other entity for its share of the ticket cost. The national officer shall *not* be responsible for collecting these funds.

All airline tickets obtained for national officer travel will be direct-billed to the National FFA Organization. National officers will *not* directly purchase their own tickets for official travel except in extreme emergencies.

National officers will not fly in non-commercial planes while on official business because of insurance policy limitations.

Air miles accumulated under "frequent flyer" or similar programs that are accumulated as a result of national FFA officer travel shall be credited to the account of the officer and may be used at their discretion as long as the reward travel does not interfere with official travel.

Technology

FFA will make available to each officer the appropriate computer hardware (size and composition suitable for easy traveling), software and email accessibility to allow for electronic communication with each other and FFA staff. This system can be utilized by national officers and FFA staff as a quick and efficient means of getting messages to officers at times when tracking them down by telephone may be difficult.

Each national officer may choose to receive an FFA-issued phone with all expenses covered or they can receive \$60 per month for payment toward a cell phone plan. The FFA-issued phone must be returned at the end of his or her year. If the officer chooses to receive the \$60 per month, they must submit it on their expense reimbursement form each month along with a copy of the bill.

These systems will also be used by national officers to communicate with FFA staff, particularly with regard to executing the procedures outlined under *Officer Correspondence*.

Officer Correspondence

Trip reports on all chapter, regional and state activities are to be submitted on the appropriate form within one week of the event close. National officers are to report on national noteworthy programs, activities, concerns, general comments and information that will be helpful for the next team of national officers in preparing for the event.

The national officer staff will confirm or decline requests made by individuals, groups, businesses, chapters and states for a national officer visit. Such assignment of officers and subsequent notification shall take place prior to the event in accordance with existing board policy regarding scheduling of national officers. The national officer staff will also request specific details from the personnel in charge of the event or activity as to the duties and expectations of the national officer while attending the function. These details will be shared with the national officer(s) assigned to the activity. From that point, all follow-up correspondence and communication regarding the event will become the responsibility of the national officer(s) assigned.

Prompt reply to correspondence to both the national and state staff is a must. Officers should be a credit to themselves and FFA, being neat and using good form.

Follow-up notes of congratulations and encouragement are a must. Officers should note names and addresses of FFA members, advisors, sponsors and others with whom he/she wishes to follow up. Officers should be generous in this endeavor and send out notes frequently. A system should be maintained for keeping and remembering the names of those to whom correspondence is sent.

The officers will check their FFA voicemail and email daily.

Team Communication

Each national officer must check in with the national officer manager by telephone once a week. These calls will serve as an opportunity for the officer to relay highlights and concerns, receive coaching and obtain any appropriate information from the national officer manager.

The education division will schedule and facilitate periodic conference calls as needed with all national officers simultaneously.

Scheduling of National Officers

The education division shall have the primary responsibility for arranging and coordinating the schedule of activities for the national FFA officers. In so doing, the education division shall arrange for a maximum involvement of the six national officers in an exciting year of activities. The overall objective of officer scheduling is to represent FFA at local, state, national and international activities. This will be done in a way that will inform, motivate and inspire FFA members, advisors, state staff, teacher educators, sponsors and others in government, business and industry to achieve the mission, strategies, values and core goals of FFA. In scheduling officers for events and activities, the education division shall observe the following prioritized list in determining what potential activities should take precedence in scheduling national officers' time:



1. Orientation, training and experiences to prepare national officers for the demands of their year of service.
 - Provide adequate team time and preparation time to put on quality events
2. Official national FFA meetings, conferences and state conventions.
 - National meetings including: FFA Board of Directors, Foundation Board of Trustees, National Leadership Conferences for State Officers, State Presidents' Conference, National FFA Convention & Expo and other meetings mandated by the National FFA Board of Directors, Board of Trustees, or bylaws and constitution of the National FFA Organization.
 - Attend state FFA conventions—one national officer shall be assigned to at least one day of each state convention annually when requested.
3. Public relations activities for FFA:
 - Attend national and international meetings that would be beneficial to the National FFA Organization (e.g., American Association of School Administrators, National School Board Association, National Association of Guidance Counselors, etc.).
 - Attend annual meetings and/or conventions of National FFA Foundation sponsors.
 - Participate in FFA Week.
4. Business and industry visits:
 - A minimum of three weeks annually for visits scheduled specifically for this purpose.



- When national officers are traveling to state conventions and/or other meetings, utilize travel proximity to schedule other business and industry visits as may be helpful to the organization.
5. Planned “down time/home time” adequately spaced throughout the year. Each officer is guaranteed three to five days of down time per month.
 6. Planned “work time” adequately spaced throughout the year.
 7. Schedule requests from states and chapters for chapter visits and state conferences. These would be assigned after all the above have been completed, on a first-come, first-served basis.

Officer Uniform and Other Supplies

The National FFA Organization shall provide to each national officer, at no expense, the following items:



1. Items to be purchased by FFA and sent to the officers’ homes during November:
 - One large suitcase
 - One small suitcase
 - One heavy-duty backpack
2. During the November orientation, each officer will receive the following:
 - One pair of khaki pants
 - Two FFA business dress shirts
 - One winter coat
 - Five white shirts or blouses
 - Three black pairs of slacks or skirts
 - One pair of black dress shoes for men or two pairs of black dress heels for women
3. Items to be supplied to each officer by FFA:
 - A calendar or planning system
 - Adequate supply of basic office supplies
 - Six official FFA jackets to be spaced throughout the year
 - Six ties or scarves spaced throughout the year
 - American FFA Degree charms as requested by officer
 - American FFA Degree chains as requested by officer
 - Adequate supply of official stationery, envelopes, business cards, FFA thank-you notes and FFA holiday cards as requested by officer

National FFA Convention and Expo



1. Each national officer will provide a list of individuals, a maximum of 12 (parents, siblings, grandparents, aunts, uncles), for complimentary registration to the national FFA convention and expo. This list must be submitted to the national officer manager in August. Officers are not allowed complimentary registration for friends, past state officers, chapter members or state association representatives.
2. Dependent on the convention arena budget, each national officer family will receive a stipend to help defray expenses to the national convention and expo. This money may be applied to the cost of hotel rooms at convention, flights, meals, etc. Receipts must be turned in with an expense report to the national officer manager for accounting purposes.
3. Each national officer family will have three rooms held in a block at the hotel where the national officers stay during convention. The national officer family must provide a credit card number and a reservation name for the rooms to the national officer manager in August. Not all three rooms must be used by the family—any rooms not reserved will become available to the other national officer families.

National Officer Commitment Form



A commitment form is to be reviewed and signed by all candidates who submit an application for national FFA office. The expectations outlined on the form will be upheld by the national officer manager with support from FFA staff. This form is built into the application process.

Being elected to national FFA office is making a commitment to service that is unique to most student organizations. In addition to serving and representing more than 500,000 FFA members, you will represent the image and direction of the National FFA Organization to teachers, state staff, teacher educators, agriculture industry executives, government leaders, the media and the general public. You will also be a teammate to 5 other officers and a co-worker to more than 100 National FFA staff.

National Officer Commitment Form

The following items are commitments required of all national FFA officers.

1. Be dedicated and committed to FFA and the total program of education in agriculture/agribusiness.
2. Forego all alcohol, tobacco and illegal substances at all times during my year of service to the FFA.
3. Avoid places or activities that in any way would raise questions as to one's moral character or conduct.
4. Use wholesome and appropriate language in all speeches and informal conversations.
5. Maintain proper dress and good grooming for all occasions.
6. Be willing to take and follow instructions as directed by those responsible for national FFA officers and state and national FFA programs.
7. Maintain and protect my health.
8. Regularly, and on time, write all letters, thank-you notes, emails and other correspondence which are necessary and desirable.
9. Accept and search out constructive criticism and evaluation of my total performance.
10. Through preparation and practice, develop myself into an effective public speaker and project a desirable image of FFA at all times.
11. Be willing to commit the entire year to national officer activities.
12. Be willing and able to travel while serving the National FFA Organization.
13. Consider FFA officer activities to be my primary responsibility.
14. Strive to improve my ability to carry on meaningful and enjoyable conversations with individuals of all ages and walks of life.
15. Treat all FFA members equally by not favoring one over another.
16. Conduct myself in a manner that commands respect without any display of superiority.
17. Maintain my dignity while being personable, concerned and interested in contacts with others. Periodically evaluate my personality and attitudes making every effort to improve myself.
18. Serve as a member of the team, always maintaining a cooperative attitude.
19. Work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers and adults.
20. Become knowledgeable of agriculture, of education in agriculture/agribusiness and of FFA. Keep myself up to date on current events.

I have read, studied and understand the intent and spirit of the items listed above. I have also read and understand the job description, Board of Directors Policies, National FFA Center Policies and required competencies in Section 1 of the Selection Process Handbook. If elected to office I commit to following the rules and procedures outlined. I recognize that breaking policies or these rules may result in limitations being set on my roles as a national FFA officer and/or the possible removal from office by the National FFA Board of Directors.

Signature of Applicant

Section 2

Guiding Principles for National Officer Selection Process

After reading Section 1, you now know the roles and responsibilities officers play, the competencies required of each individual selected for this job and the policies that guide their functioning. This section will orient you to the principles, objectives and philosophy that guide the selection of the officer team. It would be simple to say that the only purpose of this process is to elect six national officers to serve the membership of the National FFA Organization. However, it is more complex than that. The selection process is a tremendous experience for more than the six candidates elected to national office.

The National FFA Organization Board of Directors and FFA staff see the selection process as a tremendous experience for all candidates and nominating committee members involved. This is a process that most certainly impacts lives for all involved. Though the results of the process may be most apparent for six of the candidates, the benefits of being involved in such an endeavor will most certainly be realized for all involved for many years to come.

Such a process must be guided by a core philosophy. The process is also greatly influenced by the constitution and a set of policies enacted by our board of directors to ensure fairness to all involved during the selection process.

In this section...

Philosophy and Objectives for National Officer Selection Process

- Guiding Objectives for National Officer Selection Process
- Guiding Principles for Structuring the Selection Process

Board Policies and Constitutional Provisions

- Constitutional Provisions for National Officer Selection Process
- Policies Regarding National Officer Selection

Philosophy and Objectives for National Officer Selection Process

Guiding Objectives for National Officer Selection Process



The primary goal of the national officer selection process is to select the six best student representatives for the National FFA Organization as outlined by the constitution and bylaws.

We accomplish this goal through:

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



A secondary goal of the national officer selection process is to provide a national leadership experience to nine students selected for service on the nominating committee.

We accomplish this goal through:

- Employing a fair and transparent process for the current national officers to select this group of students.
- Engaging the nominating committee in a professional interviewing experience.
- Providing nominating committee members with access to high quality learning and development experiences.



Another secondary goal of the national officer selection process is to provide all officer candidates with a positive developmental experience.

We accomplish this goal through:

- Employing a fair and transparent process for all candidates.
- Providing all candidates access to current and relevant resources in preparing for the selection process.
- Providing all candidates with a current, relevant and challenging interviewing experience during the national convention and expo.

Guiding Principles for Structuring the Selection Process

Those revising the national officer selection process for 2012-2016 did so with the following guiding principles in mind:

Overall



- Maintain student officer authority in selecting the nominating committee.
- Maintain student committee authority in selecting the six national officers.
- Provide systems, parameters and resources to support student officers and student committee members in carrying out their role.
- Distribute resources, opportunities and information regarding the selection processes among all states.
- Create growth opportunities for a larger group of student members.

Nominating committee



- Select nominating committee members using a rigorous process that results in highly qualified committees.
- Equip members of the nominating committee with the right knowledge and tools to select quality national officers.
- Encourage rotation of nominating committee members to multiple states within a region.

National Officer Candidates



- Familiarize candidates with roles and responsibilities of a national office, outline selection process and provide direction for preparation.
- Evaluate all candidates on a common, well-defined and agreed upon set of competencies identified through research.
- Determine the top 50 percent of the candidates by region early in the selection process
- Improve the quality of time spent evaluating the top 50 percent from each region as individuals perform realistic national officer activities.
- Provide all candidates with meaningful and useful developmental feedback following the process.

Board Policies and Constitutional Provisions

The National FFA Officer selection process is provided for by the National FFA Organization Constitution. Policies established by the National FFA Board of Directors are in place to guide the selection process in an effort to ensure fairness to all involved.

Constitutional Provisions for National Officer Selection Process

The National FFA Constitution outlines specific features of the national officer selection process.

Article IX. National Officers and Procedures for Election

Section A

The elected officers of the National FFA Organization shall be a president, four vice presidents (one from each of the four regions of the United States established in the bylaws), and a secretary.

Section B

The elected officers shall constitute the board of student officers. It shall be the duty of this board to advise and make recommendations to the National FFA Board of Directors with respect to the activities and business of the organization.

Section C

A state FFA association may recommend one candidate for national office each year. The state's candidate shall be approved by the state advisor on a nomination form submitted to the national executive secretary on or before August 1. All candidates shall be notified as to their eligibility on or before August 15. Those declared ineligible may file an appeal with the national advisor no later than September 1. The FFA Governing Committee shall vote on any appeal and formally notify the candidate of their decision national officer later than September 15.

Section D

The national officers shall hold the American FFA Degree at the time of their election and must be active members for the duration of their term in office. They shall be elected annually by a majority vote of the delegates assembled at the national convention. A member cannot hold a national office and a state office at the same time.

Section E

A nominating committee consisting of nine official national convention delegates—one chairperson selected at large and two from each of the four regions—shall study and review the qualifications of each eligible candidate. This committee shall submit its nominations to the delegates assembled at the national convention.

Section F

The president and the secretary shall be elected from the candidates at large. The position of the vice presidents shall follow a four year rotational cycle. The region from which the second vice president is elected during the current year shall be entitled to the first vice president the next succeeding year, and so on for the other offices.

Section G

National FFA officers shall serve from one national convention through the next succeeding national convention and shall not be reelected, nor be eligible for election to another national office. In the event a national convention is not held in any given year, the National FFA Board of directors shall make provisions for the appointment of national officers for the next succeeding year. The National FFA Board of Directors shall have the power to appoint a qualified member to fill any office which becomes vacant between national conventions.

Policies Regarding National Officer Selection

The National FFA Organization has established policies designed to chart the course of the daily operations of the organization. These policies, reviewed twice a year by the board of directors, include policies that influence the management of the national FFA officer selection process.

The following policies are excerpted from the National FFA Organization Policy and Procedure Handbook. These policies deal directly with candidate eligibility, restrictions and selection at the state level.

Restrictions on Candidates

The practice of soliciting support for a candidate for national FFA office is not permitted.

Selection at the State Level

A state may recommend only one candidate for national FFA office each year. The state FFA advisor shall make the nomination.

Eligibility

- Each national officer candidate shall be an active FFA member and eligible to retain active membership in the organization until the member completes the term of office.
- No FFA member who has been employed after July 17, 1991, by the National FFA Organization will be eligible to run for national FFA office.
- National officer FFA member serving on the national FFA nominating committee after October 1, 2006 will not be eligible to run for national FFA office.

Section 2

The Selection Process

Selecting six officers is no easy task. The process is more rigorous than many interviews you will encounter in your professional life. In it lies a tremendous opportunity for personal and career growth. Preparation for the process begins months in advance — some would argue that it begins when you become an FFA member. One thing is certain, the process will certainly provide an adequate test of your ability to serve in the capacities outlined.

The entire selection process is based upon the competencies identified in the Effective Officer Study conducted in 2005. The competencies are evaluated in a number of different ways ranging from your performance on a written exam to your performance with real stakeholders in an interview setting. As shown in the last section the competency builders are the building blocks for the interview process. This section details the specific ways candidate's skills will be evaluated.

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

In this section...

Application and Submission Procedures

- Application Components
- Application Submission Procedures
- Interview Rounds and Procedures
- Personal Interview Round I
- Written Test
 - Multiple Choice Questions
 - Essay Questions
- Writing Exercise
- One-on-One Interview Round
- Advocacy Stand and Deliver Practicum
- Facilitation Practicum
- Round Robin
- Casual Evening Activity
- Personal Interview Round II
- Expectations for Interviews
- Scheduling Interviews

Deliberations, Callbacks and Selection

- Deliberation Procedures
- Additional Interview Procedures

Application and Submission Procedures

The Application

There are seven parts to this application. Applicable fields in parts 1-3 will be reviewed by the nominating committee and used to develop questions in the personal rounds. No portion of the application will be scored. We suggest completing some portions in a word processing program as you expect for them to be formatted. Run spell check and have some trusted mentors review and provide feedback. Once you ensure everything is correct, then use the copy and paste feature to paste the text in the appropriate fields in the online application.

Part

1

Nominee Information

This information will be used to prepare press releases and printed materials about all of the newly elected officers.

Part

2

Attachments

Resume

A resume is a document used to convey your most relevant experiences related to the particular position for which you are applying. A resume is not a listing of your awards, achievements, offices and memberships. Developing a successful resume involves evaluating your previous experiences and selecting a few experiences that best convey your readiness to take on the requirements of the job. A successful resume will articulately convey your contributions as they relate to your involvement and experiences.

Some things to consider including on your resume include:

- 1) Contact Information (name, address, email, phone number)
- 2) Career Objective
- 3) Education (do not include your GPA)
 - High school name, city, state - years attended
 - College, city, state - years attended
 - Major
 - Minor
- 4) Two to three relevant leadership experiences (FFA, school, community)
 - Position, organization - dates held
 - Responsibilities
 - Major contributions
 - Membership, organization - dates of membership
 - Major contributions
- 5) Two to three relevant professional work/experiences (SAE, other relevant work experience)
 - Position, organization, city, state - dates of employment
 - Responsibilities
 - Major contributions
 - Achievements

- 6) Three to four relevant awards/recognition/achievements
 - Award title, awarding organization, date awarded

Letter of Application

A letter of application is usually your first introduction when applying for a position with an organization. The letter of application should give the reader a reason to look at your resume. There are several common components to include in your letter of application. They are listed below. A successful letter of application will articulately and passionately address why you desire to serve as a national officer in 1,000 words or less.

Some components to consider in your letter of application:

- 1) Date of letter
- 2) Address to National Officer Nominating Committee Members; 6060 FFA Drive, Indianapolis, IN 46268
- 3) Introductory paragraph
- 4) Paragraph about your background or experience which you believe qualifies you for the responsibility of national office.
- 5) One to two paragraphs addressing why you desire to serve as a national officer.
- 6) A concluding paragraph moving the reader to consider you.
- 7) Appropriate close and typed name (as signature).

You will attach your letter of application in PDF or Word format to your online application prior to final submission.

Photo

It is optional to include a digital photo of yourself.

Three Letters of Recommendation

Please secure three individuals who are able to convey more about you and your qualification to serve as a national officer for the FFA student organization. In a professional application process it is often considered inappropriate to ask parents or immediate family members (siblings and/or grandparents). The same rule applies with applying for national office.

Ask individuals who have known you for some time such as (but not limited to) teachers, employers, state leaders, professors or religious leaders. One of your references must be a state leader for the association you will represent as a candidate (advisor, executive secretary, etc.). You want them to know you well enough to serve as a witness to characteristics matched with the requirements of the position for which you are applying. It is suggested you have them read through the job description provided in this handbook and the competencies.

You will attach each letter of recommendation in PDF or Word format to your online application. All three letters of recommendation must be attached to your online application prior to final submission.

Part
3

Application Information

This is the largest section of the application. Personal information, offices held, awards, activities and your ‘What do you hope to accomplish as a national officer?’ explanation in 1,000 words or less is found here.

Your SAE program is a valuable source of knowledge and information to share as a national officer. Using the information submitted on your American Degree application, you will briefly describe the type of business, entrepreneurship or placement in the SAE enterprise area in 200 characters or less (including spaces).

The SAE information section is a year by year description of the type and the size of each entrepreneurship, placement and/or other experience that became a part of your SAE program.

Part
4

Media/Press-Release Information

Your FFA accomplishments deserve wide publicity. Choose publications or stations that are most likely to use this information. Remember that all publicity generated will greatly benefit agricultural education and FFA on the local, state and national levels.

Part
5

Onsite Emergency Contact Information

In the event of an emergency at convention, provide contact information for a family member/friend as well as the state leader for the association you will represent.

Part
6

Post-Election Information

Newly elected officers will receive a new jacket on Saturday of the national convention and expo. It is essential to provide accurate measurements for your new jacket. National officer tailored sizes are available. Consult a guide (available on www.FFA.org) for instructions on sizing.

New officers will also receive a ring. Providing accurate ring sizes now ensures that ordering is not delayed.

Part
7

National Officer Commitment Form

Review the form thoroughly. By checking the box you accept the points of understanding and conditions. Feel free to contact the national officer manager should you have any questions regarding the expectations outlined.

Application Submission Procedures

The application process for national FFA office has been administered online since 2006. Once selected by a state association, candidates will receive more information via email and specific instructions for completing the online application. Applications must be submitted in final form by Aug. 1 of the year in which the candidate is vying for office.

Step 1

State Key Contact Notifies FFA of Candidate Selection

The state leader designated as the key contact for the national FFA officer selection process will nominate the state's official candidate via their Agricultural Career Network (MyAgCN) dashboard. State leaders will provide student's name, email address, phone number, date of birth, chapter name, chapter ID number, and MyAgCN username for verification purposes.

Step 2

Candidate Completes Online Application

Once registered, candidates receive an email from the MyAgCN system providing instructions for accessing the application from their dashboard. There are several features available to students during this task:

Candidates should access the online application immediately to ensure permissions are intact.

- State leaders are cc'd on all communication between the MyAgCN system and candidates.
- The application is divided into sections.
- Candidates may complete and save each section when it is most convenient for them.
- The application does not have to be completed in one session.
- Candidates may access their application at any time via the dashboard.
- Candidates may attach relevant items at any time.
- Fields are editable; a 10 pt. font is preferred for readability.
- State leaders may access candidate application at any time to monitor progress.
- The application can be printed at any time using the Internet browser.
- To save the final application either print as a PDF file or scan the printed copy to a computer.
- The application contains some required fields.
- Candidates will be notified by the system of missing information, if applicable, as they submit to state leader for final review.

Step 3

Candidate Submits Final Application

Once all attachments have been received and the candidate and state leader have reviewed and edited the application the application is submitted for committee review.

Interview Rounds and Procedures

The interview process will be divided into two phases. The first phase will consist of five scored components including: Personal Round I, Written Exam (multiple choice and essay), One-on-One Interview Round and Advocacy Stand and Deliver Practicum. Following the first phase the top 50 percent of candidates in each region and overall will advance to the second phase of interviews.

Should a region have an odd number of candidates running that region will advance one additional person to the second phase (i.e., if there are 11 candidates in a region six will advance to the second phase). Should a region have only three candidates the region is eligible to advance all three candidates provided that the third place candidate's score (in that region) is in the top 50 percent of all cumulative weighted scores at the end of phase one. National officer deliberations will not occur at this time. Scores at this point in the process are NOT reported to candidates or nominating committee members. Candidates will only know that they are in the top or bottom 50 percent of their region or overall until a final score packet is sent following the process.

Announcement of the top 50 percent in each region and overall will occur during a private event with only candidates, candidate mentors or support teams, adult consultants and organization leadership. All candidates will be provided with an envelope and encouraged to open it with mentors, coaches and other individuals in their support network. The letter will let them know if they are moving on to the second phase of interviews and if they are in the top 50 percent of their region or overall. National officer scores are not reported at this time in an attempt to keep ability-related information from intervening in the finalists' overall performance in the remaining rounds.

Phase two interviews will convene with only the top 50 percent of candidates in each region and overall. There are three rounds in this phase: Facilitation Round, Round Robin Round and Personal Round II. Scores will continue to accumulate for this group of candidates. However, no more cuts will be made before or during deliberations based solely upon scores.

At the end of the interview process the nominating committee will utilize the data collected to make evidence-based decisions in forming a slate of six national officers. The nominating committee has the right to call back candidates for further interviews according to the procedures outlined for callback interviews (as outlined in this section). The process for deliberation is outlined to illustrate what this process is like, not to mandate how it will be run from year to year.

The following explains each of the scored rounds in the process in detail.

National Officer Selection Process - Phase One

Personal Round I

In this round, candidates will have the opportunity to “introduce” themselves to the nominating committee. In this one-on-nine format, candidates should capitalize on this time by making their first impression a lasting impression. In addition, candidates can expect to answer three or four behavioral-based interview questions posed by the nominating committee and to expound on their goals, motivations and/or desire to be a national officer.

Competency Builders Evaluated:

- | | |
|------------------------------|---|
| ▪ 1.1 - Non-verbal skills | ▪ 6.2 - Commitment to FFA |
| ▪ 5.3 - Positive Attitude | ▪ 6.3 - Energetic |
| ▪ 5.5 - Sincerity/Compassion | ▪ 6.5 - Commitment to Service |
| ▪ 6.1 - Self-confidence | ▪ 7.1 - Supports and motivates FFA members/partners |

Written Test

National officers must consistently demonstrate a command of key issues related to agriculture, FFA and the American education system. While some of this knowledge may be demonstrated by asking quality questions and carrying on informed conversations rather than “knowing facts,” it is still important that officers come in with a base understanding of core issues and facts related to these three areas of knowledge. Thus, a written exam consisting of two portions -- multiple choice questions and essay questions -- will be administered to allow candidates to demonstrate evidence of this desired knowledge set. Candidates will complete the exam on Monday. Ninety minutes will be allowed for students to complete each portion of the exam. National officer study materials will be allowed in the examination room.

Multiple Choice Questions

All candidates will have 90 minutes to complete a written exam with 60 multiple choice questions. The composition of the exam will be as follows: 20 questions on current issues in agriculture; 20 questions on current issues in FFA; and 20 questions on current issues in education and agricultural education.

The following competency builders will be evaluated on a one to five scale. Five indicates strong evidence the skill is present. One indicates strong evidence the skill is not present. To calculate a score out of five for each competency builder each question answered correctly, related to the respective builder, will receive .25 points. (i.e., a student answering 13 out of the 20 questions on agriculture issues correctly receives a score of 3.25 on competency builder 3.1 - knowledge of agriculture industry and current issues. The score of 3.25 is rounded to 3. A score of 3.5 will be rounded to 4).

National Officer Selection Process - Phase One *(continued)*

Competency Builders Evaluated through Questions:

- 3.1 - Knowledge of the industry of agriculture and current issues
- 3.2 - Knowledge of FFA and current issues
- 3.3 - Knowledge of America's education system/agricultural education/issues

Writing Exercise

All candidates will have 90 minutes to 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 in a different way than allowed through multiple choice questions.

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.)

Competency Builders Evaluated through Questions:

- 1.3 - Writing skills when communicating with others
- 3.1 - Knowledge of agricultural industry and current issues
- 3.2 - Knowledge of FFA and current issues
- 3.3 - Knowledge of America's education system/agricultural education/issues

Each of the writing samples will be reviewed by three independent adult judges. These judges will review the samples on site and rate them on each of the three competency builders identified for this portion of the essay. Scoring for each builder will be based upon a scale of one to five with five representing strong evidence the skill is present and one representing strong evidence the skill is not present.

One-on-One Interview

This round will consist of nine 10-minute interviews each with a different member of the nominating committee. The interview is focused on two objectives. First, this is an opportunity for individual committee members to develop rapport and get to know candidates in a one-

National Officer Selection Process - Phase One (continued)

on-one setting. Second, this will provide an opportunity for evaluation of a number of targeted competency builders through structured questions and follow-up questions. The competencies outlined will be evaluated through observation and careful listening to candidate responses to questions.

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

Competency Builders Evaluated:

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

Note

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

Competency Builders Evaluated through Observation:

- | | |
|------------------------------|------------------------------|
| ▪ 1.1 - Non-verbal skills | ▪ 5.5 – Maturity |
| ▪ 1.2 - Listening skills | ▪ 7.1 – Builds relationships |
| ▪ 5.4 - Sincerity/compassion | |

Note

Nominating committee members will utilize the rubric provided to reflect on the candidate and their responses as a whole to evaluate these builders. Each builder will be evaluated by all nine of the committee members.

National Officer Selection Process - Phase One *(continued)*

Advocacy Stand and Deliver

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 private 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 and a pen, which will be provided.

Candidates will promptly move from the preparation room to the interview room to deliver their five-minute speech. Regardless of where they are in their time, time will be called at the end of five minutes. Candidates must stop their speech and wait for questions from the committee.

Carefully constructed questions will be asked of the candidate regarding the speech topic. Candidates have a total of five minutes to respond to the questions asked. The number of questions the committee intends to ask will be clearly stated prior to the start of this five minute period. Time will be called at the end of five minutes regardless of where the candidates is in his/her response. Should a candidate finish early he or she may leave the interview room.

Topics for the speeches will fall within one of the three areas of knowledge outlined in the competencies. Each year one of the three areas of knowledge will serve as the overall theme for this practicum round (a schedule of themes is listed below). A listing of 10 topics will be made available on the candidate resource page at www.FFA.org in April prior to the national convention and expo to use in preparation.

One of the 10 topics will be selected by the nominating committee during preparation at the national convention and expo. 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.

National Officer Selection Process - Phase One *(continued)*

Questions asked in the five minutes after the speech will be related to the other two areas of knowledge not highlighted during the current year.

Theme Schedule 2012-2016:

2012 - Agriculture Current Events and Issues

2013 - FFA Current Events and Issues

2014 - American Education/Agricultural Education Current Events and Issues

2015 - Agriculture Current Events and Issues

2016 - FFA Current Events and Issues

All competencies will be evaluated by the student nominating committee members. Specific builders will be rated on a one to five scale where one reflects strong evidence the skill is not present and five indicates strong evidence the skill is present.

Competency Builders Evaluated:

- | | |
|---|---|
| ▪ 1.1 - Non-verbal skills | ▪ 7.3 - Member representation |
| ▪ 1.4 - Speaking skills | ▪ 8.2 - Ability to think critically and conduct research |
| ▪ 4.1 - Efficient Time Management | ▪ 3.1 - Agriculture Current Events and Issues |
| ▪ 6.1 - Self-Confidence | ▪ 3.2 - FFA Current Events and Issues |
| ▪ 7.1 - Supports and motivates FFA members and partners | ▪ 3.3 - American Education and Agricultural Education Current Events and Issues |

National Officer Selection Process - Phase Two

Facilitation Practicum

The purpose of this round is to evaluate the candidate's ability to plan and facilitate a 10-minute portion 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. Candidates will have a private room to conduct their planning. Following preparation, candidates will move to the interview room where they will have 10 minutes to facilitate to the available audience.

A list of potential topics for this round will be published on the candidate resource web page at www.FFA.org in April prior to the national convention and expo each year. Before the selection process begins, the nominating committee will choose one of these topics whereby all candidates will use to facilitate.

The nine student nominating committee members will evaluate candidates' performance using the competency builders outlined below. Each builder will be evaluated on a one to five scale where one reflects strong evidence the skill is not present and five reflects strong evidence the skill is present.

Competency Builders Evaluated:

- | | |
|--|------------------------------|
| ▪ 1.2 - Listening skills | ▪ 4.3 - Self-starter |
| ▪ 1.4 - Speaking skills | ▪ 5.2 - Adaptable/ Flexible |
| ▪ 1.5 - Facilitation skills | ▪ 5.5 - Maturity |
| ▪ 2.1 - Work in teams | ▪ 6.1 - Self-confidence |
| ▪ 2.2 - Acceptance of differing viewpoints | ▪ 6.3 - Energetic |
| ▪ 4.1 - Time management skills | ▪ 6.4 - Initiative |
| ▪ 4.2 - Ability to Plan and Prioritize | ▪ 7.4 - Builds Relationships |

National Officer Selection Process - Phase Two *(continued)*

Round Robin Issues Conversation

The purpose of this round is focused on evaluating the candidate's demonstration of the effective officer competencies while carrying on a conversation regarding key issues related to a stakeholder. Stakeholders during this round may include: administrators, agriculture instructors, teacher educators, sponsors, media and parents. This round will occur in three 10-minute interviews with a short rotation time in between. Each interview will position the candidate with three of the nominating committee members and one outside adult consultant. Each of these consultants will represent a different stakeholder. All consultants will be provided with an interview guide; however they may interject specific follow-up questions to probe the candidate's understanding.

The student nominating committee members will observe the conversation and will conduct all of the evaluation. The adult consultants may offer qualitative information regarding the accuracy of responses to specific questions. The adult consultants may not offer advice on the specific score to give the candidate. The following competency builders will be evaluated using the one-to-five scale designed for this process.

Competency Builders Evaluated:

- | | |
|---|---|
| ▪ 1.2 - Listening skills | ▪ 5.5 - Maturity |
| ▪ 3.1 - Agriculture Current Events and Issues | ▪ 7.1 - Supports and motivates FFA members and supporters |
| ▪ 3.2 - FFA Current Events and Issues | ▪ 7.3 - Member representation |
| ▪ 3.3 - American Education and Agricultural Education Current Events and Issues | ▪ 8.1 - Ability to solve problems |
| ▪ 5.3 - Positive attitude | ▪ 8.2 - Ability to think critically and conduct research |

Casual Activity (NOT SCORED)

This particular activity will be conducted with all finalists and all nominating committee members, adult consultants and staff. The event will NOT be scored, however the committee will have time to reflect following the event on what happened. The event is focused on providing setting for nominating committee members and candidates to interact outside of the interview room. As well as offering an opportunity for building rapport and establishing a sense for candidate behavior outside of the room.

National Officer Selection Process - Phase Two *(continued)*

Personal Round II

The purpose of this interview is to ask a final set of questions developed by the committee to address competencies such as character, passion for success and influence. Each candidate will have 10 minutes with all nine of the committee members. During this time, committee members will ask questions related to the competency builders identified below.

The following competency builders will be evaluated by the student nominating committee members using the one-to-five scale developed for each builder.

Competency Builders Evaluated:

- 5.1 - Reliability/integrity/trust
- 5.3 - Positive attitude
- 5.4 - Sincerity and compassion
- 5.5 - Maturity
- 5.6 - Coachable/Lifelong learning
- 6.5 - Commitment to service
- 7.2 - Mentors and coaches others

Expectations for All Rounds

Candidates are expected to report at the scheduled group meeting time. This ensures that all candidates are in place and ready to start on time. This early arrival provides the nominating committee the flexibility to start the next grouping early should they be operating ahead of schedule. In addition, the *FFA Policy and Procedures Handbook* uses the following policy should a candidate arrive late for their interview or exam activity.

Note

In the event that a candidate is tardy to a round, the board superintendent and the adult consultants will make and enforce a ruling.

Scheduling of Rounds

The creation of the interview schedule is guided by the time requirements for each round. The order of the candidate interviews within each round is determined by random assignment. In addition, “breaks” are scheduled between the groupings to provide the nominating committee members a chance to “stretch” and refresh themselves. The only modification of the random assignment process that is considered is when a candidate in the last grouping of the previous round is drawn to be first in the next round that occurs on the same day. National officer consideration is given to FFA region, gender or ethnicity in the random assignment.

National Officer Selection Process - Phase Two *(continued)*

The interview schedule for each round will be posted in a designated area the evening before the round. Individual interview times will not be announced any further in advance. This practice has prevented candidates from committing to other activities that might interfere with the interview schedule.

Candidates will receive a schedule highlighting the major activities of the week as part of the overall convention and selection process materials sent to each qualified candidate. Efforts will be made by the National FFA Organization staff to provide the candidates with a relaxed waiting area that will also allow candidates the opportunity to interact with each other.

Deliberation, Call Backs and Selection

Following the final interview round, the nominating committee begins the daunting task of selecting a slate of six officers. A considerable amount of time and thought go in to this decision. Students are encouraged to base all decisions on evidence generated throughout the entire selection process. Nominating committee members may also decide to hold a call-back interview round. In that case, the committee may use the procedure outlined to bring back a small group of candidates for further consideration. Both of these processes are outlined here for the purpose of illustrating what goes on prior to declaring a call-back.

Deliberations

A third party facilitator with national officer investment or prior involvement during the week is brought in to help assist in facilitating the deliberation process. Prior to the deliberations the facilitator meets with the nominating committee chairperson to review roles and responsibilities. The facilitator provides boundaries for the discussion and maintains group focus on the outcome. The chairperson leads the group in making decisions and keeps discussion moving along within the boundaries provided.

The facilitator then holds a brief orientation with nominating committee members. During this meeting they may provide:



- Ground rules for discussions.
- An overview of process.
- A determination whether to select six individuals or whether to select president and secretary and then fill vice-presidents.
- An orientation to score reports and charts generated from week.

Following the brief orientation the remaining candidate scores are provided along with other possible sources from the week. Some data sources provided include:



- Scores
- Writing samples
- Exam
- Notes taken during interviews



All nominating committee members take the material provided and then have a period of time to review and begin to make individual decisions.

The nominating committee reconvenes and makes initial recommendations for slate. Members share the recommendations and evidence that supports their decisions. From this point, much of the work is discussion based. The emphasis on providing evidence remains the norm for making comments. It is also during this time that the committee determines if they wish to bring anyone back for an additional interview.

Discussions continue until a slate is finalized. Once the nominating committee members reach agreement, students sign off on a final slate of six officers and a committee report is produced.

Call-back Interview Procedures

The nominating committee may conduct additional interviews beyond the regularly scheduled rounds during the selection of national officers. The following expresses the purpose, procedures and policies to govern the call-back interviews for the national officer selection process:

After deliberation on a slate of national officers begins, the nominating committee may request candidates to participate in an additional interview. Additional interviews may be requested for a number of reasons including (but not limited to):



- Needing to gather additional pertinent personal or professional information.
- Comparing two or more candidates in a particular setting.
- Watching interaction with a particular group of candidates.
- Resolving conflicting notes on a particular candidate's performance.

Specific Procedures to Follow



- Any student nominating committee member may move to conduct a call-back interview during the Thursday evening deliberation process. The student nominating committee chair will conduct the transaction requiring a second for the motion and entertaining debate (from student members, adult consultants and board superintendent) on the merit of conducting additional interviews. The student chair will take a vote by hand of all committee members (student, adult consultants and board superintendent). The motion must receive a majority vote of all members to pass.
- The secretary should record this transaction as a part of the minutes for the committee without listing voting preferences of any one individual.



- Should the motion for conducting call-backs be passed by the committee, construction of the round should immediately take place. Features to determine for the round by the student committee members include:
 - Specific objective(s) to be accomplished via the additional interview.
 - Characteristics (talent/skill/knowledge) to be evaluated during the round.
 - Specific questions to be asked or scenarios to be presented that directly assess the characteristics in question.
 - Objective scale for evaluating the characteristics identified (i.e., a seven-point scale for each of the characteristics).
 - Number of candidates to call back (between 2 and 10).
 - Names of candidates to call back.
 - Length of interview round.
- All of the above features must be reviewed and receive verbal approval in-front of the committee by each adult consultant and the board superintendent prior to the close of the deliberation session on Thursday evening.
- Should the committee begin to define the factors necessary for the round and determine that a callback is not necessary, student members voting on the prevailing side may move to reconsider the action. This requires a second and is debatable and requires a majority vote.

Policies Guiding the Additional Interviews



- Call-back interviews shall be conducted with no less than two and no more than 10 candidates. Interviewees may be from one or multiple regions.
- Scores collected from a callback interview may not factor into any candidate's overall weighted scores from the regular interview rounds. The top 50 percent of each region is unalterable once the tabulation supervisor has approved the scores as final at the end of phase two.
- Call-back interviews may only be held on Friday of the national convention and expo and may not be scheduled in such a way to conflict with other previously scheduled formal candidate activities on Friday.
- Additional interview rounds must be posted in the reporting area for candidates by the adult chair for the committee no later than 9 a.m. on Friday morning of convention and expo.

The Scoring System

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

In this section...

The Scoring System

- The Scale for Each Competency Builder
- Evaluating the Competency Builders in the Rounds
- The Competency Index
- Scoring Calculations
- Score Reporting

The Scoring System

The Scale for Each Competency Builder

The scale used to evaluate each of the competency builders is a 1-2-3-4-5 scale.

A score of “1” indicates “Strong Evidence the Skill/Attribute is not Present”

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

A score of “5” indicates “Strong Evidence the Skill/Attribute is Present.”

This scale focuses students on searching for verifiable evidence of skills and attributes outlined in the competencies. To facilitate this detailed look-for indicators will accompany each 1 - 3 - 5 rating for each competency builder.

Evaluating the Competency Builders

The following table represents where each of the competency builders will be evaluated throughout the interviewing process. The numbers in the cells reflect the number of judges evaluating the competency builder in that particular round. (For example, a 9 indicates that all nine committee members will be evaluating that competency builder in that particular round. Whereas, a 3 indicates that only three of the judges involved will be evaluating the competency builder.)

Scoring System 2012-2017	Personal round - Introduction	Test	Writing Exercise	One-on-one	Advocacy Round	Phase II	Facilitation	Round robin	Personal round - Conclusion
Communication									
National non-verbal skills	9			9	9				
Listening skills				9			3	9	
Writing skills			3						
Speaking skills					9		9		
Facilitation skills							9		
Team Player									
Work in teams				3			3		
Acceptance of differing viewpoints				3			3		
Putting team before self				3					9
Areas of Knowledge									
Agriculture knowledge		1	3		9			3	
FFA knowledge		1	3		9			3	
American education/Agricultural Education		1	3		9			3	
Personal Organization									
Time management				3			3		
Planning and prioritization				3			3		
Self-Starter				3			3		
Character									
Reliability/integrity/trust				3					9
Adaptability/flexibility				3			3		
Positive attitude	9							9	9
Sincerity/compassion	9			9					9
Maturity				9			9		9
Coachable/lifelong learning				3					9
Work ethic				3					
Passion for Success									
Self-confidence	9				9		3		
Commitment to FFA	9			3					
Energetic	9						3		
Initiative				3			9		
Commitment to service	9			3					9
Influence									
Supports and motivates FFA members/partners	9				9			9	
Mentors and coaches others				3					9
Member representation				3	9			9	
Builds relationships				9			9		
Critical Thinking									
Solving problems								9	
Critical thinking and conducting research					9			9	

Competency Index

It was determined by stakeholders that some of the competencies are more important to the officer selection process. Thus, the overall score should be constructed by allowing those competencies that were deemed most important to carry more weight. For example in the overall score used in the selection process candidate's cumulative score for team player represents 10 percent whereas the candidate's cumulative score for character represents 20 percent. Each competency was weighted through a survey process with stakeholders. This resulted in the following index reflecting each competency's relative importance in the selection process.



#1 - Communication	15 percent
#2 - Team Player	10 percent
#3 - Areas of Knowledge	10 percent
#4 - Character	20 percent
#5 - Passion for Success	12.5 percent
#6 - Organization	10 percent
#7 - Influence	12.5 percent
#8 - Critical Thinking	10 percent

The overall cumulative score will be used for determining the top 50 percent of candidates in each region and top 50 percent overall at the end of Phase I. Finalists will continue to contribute to their overall cumulative score though it will not be used as an absolute determinant of who is selected.

Scoring Calculations

The overall cumulative score is determined by a simple process.

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

The sum of the scores for each competency builder will be accumulated into an overall score for each of the competencies after each round. An average value between 1 and 5 for each of the eight competencies will be calculated. This is achieved by dividing the cumulative sum of all competency builders for one particular competency by the total number of data points collected on that competency in that round. For example, the Written Exam judges Areas of Knowledge three times for a total of 15 possible points. If a candidate earns 10 points for the Areas of Knowledge in this round, 10 is divided by 3 (the number of data points collected for this competency) to yield an average of 3.33333. This reflects the candidate's score for this competency in this round.

After Phase I, all averages for Areas of Knowledge would be added together to determine the candidates overall competency score for this phase.

The overall cumulative score for each of the eight competencies (a value between 1.0 and 5.0) will be multiplied by the weighting index shown above to determine the contribution that competency will make to the overall score (a value between 1.0 and 5.0 points).

For example, the candidate's averaged Critical Thinking score (3.59874) is multiplied by the index for this competency (10 percent) to yield an indexed score of 0.359874. This value is added to the other indexed competency scores to yield the overall score.

Note

The scoring system will carry out all points to at least seven decimal places to reduce any inflation/deflation in a number that may occur as a result of rounding.

This system offers several benefits:



- First, it allows the overall cumulative score to build throughout the process.
- Second, it reduces the influence one round may have on the candidate's overall score.
- Third, it focuses the process on performance related to the competencies
- Finally, since each competency has differing numbers of builders it is important that those competencies with more builders do not carry more influence in the overall score until multiplied by the index for that particular competency.

Score Reporting

Following convention and expo, state staff will be sent a packet with their candidate's scores from the process. The test and essays will also be included. This packet is intended to help in each candidate's growth. Packets are sent directly to the state leader who is responsible for the national officer nominating committee process in each state.

Each packet will contain the following table of information:

Candidate Name:	Region				
	Candidate's Cumulative Weighted Score	Region Average	National Average	National Range	National Median
Competency #1					
Competency #2					
Competency #3					
Competency #4					
Competency #5					
Competency #6					
Competency #7					
Competency #8					
Total Score (Out of 5)					
<p>Analysis by Round</p> <p>The following scores are provided to you as a way to review your performance by round. The score reported is your average score out of five for all judges' ratings of the competency builders measured in this round. For instance - three judges rated your application on three competency builders. You received a total of 45 out of 45 points (each judge gave you 5 points on each of the three competency builders evaluated - (3 builders x5 points each)(3 judges). Thus, your average score for this round is 5 points. These are only provided as information to you. <u>You CANNOT use the information below to calculate your cumulative weighted score.</u></p>					
	Score for Round Out of 5	Region Average by Round	National Average by Round	National Range	National Median
Written Exam					
Written Test (Essay)					
SAE Writing					
Round 1 - One on One					
Round 2 - Speech Practicum					
Round 3 - Facilitation Practicum					
Round 4 - Round Robin Conversations					
Round 5 - Personal Round					

Section 5

The Nominating Committee

Facilitating the process outlined in the previous section requires a talented and dedicated group of individuals. Keeping with the traditions of a student-run organization, a committee of nine FFA members is selected to carry out the responsibility of interviewing and selecting the national officer team. Being a part of this unique group requires a sense of commitment to the betterment of the organization and a heart for service. The committee will put in many hours in preparation for the national FFA convention and expo.

The student nominating committee is assisted by a number of adults who serve as advisors to the process and student committee. The adults involved must have a desire to see students grow. This is essential in releasing control to the student committee and allowing them to do much of the thinking. Asking questions, probing committee members understanding, and advising when necessary requires patience and a strong commitment to student success.

Together the student committee and the adult consultants make up an important part of the selection process. In fact, they bring the process to life and shape the look and feel for all involved. Wielding this much influence on the process requires the right people for service in the roles outlined in this section.

In this section...

Student Nominating Committee

- Committee Responsibilities
- Board Policy
- Committee Preparation
- Role in the Interview Process
- Role in Deliberations

Adult Roles in the National Officer Selection Process

- Formally Appointed Adult Roles
 - Board Superintendent
 - Adult Consultants
 - Tabulation Supervisor
 - National FFA Staff

Student Nominating Committee

Selection of the nominating committee is a critical first step in the national officer selection process. To ensure that the nominating committee is qualified to select the next year's national FFA officer slate, specific board policies and procedures have been established to guide the selection and conduct of the nominating committee. Beyond these board policies, FFA has implemented several administrative procedures to further ensure that the nominating committee is prepared for the task of selecting the national officers.

Committee Responsibilities

As a standing delegate committee, the nine members of the nominating committee have the responsibility to present a slate of six officers to the delegate body for their approval. To complete this task, the committee members conduct a series of written and oral interviews (described in Section 4).

The committee members are also responsible for being mentally and physically prepared for the weeklong selection process. The process can be grueling for the committee members, as they will typically work many long hours over seven days. Members are strongly encouraged to come to the national FFA convention and expo fully prepared and rested.

Board Policy

Per the *FFA Policy and Procedures*, the following policies impact the nominating committee process:

- A nominating committee consisting of nine official national convention delegates — one chairperson selected at large and two from each of the four regions — shall study and review the qualifications of each eligible candidate. This committee shall submit its national officer nominations to the delegates assembled at the national convention.
- The national FFA president shall submit to the division director of the educational program division the list of recommended nominating committee candidates, which will be reviewed by the governing committee of the board of national officers later than Sept. 1.
- An FFA member serving on the national nominating committee after Oct. 1, 2006, will not be eligible to run for national FFA office.

Committee Preparation

Prior to National Convention and Expo

Once selected, the work of the committee begins almost immediately. Portions of the candidate applications are sent to each nominating committee member, and they are responsible for reviewing all of them prior to the convention and expo.

Committee members are also to complete a study of issues related to the national officer selection process. A study guide is provided to nominating committee members prior to the convention and expo. The study guide provides questions for reflection related to preparing for evaluating candidates in each round (i.e., agriculture issues, education issues, effective officer traits). The study guide also suggests reference materials (articles, books, etc.) to review with questions for applying the information to the selection process.

Nominating committee members also develop an initial list of questions to use in the interviews. These questions are submitted for review and feedback prior to the convention and expo. These may not be the actual questions used; however, it provides an experience in developing quality questions that will be valuable during the convention and expo experience.

In addition, a conference call is conducted between the nominating committee members, the adult consultants, the board superintendent and FFA staff. The purpose of this call is to:

- (1) provide the participants an opportunity to get to know each other prior to convention.
- (2) assist the committee members in their preparation processes.
- (3) answer any questions that the committee members may have.

At National Convention and Expo

The nominating committee begins work before the convention and expo actually begins. The majority of the committee's time is spent in training and preparation of the actual interview questions for each round. The training includes instruction on behavioral question writing and interviewing, understanding the effective officer characteristics and use of rubrics to evaluate them, accepting commonalities (diversity), national agriculture issues and national education issues.

Committee members will participate in guided practice on recognizing each of the eight competencies. Practice scenarios using the rubrics provided for each competency builder include video and live simulations. The nominating committee will also be trained on agriculture and education issues by experts. The experts provide guidance and support in preparing for the rounds that will assess candidates' areas of knowledge.

The committee also meets with the current year's national officers as part of their training. This meeting provides the committee members the opportunity to gain an understanding of the job of being a national officer. In addition, the nominating committee spends time practicing their interview techniques as well as determining the layout of the interview room(s).

Role in the Interview Processes

Due to time constraints, the nominating committee is not involved with the administration or scoring of the written exam and writing exercise. The implementation and scoring of these rounds is administered by the FFA staff and supervised by the adult consultants. The final scores are provided to the nominating committee as they begin their deliberations.

The interview process begins on Sunday morning and concludes with the final scheduled round on Thursday. At the conclusion of the interview, each nominating committee member marks their scorecard independently and without consultation with the other committee members.

An adult consultant who will verify that the card has been marked correctly and will be readable by the data entry person collects the completed scorecards. The adult consultants also supervise the data entry processes.

A debrief meeting, held each evening, is used to identify issues associated with interviews and plans are formulated to troubleshoot if necessary. Staff and adult consultants provide insights from the day and students identify issues and concerns.

Role During Deliberations

As described in Section 4, the top 50 percent of the candidates within each region and top 50 percent of highest overall score will advance for the final three rounds of interviews and consideration as a national officer. This administrative step accomplishes two purposes. First, it provides the nominating committee with a smaller group of highly qualified candidates to consider more intensely for the creation of the final officer slate. Second, by letting the interview process select the top candidates, it removes the potential of considering a candidate on personal preferences alone.

During the creation of the officer slate, the nominating committee will use all the information at their disposal to create the final slate — the candidate's application form and American FFA Degree information, the scoring summary of each viable candidate and personal notes made during the interviews. As a result of their deliberations, the nominating committee may conduct additional interviews, as they feel necessary, to make their final determinations for an individual office. This step is extremely rare but does remain an option for each nominating committee.

Only two things guide the creation of the officer slate: First, the requirement that there be one officer from each of the FFA regions plus a president and secretary who are chosen at large; second, the need for a balanced slate. It is unlikely that six candidates will emerge who possess all eight traits to a high level. What the nominating committee will do is seek to create a slate that is highly knowledgeable and skilled and is balanced in the desired national officer behaviors. The entire committee approves the final slate with the committee report presented to the delegate body during the final national convention and expo session.

Adult Roles in National Officer Selection Process

Adults play a supportive role in the national officer selection process. Adults are available to support and advise the student nominating committee in fulfilling their responsibilities. The roles adults play can be divided into two categories: Formally appointed adult consultants and adults who assist with interviews or scoring.

Formally Appointed Adult Consultant Roles



- Trainers
- Legitimizers
- Scoring overseers
- Voice of consciousness
- Managers of candidates
- Tabulators
- Advisory committee
- Review objectives/competencies to be assessed with the nominating committee before the round
- Allow three-five minutes following the round for the committee to revisit the round and objectives/competencies; then encourage committee to synthesize notes on what they saw

The formally appointed adult consultant roles are outlined further in this section.

Adults Assisting with Interviews or Scoring



- Making recommendations qualitatively
- Interviewers or experts giving qualitative feedback
- Exam scorers
- Facilitator
- Writing exercise examiners

Formally Appointed Adult Consultants

The following adults have been appointed to the national officer selection process by the National FFA Organization leadership and board of directors. They are charged with:

- (1) ensuring the fairness of the process and adherence to board policies.
- (2) providing guidance (as requested and appropriate) to the nominating committee members.
- (3) facilitating the actual selection processes.

Each adult member has unique roles as described below.

Board Superintendent

An adult member of the FFA board of directors is selected by the board to monitor the national FFA selection process on behalf of the National FFA Organization. In addition, the board representative will be called upon in situations where board policy and/or procedures require interpretation and application.

Adult Consultants

The board of directors appoints three adults who assist in the management and delivery of the national officer selection processes. Each adult is approved by a board vote. The required region submits a potential national officer nominee to serve as adult consultant. The national FFA advisor reviews the candidate and is approved by the board. A rotational plan has been established to guide the selection of these three adults. The nominating organizations have also been identified in this table. The president of the national officer nominating organization shall be contacted by the FFA staff responsible for the process to secure a nomination to submit to the board of directors.

Begins in	Region	Career Position	National Organization
2012	Southern	Executive Secretary	NASAE
2013	Central	State Supervisor	NASAE
2014	Eastern	Teacher Educator	AAAE
2015	Western	Executive Secretary	NASAE
2016	Southern	State Supervisor	NASAE
2017	Central	Teacher Educator	AAAE

At National Convention and Expo

Three adults approved by the board of directors oversee the implementation of the national officer selection processes at the national convention and expo, and train the nominating committee. During the three-year term, the position responsibilities increase each year. The adult chair (third year) is the lead adult to the selection process. The other adults, including the FFA staff, operate under the adult chair's supervision. Specific duties for each year of service are:

First Year Responsibilities

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

Second Year Responsibilities

- Assist in training the committee.
- Supervise committee and interviewing process in the interviewing room(s) to ensure consistency of interviews.
- Administer the written exam and the writing activity. Supervise scoring process of each.
- Supervise the data entry and tabulation processes.
- Work with the nominating committee secretary to compile the official minutes of the committee process, including questions and room setup for each round.
- Compile committee and candidate evaluations and submit to FFA.
- Submit an evaluation report to FFA recommending improvements for the selection process.

Third Year Responsibilities

- Serve as adult chair and oversee entire selection process
- Meet with the appropriate FFA staff member in September for the purpose of reviewing the process and preparation for the nominating committee conference call.
- Review the schedule of interview rounds prior to the convention and expo.
- Coordinate with FFA staff prior to convention and expo to ensure all arrangements are made for the selection process at the national convention and expo.
- Communicate with adult consultants and the nominating committee prior to the convention and expo.
- Oversee training of committee. Includes coordinating with the FFA staff and/or professional trainer(s).
- Oversee committee process, providing guidance when necessary.
- Submit an evaluation report to FFA recommending improvements for the selection process.

Tabulation Supervisor Job Description

To ensure accuracy in scoring and data entry during the national officer selection process, a tabulation supervisor position has been created. This individual will be a member of and appointed by the National FFA Board of Directors. This person will have a role specific and distinct from that of the board superintendent and/or any of the three adult consultants to the nominating committee. Specific duties for service are:



Before National Convention and Expo

- Review, test and revise all electronic spreadsheets prior to the national convention and expo.
- Participate in a conference call with staff liaison to identify specific schedule for role at the convention and expo.
- Identify a system of checks and balances to be used in data entry and validation during the convention and expo.

At National Convention and Expo

- Coordinate and supervise blind scoring procedure for scoring writing exercise.
- Daily review of each raw score sheet tabulations (from adult consultants).
- Daily review of each entered scores against raw score sheets.
- Daily check to ensure each worksheet in spreadsheet is transferring correctly into totals worksheet.
- Provide final sign-off on scores before top 50 percent of candidates for each region is announced to nominating committee.

National FFA Staff

One FFA staff member has been assigned to provide leadership to the delivery of the national officer selection process. Currently, Whitney Danker along with Kim Henry work closely with the adult chair to implement the procedures for the selection process. This work includes verifying the candidates' eligibility, disseminating appropriate information to the candidates and the nominating committee, reserving required facilities, preparing materials needed during the process (primarily exams, scorecards, and data spreadsheets) and securing the additional personnel needed for nominating committee training.

National Officer Candidate Study Guide: Preparing for the Selection Process

Preparing for the national officer selection process will vary with each candidate. Some will prepare in isolation while others will engage others to help prepare. Some will have seemingly countless practice interviews while others will have very few. The greatest key in a successful journey of preparing yourself for the national officer selection process is knowing the beginning and the ending points. If you have an understanding of who you are (knowledge, skills, attitude and talents) and what is expected of and looked for in national officer candidates, then you can map your own plan for the preparation journey. This section will describe what knowledge and skill level is expected in a newly elected national officer as well as provides a partial list of resources you may want to consider in creating your preparation strategy.

In this section...

Timelines and Things to Consider as a Candidate

Study Questions

- FFA Knowledge
- American Education and Agricultural Education Knowledge
- Agricultural Knowledge
- Knowing Self
- Role-playing Questions
- Reflective Questions for Competencies

Suggested Reference List

- FFA References
- Agricultural Education/SAE References
- Career and Technical Education References
- Agriculture References
- Leadership and Personal Growth References
- People to Interview
- Competency Rubrics

Timelines and Things to Consider as a Candidate

Preplanning to Transition Out of College

To successfully complete their year of service, national officers will be required to take a leave of absence from their college studies during their term in office. Many candidates will be enrolled in college during their run for office. If elected, the new officers will return home shortly after the conclusion of the national convention and expo. During the three-four weeks at home, the officers are expected to complete their studies for the current college term. The officer team will be required to report to the National FFA Center in Indianapolis shortly after the Thanksgiving holiday.

The National FFA Organization cannot require any university or college to release a newly elected officer from their studies. It is up to each candidate for office to prepare his or her instructors for a possible early departure from college due to an election to office. The best means to make this an easy transition is to talk to *all* of your professors prior to national convention. Inform your instructor of your plans to run for national office and what will happen *if* you are elected. Seek their support and provide additional information about FFA and its mission. After your election, you will have a very short period of time to return to college to complete your studies and meet their expectations for a high grade in their course. Building a relationship with each of your professors prior to the selection process will increase the likelihood of them wanting to work cooperatively with you after your election.

Timeline Prior to National Convention and Expo

Prior to August

- If you are interested in being a national officer, check with state leaders in your state to determine specific procedures for the selection of national officer candidates.
- Follow specific state guidelines and prepare!
- Access the resources available to use in preparing on the candidate webpage accessible in the student section of the FFA website, www.FFA.org.

August

- National FFA Officer Candidate Application must be completed online (including the three letters of recommendation) on or before *Aug. 1*.
- Applications will be verified by FFA staff with candidates determined upon receipt of the electronic application. Notification of status as a candidate will be provided by *Aug. 15*.

September

- Candidates should receive an email from FFA staff that includes additional detailed information for the week at the convention and expo.
- Candidates can access all resources through www.FFA.org.
- Use the materials provided and other sources in your state to study.

October

- Arrive at the national convention and expo prior to the start of the selection process.

November

- Newly elected officer team remains at the national convention and expo through the following Thursday for media interviews and training.

December

- Candidate scoring results will be mailed to state FFA staff. *The candidate will need to meet with their state staff to review the scores.*

Study Questions

The following pieces are provided as resources for you to use in your preparation. While this is called a study guide please note that it is only a list of suggestions to get you started. Preparing a plan of study for this process is something that will take time and reflection on your part. In the meantime here are some ideas to get you started.

Basic Knowledge

With all the roles that a national officer must fulfill, it is imperative that national officers enter their term with a high level of understanding of agricultural education, supervised agriculture experience, FFA and agriculture. This section will describe the minimum that each candidate should possess before the selection process begins.

FFA Knowledge

It has been said that FFA is an intra-curricular activity having its origin and base in a definite part of the school curriculum — agricultural education. The close relationship facilitates each other's good points with FFA providing the “laboratory” for leadership and personal and career development experiences for classroom instruction. Thus a well-functioning FFA chapter, with planned a Program of Activities, a strong team of student and adult leaders and active “advisorship” enriches the instruction in agriculture.

The FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

National FFA Values			
<i>Service</i>	<i>Teamwork</i>	<i>Integrity</i>	<i>Balance</i>
<i>Transparency</i>	<i>Growth</i>	<i>Respect</i>	<i>Innovation</i>

Fundamentals to Know About the National FFA Organization

In addition to knowing and internalizing the above information, knowing the basics of FFA and the history of FFA is important. The following is a minimum of what each candidate should know about FFA.



1. What is the place of FFA within the program of agricultural education?
2. Why was FFA organized?
3. What are some unique features of FFA?
4. If an FFA sponsor who is also a supporter of 4-H asks you, “*What is the difference between FFA and 4-H?*” how would you respond?
5. What is PAS? What is its relationship to the National FFA Organization?
6. Relative to the administration of FFA, know the following:
 - a. What is the board of national officers?
 - b. What is the board of directors?
 - c. Who is on the board of directors and how are the members elected?
 - d. What are the duties of the board of directors?
 - e. What is the governing committee?
 - f. What is its purpose of the governing committee?
 - g. Who is on the governing committee?
 - h. What is the board of trustees?
 - i. Who is on the National FFA Foundation Board of Trustees?
 - j. How are the members of the foundation board of trustees elected?
 - k. What is the relationship of the board of directors and the board of trustees of FFA?
7. What is the relationship of the board of national officers to:
 - l. National advisor, national executive secretary, chief operating officer and the national FFA staff?
 - m. Board of directors?
 - n. Board of trustees?
 - o. State advisor and/or executive secretary?



- p. The state association of each national officer?
 - q. State association officers?
8. What are the roles and responsibilities of a national officer?
 9. Referring to the *Official FFA Manual*, what are your responsibilities to:
 - r. Groups or persons in the national organization?
 - s. Groups or persons in the state association?
 - t. Groups or persons in the local chapter?
 10. How may amendments to the national constitution be made?
 11. What is the relationship of the National FFA Organization to the U.S. Department of Education? Explain.
 12. It is essential that you have a thorough knowledge of the following:
 - u. The history of FFA.
 - v. The purposes of FFA.
 - w. How the organization operates.
 - x. A Program of Activities and how it is developed.
 - y. The essentials of good officer training on the local and state levels.
 - z. The organization's portfolio of programs, products and services for members and teachers.
 - aa. All ceremonies for FFA meetings and degrees.
 - ab. The purpose, structure and staff of the National FFA Center and the National FFA Headquarters.
 - ac. Parliamentary procedure.
 - ad. National FFA Week and other public relations and brand awareness efforts.
 - ae. The FFA Code of Ethics.
 13. What policies govern the use of and authorization for use of the name and emblem of FFA (including the FFA brand)?
 14. How is FFA financed?
 15. What are the essentials of a successful chapter?
 16. What are good guidelines for planning and conducting a Program of Activities?



17. What are the relationships of the National FFA Constitution, State Statute Law, Public Law 105-225 and Carl D. Perkins Vocational-Technical Education Act Amendments of 1998?

Fundamentals to Know About the National FFA Foundation

The National FFA Foundation greatly benefits FFA members. The following is the minimum that a candidate should know about the National FFA Foundation.



1. When was the National FFA Foundation organized?
2. What are the purposes of the foundation?
3. How is the national foundation administered?
4. How is the national foundation financed?
5. Regarding the sponsors' board:
 - a. Who serves on it?
 - b. How are members elected?
 - c. What is its function?
 - d. What are the responsibilities of the chairman?
 - i. Who selects the chairman?
 - ii. When is the chairman selected?
 - e. What are the names and companies of the current executive council? (past chairman, chairman, and 1st vice chairman)
- 6.. What has been the trend in contributions including the "I Believe in the Future" Capital Campaign?
7. The national foundation sponsors numerous programs for FFA. Who is the sponsor for each program?
8. What would you as a national officer do to increase the understanding of the foundation by local FFA members?
9. How would you increase the number of FFA award winners who would take the time to write thank you letters to sponsors?
10. If you had *three minutes* to explain the importance of FFA to a corporate president, what would you say?

Fundamentals to Know About the FFA Alumni Association

The FFA Alumni Association is a membership group of former members and others interested in supporting agricultural education and FFA.



1. When was the National FFA Alumni Association established?
2. What is the vision and mission of the National FFA Alumni Association?
3. What is the relationship of the National FFA Alumni Association to the National FFA Organization?
4. How is the National FFA Alumni Association financed?
5. What are the three types of National FFA Alumni membership?
6. What are some major national alumni activities?
7. What are the national FFA alumni contests and awards programs?
8. How do you organize or charter a local alumni affiliate?
9. Does a member of a local FFA alumni affiliate have to be a member of the state and national?
10. Do you have to be a former FFA member to be a member of the alumni?

American Education and Agricultural Education Knowledge

FFA provides students with many ways to learn more about agriculture as well as opportunities for self-improvement. The teacher of agriculture uses a shop to teach agricultural mechanics; he/she also uses FFA as a “teaching tool” to teach leadership and to motivate students to set high goals and work to achieve them. With this comes pride and recognition for a “job well done.” The following is a minimum of what a candidate should know and be able to discuss.



1. The Smith-Hughes Act and its role in establishing agricultural education in the public schools.
2. The problem-solving approach to teaching and its influence on agricultural education, supervised agricultural experience and FFA.
3. The evolution of the local agriculture program — from single-teacher, rural only to multiple types of locations and staffing patterns; from content focused only on production agriculture to today’s programs of multiple career clusters being provided.
4. The history of SAE and its role in the local instructional program.
5. The seven components of the Local Program Success model and best practice examples related to each.
6. What are NAAE, NASAE, AAAE and CASE? How does each of



these organizations influence the direction of agricultural education?
Who are the current leaders of each organization?

7. The role of advisory committees, other school administration and staff, local FFA alumni members and sponsors in the local program.
8. What are the strategic goals for agricultural education nationally?
9. What efforts are being done to recruit and retain agriculture teachers?
10. Understanding of current research findings in agricultural education such as:
 - Current student enrollment trends in agriculture.
 - Supply and demand of agriculture teachers.
 - Percentage of agriculture students with SAEs.
 - Percentage of agriculture students who are paid FFA members.
 - Influence of FFA membership on student performance.

Agriculture Knowledge

The following is a minimum of what a candidate should know and be able to discuss about the industry of agriculture.



1. Understanding of basic agriculture-related statistics (Farm Facts will serve as the base reference).
2. Understanding of the major components (titles) of the current farm bill.
3. Understanding of the major issues being faced by American agriculture.
4. Understanding of the influence of global agricultural trade on U.S. agriculture.
5. Understanding of the impact of production agriculture on the environment (conservation, nutrient management, pesticides, etc.).
6. Understanding of the influence of biotechnology on food production and processing.
7. Understanding of the emerging trends in production agriculture practices (no till and minimum till, organic farming, sustainable agriculture including rotational grazing, etc.).
8. Understanding of the current trends and issues in food processing and food safety (value added such as meal kits, unique packaging, irradiation of meat, etc.).



9. Awareness of trends in the major food and fiber commodities produced in the United States.
10. Knowledge of the top leaders in American agriculture.

Knowing Self

As stated at the start of this section, the greatest key in a successful journey of preparing yourself for the national officer selection process is the knowing the beginning and the end points. While this is not a specific “area of knowledge” outlined in the competencies it is implicit in almost all of the other eight competency areas. The previous parts of this section have tried to illustrate the end point — what a national officer needs to know and do to be successful. The beginning point is for you to determine. While many feel they know who they are, it doesn’t hurt to get a second opinion.



1. What is the first impression you make when you meet someone?
2. What are your beliefs?
3. Can you convey your beliefs without offending others of different beliefs?
4. Can you write a letter or email that will influence the reader?
5. How is your individual speaking skill? Are you direct? Warm and friendly? Humorous?
6. Can you effectively relate your knowledge, skills and experiences to the topic being discussed?
7. What are your skills in speaking to groups?
8. How are your interviewing skills with various media?
9. How well to you work in a team situation?
10. Can you team-teach with someone or do you take turns?
11. Can you accept and grow from criticism?
12. Do you work better with students or with adults?
- 13.. Can you present a point persuasively?
14. Can you listen to and understand points made by another speaker?
15. What are your best talents and how do you use and grow them every day?
16. How well can you complete a behavioral interview process?

The time to discover your abilities is not during the selection process. Spend time getting to know yourself better. Enlist the aid and support of others on this journey.

Role-Playing Questions

Many candidates will prepare for the selection process by envisioning and even role-playing various scenarios they may encounter as a national officer. This technique allows you to practice the knowledge and skills you have been gaining during your preparation process. To assist you in this technique, the following are questions asked or problems encountered by national officers:



1. How can chapter officers develop more enthusiasm and interest among fellow chapter members?
2. Where and how should beginning members start their participation in FFA?
3. How can a member develop self-confidence?
4. How can membership be increased in a chapter?
5. Our chapter is located in an urban area. What can be done about SAE programs and equal opportunities for attaining awards?
6. A member has just graduated from high school and suddenly realized the importance of leadership training. What can be done since the member will have fewer contacts with FFA?
7. What advice would you give a Greenhand who wants to become a national officer?
8. What activities do national officers participate in during their term of office?
9. Why should a member continue in FFA after graduation from high school?
10. How can a member become a good state officer candidate?
11. How did you get your start in FFA and eventually become a national officer candidate?
12. Explain your SAE program and how you began it. How does your SAE relate to your future career goals?
13. What are chapters doing for fund raising activities?
14. How is FFA financed (national and state level)?
15. How is *FFA New Horizons* magazine and supply service managed?
16. How have you benefited from serving the organization as an officer?
17. A member's parents do not want their son/daughter to farm or to enter into an agricultural career, but the student does. What advice do you give?



18. What should an officer, or member, do when they see an FFA member smoking in public while wearing the FFA jacket? When the jacket is improperly worn?
19. What are the characteristics of a good FFA officer? A good member?
20. Who can be an alumni member and what can they do for FFA?
21. What should you do after receiving an FFA foundation-sponsored award?
22. How do chapter members get their advisor to utilize all the opportunities provided by FFA?
23. Our FFA advisor does not want to do or go to any FFA activities. What can we do to get him/her to do more?
24. How does a member qualify for the National FFA Band, Chorus and Talent; Courtesy Corps; or other activities at the national convention and expo?
25. What do chapters do that have the most successful chapter banquets?
26. A member has just been defeated in running for state office; what advice would you give him/her?
27. With the number of farms decreasing, why should agricultural education and FFA be offered in our local schools?
28. How would you describe the future of agriculture? Of FFA?
29. Does every student need to have an SAE? Why?
30. A freshman student sees no benefit from joining FFA.
31. Why should universities have a Collegiate FFA chapter when there are other student agriculture organizations on campus?
32. What value does middle school agriculture instruction add to the local program?
33. Should home-schooled students be allowed to join FFA?

Reflective Questions for Competencies

Use the following questions to gain an in-depth understanding of how the competencies are evaluated. Enlist the help of a trusted adult who will evaluate you objectively.

Competency 1 – COMMUNICATION



Reflective Questions for the Interviewer to Consider When Evaluating:

- 1) Is this candidate's speech clear, spoken at the right pace, and is the pronunciation of the words clear with an apparent intent?
- 2) Does this candidate look at the entire audience when speaking, rarely needing to reference notes?
- 3) Do distracting mannerisms take away from the effectiveness of a speech?
- 4) Does the candidate use appropriate and purposeful gestures when delivering a speech?
- 5) Was information recalled and reflected in an accurate way?
- 6) Does this candidate appear to always stay focused on the occurring activity?
- 7) When presenting, is the wait time appropriately timed to ensure participants have enough time to ask questions?
- 8) Did this candidate ensure participants have a clear understanding of the topic discussed?
- 9) Does this candidate attempt to draw all participants into the conversations and/or discussions?
- 10) Does this candidate consistently present written ideas in a clear and organized manner?
- 11) Is the writing quality this candidate has demonstrated at an exceptional level?
- 12) Is this candidate able to select an appropriate writing style based on differing audiences' needs?
- 13) Has all paperwork submitted by this candidate been clear and free of errors?
- 14) When presenting, are examples given by this candidate original, logical and relevant?
- 15) Is this candidate able to capture and hold the audience's attention?
- 16) Is this candidate able to speak without the over-usage of notes?
- 17) Are speeches consistently good, even when unrehearsed?
- 18) Is this candidate effectively able to use various teaching techniques to meet the needs of all persons in the audience?
- 19) Does this person insert humor into presentations in an attempt to make the time spent more enjoyable for others?
- 20) Does this person use examples when presenting information to which others can relate?
- 21) Does this candidate utilize an effective format for outlining presented information?
- 22) Is this candidate able to easily transition between being a leader and a follower when appropriate?

Competency 1 – COMMUNICATION *(continued)*

- 23) Does this candidate consistently have a positive influence on the group?
- 24) Does this individual demonstrate a total consciousness of differing attitudes, personalities and behaviors?
- 25) Is this person respectful of others at all times?
- 26) Does this person handle both positive and negative group dynamics when needed?

Reflective Questions for the Interviewee to Consider When Preparing:

- 27) How should you best prepare your speeches to make sure you get your points across in a clear and confident manner?
- 28) How will you remind yourself to maintain the appropriate amount of eye contact with the entire audience during a speech?
- 29) Are there any distracting mannerisms that others say you have that you need to try and avoid when delivering speeches?
- 30) What hand gestures can be used to effectively enhance the main points of your speech?
- 31) How do you “connect” with others when in a conversation?
- 32) Why is it important to show attentiveness to others in a conversation?
- 33) What types of mental images (clues) do you give yourself for recalling information and facts when doing a presentation?
- 34) Does writing come easy for you?
- 35) Can you describe the steps you take before turning in a written report for a grade?
- 36) How would you describe your writing style?
- 37) Have you made many presentations before large groups? If so, what did you enjoy and like least about doing the presentations?
- 38) How has your education and past experience prepared you to be a National FFA Officer?
- 39) How do you motivate audiences to whom you present?
- 40) In your opinion, what is the most important part of a presentation?
- 41) Can you give an example of how you prepared for a really important speech you had to deliver?
- 42) Have you ever been evaluated by a large group after giving a presentation? If so, how did you rate and why do you think you received that rating from the participants?
- 43) How do you think you should accommodate for the various learning styles of persons with whom you work?
- 44) What should you do to make a learning experience enjoyable for others?
- 45) How should a facilitation outline be organized?

Competency 2 – TEAM PLAYER



Reflective Questions for the Interviewer to Consider When Evaluating:

- 46) Give an example of a time when you served in the follower role under another leader's guidance.
- 47) As a leader, how would you get persons to work together when establishing a team approach to problem resolution?
- 48) What is the most significant decision you have made in your life?
- 49) What process do you usually use to make difficult decisions?
- 50) How do you personally transition from being a leader to a follower in different situations?
- 51) Can you give an example of how you helped to reach a positive compromise in a confrontational situation between two friends?
- 52) When observing this candidate in the various activities, what positive characteristic related to group dynamics seems to stand out the most?
- 53) Does this candidate possess the characteristics needed to indicate an acceptance of diverse opinions?
- 54) Is this candidate always respectful and empathetic toward others?
- 55) Does this candidate empower others through the delegation of decision-making?
- 56) Is this individual appropriately modest about own achievements?
- 57) Does this candidate seem to understand the need to share and celebrate with others?
- 58) Is this person willing to take the responsibility for undesirable outcomes?

Reflective Questions for the Interviewee to Consider When Preparing:

- 59) In the past, how have you handled conflicting opinions of two persons serving on the same team?
- 60) How would you deal with a very aggressive, overly negative participant?
- 61) What process do you use to bring out thoughts from others?
- 62) Can you give an example when you overheard someone being less than accepting of a differing opinion?
- 63) How do you think it makes the other person feel when someone says something inappropriate to him or her?
- 64) What does the term empathy mean?
- 65) As a leader, how do you empower others?
- 66) Could you give an example of a time when you were able to recognize an entire team for their group efforts?
- 67) What bothers you the most when listening to someone brag about themselves?
- 68) Could you give an example of a person in a leadership role that puts blame on others for errors he or she had caused?

Competency 3 –AREAS OF KNOWLEDGE



- 69) Does the candidate demonstrate exemplary ability to connect facts and issues to agriculture both on the local and the global levels?
- 70) Is the candidate fully aware of key and emerging trends?
- 71) Is the candidate able to articulate statistics related to agriculture and careers?
- 72) Has this person given much thought to participating in a career that impacts agriculture?
- 73) Does this individual have an exemplary understanding of the integrated food chain from production to consumption?
- 74) Did the candidate do an excellent job connecting facts and issues of FFA and articulate how they impact FFA on a local, state and national level?
- 75) Did the candidate do an excellent job discussing key and emerging FFA issues with related statistics?
- 76) Did the candidate do an excellent job recalling historic FFA events and understanding their significance?
- 77) Did the candidate do an excellent job reciting and explaining the FFA mission?
- 78) Did the candidate do exceptionally at demonstrating comprehensive understanding of the opportunities available within FFA?
- 79) Did the candidate do outstanding at explaining the organizational structure of FFA and its partner organizations?
- 80) Did the candidate strongly promote the organization's ability to develop and to foster leaders for agriculture?
- 81) Did the candidate do an outstanding job articulating the relationship of FFA to agricultural education?
- 82) Is the candidate knowledgeable enough about agriculture-related education to be able to discuss concepts with various external groups?

Reflective Questions for the Interviewee to Consider When Preparing:

- 83) What have you done in the past to help move agriculture forward?
- 84) What kind of agriculture-related journals do you read?
- 85) How do you stay current in issues impacting agriculture?
- 86) How do you think persons can take a more active role in agriculturally related leadership?
- 87) How would you explain the food chain to another person asking for clarification?
- 88) What would you say is the primary global trend in agriculture today?
- 89) What is considered to be a career pathway in agriculture?
- 90) What is your decided career pathway?
- 91) Where do you look to gather statistics related to agriculture to support one of your speeches?

Competency 3 –AREAS OF KNOWLEDGE *(continued)*

- 92) What are some of the current issues facing FFA today?
- 93) How would the impact of decisions made on important FFA issues be different at the local, state and national levels?
- 94) Can you give an example of an important FFA issue, and provide a bit of history as to the issue over time?
- 95) What does the FFA mission really mean?
- 96) Can you describe the organizational structure of FFA?
- 97) What are some of the partner organizations of FFA?
- 98) What is an FFA partner organization?
- 99) How should we help to develop leaders for agriculture?
- 100) How does belonging to FFA help to foster good agriculture leaders for the future?
- 101) How do you stay current in what is going on in American education?
- 102) In your opinion, what is the most significant change in American education over the last five years?
- 103) Can you give an example of an important issue in agricultural education you found while trying to stay current?
- 104) What is the relationship between FFA and the U.S. Department of Education?
- 105) What is the relationship between FFA and Career and Technical Education?
- 106) What is meant by the term federal funding?
- 107) How does federal funding impact the mission of FFA?
- 108) Can you give an example of how a person who serves as a national officer can influence educational issues?
- 109) Can you give an example of how a person who serves as a national officer might help to impact federal funding?

Competency 4—PERSONAL ORGANIZATION



Reflective Questions for the Interviewer to Consider When Evaluating:

- 110) Does this candidate use some form of a time management tool effectively?
 - 111) Has this candidate ever missed a deadline?
 - 112) Is this candidate able to juggle multiple priorities?
 - 113) Does this candidate produce high quality work even with multiple tasks occurring at the same time?
 - 114) Does this candidate know where to find needed information?
 - 115) Does this person provide details to support the information discussed in the activity?
 - 116) Has this candidate demonstrated the ability to handle all types of tasks with ease?
 - 117) Does this candidate seem to manage all issues well?
 - 118) Has this candidate articulated long-term and short-term goals clearly and concisely?
 - 119) Does this candidate delegate priorities when needed?
-

Reflective Questions for the Interviewee to Consider When Preparing:

- 120) How do you keep track of multiple responsibilities?
- 121) On a scale of 1 to 5 with 1 being always late and 5 being always on time, how would you rate yourself?
- 122) How do you know where to look for resources which help to support your ideas?
- 123) Would you consider yourself to be detail-oriented?
- 124) How did you learn how to organize information and keep track of your responsibilities?
- 125) Can you give an example of when you did not prioritize accurately?
- 126) How do you know when to delegate responsibilities to others?

Competency 5—CHARACTER



Reflective Questions for the Interviewer to Consider When Evaluating:

- 127) Does this candidate demonstrate high reliability, integrity and trust?
- 128) Does this individual take responsibility for actions?
- 129) Has this person always honored his or her commitments?
- 130) Does this person show genuine desire to serve others?
- 131) Are details included about this person's service projects and is their leadership explained?
- 132) Are the methods used to identify a service need based on research and analysis?
- 133) Is this person able to convey a positive attitude while explaining the details and challenges of implementing a service project?
- 134) Does this candidate react and transition effortlessly with change?
- 135) Does a new situation seem to impact this candidate?
- 136) Is this candidate always approachable and engaging in conversations?
- 137) Would this person be considered an optimist?
- 138) Is this candidate always pleasant, even in stressful situations?
- 139) Does this person seem to be completely committed to improving the welfare of others?
- 140) Is this person tactful and effective in their communication?
- 141) Does this person seem to be sincere?
- 142) Is this candidate able to adjust behavior and demeanor based on the audience?
- 143) Is the language from this candidate always that desired of a national officer?
- 144) Does this person seek out the advice of others?
- 145) Is this person interested in growing through constructive feedback?
- 146) Does this candidate demonstrate a strong sense of ownership for work completed?
- 147) Is this candidate focused on project completion, doing whatever it takes to get the project done?

Reflective Questions for the Interviewee to Consider When Preparing:

- 148) When selecting a friend, in your opinion, what would be the most important character traits for the person to possess?
- 149) Could you give an example of when a friend of yours did not take the needed responsibility for his or her actions?
- 150) How do you establish trust with an individual?
- 151) In your own words, how would you describe integrity?
- 152) Why is being reliable important?
- 153) How has your service projects in FFA transcended into other personal service projects beyond FFA?

Competency 5—CHARACTER *(continued)*



- 154) Describe the importance of service to others and what it means to you.
- 155) What motivates you to serve others?
- 156) What methods do you use to identify service needs?
- 157) What intrinsic and extrinsic benefits do you and those you serve enjoy? What supporting evidence do you have?
- 158) How can you explain to others the importance of serving others?
- 159) Can you give an example of a friend who does not react well to change?
- 160) How do you adjust to new situations?
- 161) Why do you think it is important for a national officer to be able to react well to change?
- 162) Would you consider yourself an optimist or a pessimist?
- 163) Can you give an example of how you took a negative situation and made it into a positive?
- 164) How do you show to others you are genuinely interested in what they are saying?
- 165) What does the word compassion mean to you?
- 166) How do you show empathy toward others?
- 167) Can you give an example of a time when you needed to make sure you used tact when addressing a problem?
- 168) Could you explain a time when a friend of yours was less than mature?
- 169) Why is it important for a person to adjust their behavior for various audiences?
- 170) How do you handle a person who uses inappropriate or foul language with you?
- 171) Can you give an example of a time when you asked another person's advice on an issue?
- 172) How does it make you feel when another person offers you some constructive feedback on your work?
- 173) How did you learn how to take responsibility for your actions?
- 174) On a scale of 1 to 5 with 1 being not focused at all and 5 being very focused, how would you rate yourself as far as project completion and why?

Competency 6—PASSION FOR SUCCESS



Reflective Questions for the Interviewer to Consider When Evaluating:

- 175) Does this candidate always demonstrate the desire to achieve in all types of environments?
- 176) Is this candidate always willing to take risks to grow even when success is not guaranteed?
- 177) Does this candidate considerably stick to convictions and beliefs?
- 178) Does this candidate demonstrate poise and control in all situations?
- 179) Does this candidate always support the FFA mission?
- 180) Does this candidate speak with passion, emotion, interest and insight regarding the organization mission?
- 181) Is deep thinking evident about the purpose of FFA?
- 182) Does this person incorporate FFA into all activities?
- 183) Does this candidate internalize the FFA mission?
- 184) Does this candidate consistently display a high level of energy?
- 185) Is this person always upbeat and positive?
- 186) Does this person demonstrate the stamina required of a national officer?
- 187) Does this person look for tasks needing to be accomplished without having to always be asked?
- 188) Is this candidate quick to respond when needed?
- 189) Has this individual been observed volunteering to help others even on tedious tasks?
- 190) Does this person help to direct the group for task completion?

Reflective Questions for the Interviewee to Consider When Preparing:

- 191) How do you juggle multiple responsibilities?
- 192) Would others consider you to be a risk-taker, why or why not?
- 193) How do others describe your ability to demonstrate poise?
- 194) How do you internalize the FFA mission?
- 195) Why is FFA important for others?
- 196) How did you get involved with FFA?
- 197) How do you remain positive, even in a stressful situation?
- 198) Why do you think it is important for a national officer to always appear energetic?
- 199) How do you keep others from knowing how tired you are?
- 200) How important is it for a person to take on additional responsibilities?
- 201) Could you give an example of the most tedious task you have ever done?
- 202) Could you give an example of a time when a friend volunteered to help you do a task you really didn't like doing at all?

Competency 7—INFLUENCE



Reflective Questions for the Interviewer to Consider When Evaluating:

- 203) Is this person articulate and able to convincingly communicate ideas?
 - 204) Does this candidate demonstrate support of others?
 - 205) Is this person able to motivate others?
 - 206) Does this candidate draw upon knowledge gained in past training and learning to help others?
 - 207) Does this person practice the humbling behavior traits required of a national officer?
 - 208) Is this individual a good role model for others?
 - 209) Does this candidate seem to weigh the impact of decisions made on FFA and the FFA membership?
 - 210) Does this individual make appropriate decisions to difficult problems which are good for FFA and the FFA membership?
 - 211) Does this candidate seem to be capable of making the decisions required of an FFA national officer?
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Reflective Questions for the Interviewee to Consider When Preparing:

- 212) What does it mean to you to be here today as a national officer candidate?
- 213) How can you use your past experiences to help others in FFA?
- 214) Could you give an example and the result of a time when you provided much needed support to another?
- 215) Who would you identify as your mentor, and why did you select this person?
- 216) What is the most important lesson you have ever learned?
- 217) How do you share with others lessons you have learned?
- 218) How would decisions made by a national officer impact FFA and the FFA membership?
- 219) Could you give an example of how a problem you resolved helped others within FFA?
- 220) Could you give an example of how a difficult decision made by you in the past impacted your life?

Competency 8—CRITICAL THINKING***Reflective Questions for the Interviewer to Consider When Evaluating:***

- 221) Does this candidate consider others' points of view when seeking solutions?
 - 222) Does this candidate think about how decisions they make impact multiple areas?
 - 223) Does this individual demonstrate the ability to address and handle problem areas?
 - 224) Does this person ask for assistance from others when needed?
 - 225) Does this candidate demonstrate an informed knowledge-level when conversing with others?
 - 226) Has this candidate included and/or cited credible sources in the activities?
 - 227) Does this candidate actively seek others' input, often implementing these suggestions into activities?
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Reflective Questions for the Interviewee to Consider When Preparing:

- 228) How do you involve others when seeking problem-solving?
- 229) Could you give an example of a difficult problem you have solved in the past?
- 230) How could decisions made by a national officer impact FFA at a national level?
- 231) What is the most difficult decision you have made in the past?
- 232) Why do you feel research is important?
- 233) What role do you think research plays in the future of FFA?

References

Suggested References List

There is a seemingly countless array of references that a candidate for national office could use in their preparation. Each candidate must consider which are best for his or her preparation plan and processes. The following is a list of references to consider. You will find that some of the listings offer similar information but both sources were provided as vary in the style used to convey the information.

FFA References

The following is a partial listing of publications on FFA.

- *FFA.org* (home of the National FFA Organization): <http://www.FFA.org>
- *FFA New Horizons* (past year): <http://ffanation.org/index.php>
- *FFA Student Handbook* (latest edition)
- *Roberts Rules of Order* (latest edition)
- *Official FFA Manual* (latest edition)
- Blue Jackets Gold Standards Book

Agricultural Education and SAE References

The following are a partial listing of publications and Internet sites on agricultural education and SAE.

- *FFA Advisors Making a Difference* (MaD, <https://www.ffa.org/ffaresources/publications/makingadifference/Pages/default.aspx#>)
- *Journal of Agricultural Education*
- *Local Program Success*: <https://www.ffa.org/ffaresources/educators/localprogramsucccess/Pages/default.aspx#>
- National Association of Agricultural Educators (NAAE): <http://www.naae.org/>
- Purdue/Horatio Alger Study on the “FFA Edge” [https://www.ffa.org/Documents/HoratioAlgerStudyMedalgerguide\[1\].pdf](https://www.ffa.org/Documents/HoratioAlgerStudyMedalgerguide[1].pdf)
- *A New Era in Agriculture: Reinventing Agricultural Education for the Year 2020* <http://www.teamaged.org/2020/home.htm>
- *SAE Central*: <http://www.cals.ncsu.edu/agexed/sae/toolbox>
- The National Council for Agricultural Education (The Council) <http://www.teamaged.org/council/>
- *The Agricultural Education Magazine* <http://www.naae.org/links/agedmagazine/index.html>
- *Teach Agriculture* (by Team Ag Ed): <http://www.naae.org/teachag/>
- Understanding Agriculture: New Directions for Education Study report

Suggested References List

Agricultural Education and SAE References *(continued)*

- National Academy of Sciences - <http://www.nap.edu/books/0309039363/html/index.html>
 - Update - <https://www.ffa.org/ffaresources/publications/update/>
-

Career and Technical Education References

The following are a partial listing of Internet sites on career and technical education.

- United States Dept. of Education (USDE): <http://www.ed.gov/>
 - Office of Vocational and Adult Educ. (at USDE): <http://www.ed.gov/about/offices/list/ovae/index.html>
 - Assoc. for Career and Technical Education: <http://www.acteonline.org>
 - *16 Ways to Be a Smarter Teacher*: <http://www.fastcompany.com/online/53/teaching.html>
 - National Centers for Career and Technical Education - <http://www.nccte.org/>
-

Agriculture References

The following are a partial listing of Internet sites for agriculture news and information.

- AgDay: <http://www.agday.com>
- American Farm Bureau: <http://www.fb.org/>
- Educating About Agriculture: <http://ageducate.org/>
- *Farm Facts* (by American Farm Bureau): <http://www.fb.org/index.php?action=yourag.facts>
- Farm Journal's *AgWeb.com*: <http://www.agweb.com/farmjournal/>
- Food and Agricultural Education Information System: <http://faeis.usda.gov>
- Farm Progress: <http://www.farmprogress.com>
- History of Agriculture: <http://www.agclassroom.org/gan/timeline/index.htm>
- National Agricultural Library: <http://www.nalusda.gov/>
- National Agri-Marketing Association: <http://www.nama.org/>
- National Farmers Union: <http://www.nfu.org/>
- Progressive Farmer: <http://www.progressivefarmer.com>
- Successful Farming: *Agriculture Online* <http://agriculture.com>
- United States Dept. of Agriculture (USDA): <http://www.usda.gov/>

Suggested References List

Leadership and Personal Growth References

The following are a partial listing of book that relate to the roles and responsibilities of a national officer and/or can help an individual discover their talents and passions.

- 7 Habits of Highly Effective Teens by Stephen Covey
- 17 Essential Qualities of a Team Player by John C. Maxwell
- 21 Indispensable Qualities of a Leader by John C. Maxwell
- Developing the Leader Within You by John C. Maxwell
- Encouraging the Heart by James M. Kouzes and Barry Z. Posner
- Now, Discover Your Strengths by Marcus Buckingham and Donald O. Clifton
- Presenting with Pizazz by Sharon Bowman
- Quantum Teaching by Bobbi DePorter, Mark Reardon and Sarah Singer-Nourie
- Soar with Your Strengths by Donald O. Clifton and Paula Nelson
- The Brand You 50 by Tom Peters
- The Leadership Challenge by James M. Kouzes and Barry Z. Posner
- The Art of Leadership by Max Dupree
- Habitudes by Tim Elmore

People to Interview

Interviewing others can be an effective way to learn a great deal about what you know, what you don't know, and what you need to know. Conducting an interview with knowledgeable individuals is another resource to consider adding to your preparation schedule. Below is a list of people to consider interviewing prior to the interviews.



- State director of agriculture
- Others in state department of agriculture
- Business and industry leaders in the state (five or more)
- Dean of agriculture at state university
- Teacher educators in agricultural education at state university
- Others at state university
- Veteran, respected agriculture teachers (four or five)
- State director for career and technical education
- State department staff

Competency Rubrics

To help in developing your understanding of each of the competency builders, the rubrics used to evaluate each builder will be published and available at www.FFA.org. These rubrics will be available April 1 for your use. You will not find a detailed listing in this document. Some ideas about how to use this information:



- Have a number of other people rate your performance using the rubrics provided.
- Get feedback and coaching from someone who is knowledgeable about each of the competency areas—have them provide you feedback from the rubric
- Evaluate others using the rubrics—sometimes seeing others do well or not so well can help provide feedback for your own improvement