

NATIONAL FFA
**NATIONAL OFFICER
SELECTION PROCESS**

APPENDIX

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.

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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 at:

<https://www.ffa.org/resources/national-officers/candidates>.

This study guide will provide you with resources that will be used in evaluating the Areas of Knowledge competency. Utilize these resources to study current hot topics in Agriculture, FFA, and Education. These resources will be used to develop the overall process and rounds.

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 at: <https://www.ffa.org/resources/national-officers/candidates>.

Use the materials provided online and below as well as 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.



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December

Candidate scoring results will be emailed 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 "advisor-ship" 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

Service
Teamwork
Integrity
Balance
Transparency
Growth
Respect
Innovation

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?



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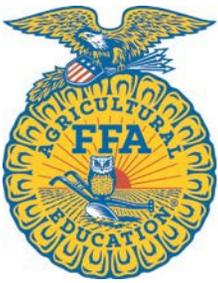
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- j. How are the members of the foundation board of trustees elected?
 - k. What is the relationship of the board of directors and the board of trustees of FFA?
7. What is the relationship of the board of national officers to:
- a. National advisor, national executive secretary, chief operating officer and the national FFA staff?
 - b. Board of directors?
 - c. Board of trustees?
 - d. State advisor and/or executive secretary?
 - e. The state association of each national officer?
 - f. 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:
- a. Groups or persons in the national organization?
 - b. Groups or persons in the state association?
 - c. Groups or persons in the local chapter?
10. How many amendments to the national constitution have been 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:
- a. The history of FFA.
 - b. The purposes of FFA.
 - c. How the organization operates.
 - d. A Program of Activities and how it is developed.
 - e. The essentials of good officer training on the local and state levels.
 - f. The organization's portfolio of programs, products and services for members and teachers.
 - g. All ceremonies for FFA meetings and degrees.
 - h. The purpose, structure and staff of the National FFA Center and the National FFA Headquarters.
 - i. Parliamentary procedure.
 - j. National FFA Week and other public relations and brand awareness efforts.
 - k. 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?



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7. What would you as a national officer do to increase the understanding of the foundation by local FFA members?
8. How would you increase the number of FFA award winners who would take the time to write thank you letters to sponsors?
9. 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 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; she/he 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 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:

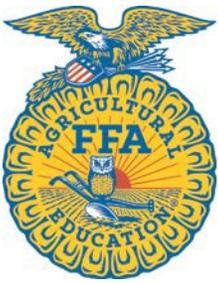
Current student enrollment trends in agriculture. Supply and demand of agriculture teachers. Percentage of agriculture students with SAEs.

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.



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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 mealkits, 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 five 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.

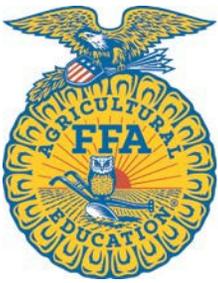
1. What is the first impression you make when you meet someone?
2. What are your beliefs?
3. Can you convey your beliefs without offending others of different beliefs?
4. Can you write a letter or email that will influence the reader?
5. How is your individual speaking skill? Are you direct? Warm and 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 do 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?



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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 are the characteristics of a good FFA officer? A good member?
19. Who can be an alumni member and what can they do for FFA?
20. What should you do after receiving an FFA foundation-sponsored award?
21. How do chapter members get their advisor to utilize all the opportunities provided by FFA?
22. 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?
23. How does a member qualify for the National FFA Band, Chorus and Talent; Courtesy Corps; or other activities at the national convention and expo?
24. A member has just been defeated in running for state office; what advice would you give him/her?
25. With the number of farms decreasing, why should agricultural education and FFA be offered in our local schools?
26. How would you describe the future of agriculture? Of FFA?
27. Does every student need to have an SAE? Why?
28. What value does middle school agriculture instruction add to the local program?
29. How would you describe the value of being an active FFA member?
30. What is your approach in working on a team on a major project?
31. How have you implemented feedback in the past?
32. What is FFA doing to make American Agriculture stronger?

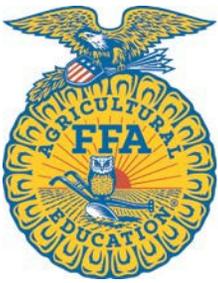
Reflective Questions for Competencies

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?



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- 22) Is this candidate able to easily transition between being a leader and a follower when appropriate?
- 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:

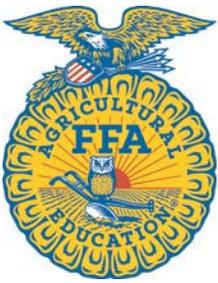
- 27) How should you best prepare your speeches to make sure you get your points across in a clear and confident manner?
- 28) How will you remind yourself to maintain the appropriate amount of eye contact with the entire audience during a speech?
- 29) Are there any distracting mannerisms that others 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 (cues) do you give yourself for recalling information and facts when doing a presentation?
- 34) Does writing come easy for you? If not, what environment do you need to be in to thrive?
- 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:



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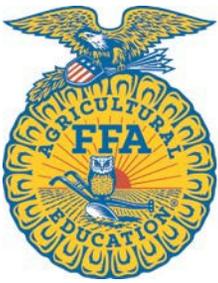
- 59) In the past, how have you handled conflicting opinions of two persons serving on the same team?
- 60) How would you deal with a very aggressive, overly negative participant?
- 61) What process do you use to bring out thoughts from others?
- 62) Can you give an example when you overheard someone 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 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 agricultural 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?
- 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?



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- 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?

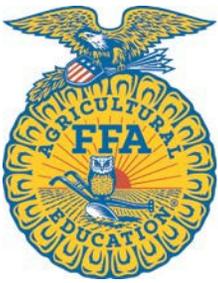
Competency 4 – CHARACTER

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?
- 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?



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- 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 5 – INFLUENCE

- 175) Does the candidate understand how to influence others
- 176) Does the candidate act in a way that is a positive influence to those around them
- 177) Does the candidate understand that their actions have consequences
- 178) Does the candidate have a clear understanding of how to positively impact others even when they disagree

Reflective questions to consider

- 179) Tell me about a time when you had to persuade someone to your way of thinking
- 180) Tell me about a time you influence someone in a positive way
- 181) What is influence?
- 182) How have you been influenced by other people
- 183) Tell me about a time when you sold an idea, or project successfully
- 184) How do you think influence happens
- 185) Tell me about a time you influenced someone to take a positive action
- 186) How do you go about building up influential relationships
- 187) Who is your biggest influence
- 188) What daily steps do you take to be a person of influence
- 189) Why is influence important
- 190) Tell me about a time

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. These sources will be used in the development of Areas of Knowledge evaluation through the process in various interview rounds.

FFA References

The following is a partial listing of publications on FFA. These sources will be used in the development of Areas of Knowledge evaluation through the process in various interview rounds.



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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)

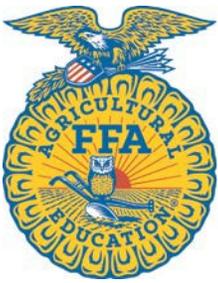
Roberts Rules of Order (latest edition)

Official FFA Manual (latest edition)

Agricultural Education and SAE References

The following are a partial listing of publications and Internet sites on agricultural education and SAE. These sources will be used in the development of Areas of Knowledge evaluation through the process in various interview rounds.

Journal of Agricultural Education: <http://www.jae-online.org/>



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We recommend the following articles that are archived in the Journal of Agriculture Education as a great starting point to your studies as a National Officer Candidate:

- Connors, J. & Velez, J. (2008). The contributions of E.M. Tiffany and the FFA Creed to leadership development within FFA. *Journal of Agricultural Education*, 49(2), 98-107. doi:10.5032/jae.2008.02098
- Hoover, T., Scholl, J., Dunigan, A., & Mamontova, N. (2007). A historical review of leadership development in the FFA and 4-H. *Journal of Agricultural Education*, 48(3), 100-110. doi:10.5032/jae.2007.03100
- Lawrence, S., Rayfield, J., Moore, L. & Outley, C. (2013). An analysis of FFA chapter demographics as compared to schools and communities. *Journal of Agricultural Education*, 54(1), 207-219. doi:10.5032/jae.2013.01207
- Lundry, J., Ramsey, J., Edwards, C., Robinson, S. (2015). Benefits of career development events as perceived by school-based, agricultural education teachers. *Journal of Agricultural Education*, 56(1), 43-57. doi:10.5032/jae.2015.01043
- Martin, J. & Kitchel, T. (2013). Agrarianism: An ideology of the National FFA Organization. *Journal of Agricultural Education*, 54(3), 28-40. doi:10.5032/jae.2013.03028
- Martin, J. & Kitchel, T. (2015). Critical theory view of the National FFA Convention. *Journal of Agricultural Education*, 56(2), 122-137. doi:10.5032/jae.2015.02122
- Retallick, M.S. & Martin, R. (2008). Fifteen-year enrollment trends related to the three components of comprehensive agricultural education programs. *Journal of Agricultural Education*, 49(1), 28-38. doi:10.5032/jae.2008.01028
- Rose, C., Stephens, C.A., Stripling, C., Cross, T., Sanok, D.E., & Brawner, S. (2016). The benefits of FFA membership as part of agricultural education. *The Journal of Agricultural Education*, 57(2), 33-45. doi:10.5032/jae.2016.02033
- Rubenstein, E. & Thoron, A. (2014). Successful supervised agricultural experience programs as defined by American FFA Degree Star Finalists. (2014). *Journal of Agricultural Education*, 55(3), 162-174. doi:10.5032/jae.2014.03162
- Talbert, A.B. & Balschweid, M.A. (2004). Engaging students in the agricultural education model: factors affecting student participation in the national FFA organization. *Journal of Agricultural Education*, 45(1), 29-41.

National Association of Agricultural Educators (NAAE): <http://www.naae.org/>

The National Council for Agricultural Education (The Council) <https://www.ffa.org/thecouncil>

The Agricultural Education Magazine <http://www.naae.org/links/agedmagazine/index.html>

Career and Technical Education References

The following are a partial listing of Internet sites on career and technical education. These sources will be used in the development of Areas of Knowledge evaluation through the process in various interview rounds.

United States Dept. of Education (USDE): <http://www.ed.gov/>



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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>

National Centers for Career and Technical Education - <http://www.nrccte.org/>

Agriculture References

The following are a partial listing of Internet sites for agriculture news and information. These sources will be used in the development of Areas of Knowledge evaluation through the process in various interview rounds.

American Farm Bureau: <http://www.fb.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/>

National Agricultural Library: <https://www.nal.usda.gov/>

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 books 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

Quantum Teaching by Bobbi DePorter, Mark Reardon and Sarah Singer-Nourie

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)



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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