

Beginning
2006-2010

NATIONAL OFFICER SELECTION PROCESS

Handbook

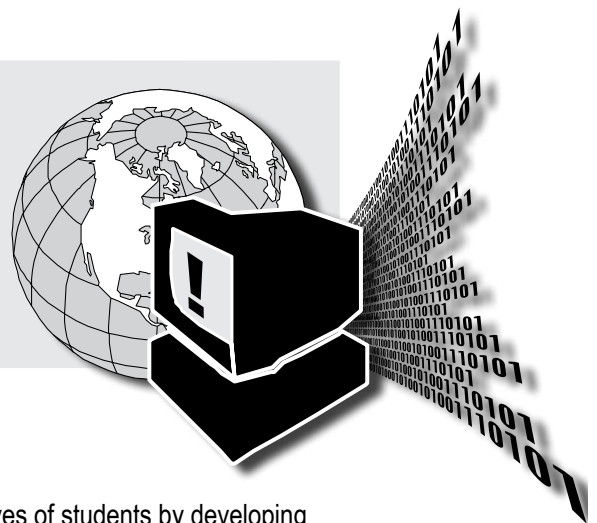


National FFA
Organization

Second Edition

About the FFA

FFA is a national organization of 490,017 members preparing for leadership and careers in the science, business and technology of agriculture. Local, state and national programs provide opportunities for students to apply knowledge and skills learned in the classroom. The organization has 7,210 local chapters located throughout the United States, Puerto Rico, Guam and the Virgin Islands. The National FFA Organization's Internet web site located at www.ffa.org has more information about the organization.



FFA Mission

FFA's mission is to make 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 Online, www.ffa.org, FFA's internet web site, can provide information about the National FFA.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer. Produced by the National FFA Organization in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

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Introduction —

National Officer Selection Process

Each year the National FFA Organization selects six student members to represent the organization as a national FFA officer. Throughout the year this group wears a variety of hats. They are elected officials expected to represent the student membership during the board of director meetings. They are teachers of leadership and teamwork to state FFA officers and chapter members. They are motivational speakers who will inspire members and non-members to heights they didn't think they could achieve. They are communicators and public relations specialists on behalf of the National FFA Organization building positive relationships across the country. They are teammates to the other five national FFA officers and to the staff of the National FFA Organization. They are learners, eager to absorb and grow to the fullest extent possible to fulfill their responsibilities.

Selecting the six best candidates that will serve in this capacity is a challenging task for the nine members of the nominating committee. To facilitate this committee's success in accomplishing the goal a process exists – the national FFA officer selection process. This handbook details that process.

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

Section 6 – Preparing for the Selection Process

Section 7 – Evaluation of the Process and Future Revisions

Appendix A – Development of the Officer Competencies

Appendix B – Sample Rubric for Evaluating Competency Builder 2.1



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 for the National FFA Organization. It's important to understand this prior to election or you will have a big surprise. The year of serving 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 our organization as a national officer, a great deal will be expected of you. A national officer schedule resembles that of a corporate CEO, traveling more than 100,000 miles and meeting thousands of new people and 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 and there will be little time left to call your own. Midnight to bed and early morning risings becomes 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 a good fit for you.

In this section...

National Officer Roles and Responsibilities

- Job Summary
- Essential Functions
- Officer Experience At-A-Glance
- Qualifications/Competencies Required

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 Roles and Responsibilities

Job Summary

The National FFA Officer, under the direction of the National FFA Organization Advisor, is responsible for serving and representing more than 500,000 FFA members. Officers 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.

The six national FFA officers will report directly to the national FFA officer manager, on the Leadership and Educational Program Delivery Team at the National FFA Center. The officer is responsible for working as a team player with both national FFA organization staff and five other team members in activities dedicated to advancing the mission of the national FFA organization.

The position is an elected position provided for by the National FFA Organization Constitution and Bylaws. If selected for the position, officers will hold the position for one year - from organization convention to the following organization convention. Throughout this time officers are responsible for a number of responsibilities.

A key role is that of being a communicator and spokesperson for FFA, agriculture and education. Officers prepare and deliver speeches and facilitated presentations for a wide variety of audiences including: students, parents, administrators, sponsors, teachers and teacher educators. Facilitated presentations and speeches will be made on a large group scale (i.e., 5,000 or more), in small groups (i.e., 10 or less), and one-on-one interviews (i.e. with media, or in conversation with various stakeholders). In addition to spoken presentations, officers will also author several written articles for various publications throughout the year.

Officers also play the role of relationship builder with national partners in industry, education and government; as well as local and state stakeholders like parents, administrators, teachers and others. The individual is responsible for conducting visits, in cooperation with the National FFA Foundation and the Local Program Success Team, to share key messages regarding the organization, its mission, and success stories with partners in business and government.

Another key role is that of individual interaction with members. Officers meet with members one-on-one and serve as a mentor and role model. Officers also develop and deliver numerous workshops for students on topics related to premier leadership, personal growth, and career success.

National Officers also serve as student members of the National FFA Board of Directors. In this role they are responsible for representing the student voice in debating and establishing policy that contributes to the strategic goals of the organization.

Officers are also responsible for organizing and managing personal finances, correspondence, and most travel throughout the year. All six officers will have a program coordinator on staff at the National FFA Center who will assist in coordinating many of the day-to-day operations.

The officers work setting will normally be a traveling office including: hotels, the National FFA Center, or a location at the officer's personal home. Officers will be provided with the technology and materials deemed necessary to carry out their responsibility effectively.

Essential Functions

1. Participate in training, orientation, continual self-improvement and evaluation of activities as directed by the Education Division.
2. Serve as a member of the Board of National FFA Officers at all meetings as required by the national advisor, executive secretary and national staff.
3. Participate in making visits to business and industry as directed by the Education Division working in cooperation with the National FFA Foundation staff.
4. Participate in state FFA conventions as directed by the state FFA advisor and/or executive secretary.
5. Represent the National FFA Organization at other local, state, national and international activities as scheduled by the Education Division.
6. Participate in the planning and conducting of the National Leadership Conference for State Officers (NLCSO), working in under the direction of the NLCSO manager and in cooperation with host coordinators.
7. Participate in the planning and conduct of the annual State Presidents' Conference, working in under the direction of the SPC manager.
8. Participate in the planning and conducting of sessions and other activities at the national FFA convention as assigned by the arena director.
9. Author and co-author journal entries and articles for print and online publications hosted by the National FFA Organization and other partnering organizations
10. Plan, prepare, read, study, listen, review and practice to continue improving public speaking and teaching skills.
11. Stay up to date on agriculture, agribusiness and agricultural education facts and issues.
12. Develop positive relationships with FFA members, advisors, staff, sponsors and the general public.
13. Develop and exercise an awareness and sensitivity for the diverse geographic, ethnic and cultural groups represented in FFA membership and the general student population.
14. Maintain a positive attitude and enjoy your year of service with members, advisors, staff, sponsors and others.

Additional Responsibilities

1. Prepare and submit, on the first and sixteenth of every month, an expense voucher to the national officer coordinator.
2. Prepare and submit trip reports to the national officer coordinator of every chapter, regional or state event within one week of the event's close.
3. Keep up to date with all correspondence. Examples of required correspondence include, but are not limited to, thank yous for business and industry visits, replies to member e-mails, correspondence with national FFA staff and event planners at local, regional and state events.
4. Follow the national officer commitment form.
5. Perform other duties as instructed by the Education Division.

The preceding examples are representative of the assignments performed by this position and are not intended to be all-inclusive.

National Officers' Roles and Responsibilities

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
National Officer Enrichment	January	1 week
January Board of Directors Meeting	January	1 week
Business and Industry Visit Training	January/February	1 week
Business and Industry Visits	January/March	2 weeks
International Experience	February	2 weeks
FFA Week	February	1 week
March Work Week	March	1 week
State Conventions	March-July	4-6 weeks
NLC SO Test Pilot	April	4 days
NLC SO Dress Rehearsal	May	10 days
NLC SO	June-August	2-3 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

Being an officer involves a commitment to things not listed here as well. For example, when officers are at home they are expected to stay "on-top-of-things" by checking and replying to e-mail; calling contacts to prepare for the next set of travels; maintaining finances; booking travel; and keeping up with correspondence. Being an officer means being available throughout the entire year and that includes some home office time as well as a large commitment to traveling for the organization.

Job Qualifications/Competencies Required

Degree: Candidates must hold the American FFA Degree at the time of election.

Membership: National Officers must be an active member during their year of service.

Competencies: The following is a listing of the essential competencies required for serving as a national FFA officer. The officer selection process is designed to screen candidates to find those who demonstrate these competencies consistently.

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.

Competency #1 Builders:

- 1.1 Demonstrate non-verbal skills when communicating with others
- 1.2 Display listening skills when dialoging with others
- 1.3 Demonstrate writing skills when communicating with others
- 1.4 Demonstrate speaking skills in a variety of settings (including classrooms, board rooms, auditorium, arena, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students)
- 1.5 Demonstrate facilitation skills in a workshop setting

Competency #2 - Team Player

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

Competency #2 - Builders:

- 2.1 Demonstrate the ability to work in a team pursuing a common goal
- 2.2 Demonstrate the acceptance of differing viewpoints during group or individual interactions
- 2.3 Demonstrate the ability to put team before self

Competency #3 - Areas of Knowledge

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

Competency #3 - Builders:

- 3.1 Demonstrate knowledge of the food, fiber, agricultural and natural resources industries and their current issues
- 3.2 Demonstrate knowledge of the FFA and its current issues
- 3.3 Demonstrate knowledge of America's education system and its current issues

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:

- 4.1 Demonstrate efficient time management
- 4.2 Demonstrate organizational skills
- 4.3 Demonstrate an ability to plan and prioritize

Competency #5 - Character

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

Competency #5 - Builders:

- 5.1 Displays reliability, integrity and trust among others
- 5.2 Displays adaptable and flexible characteristics
- 5.3 Displays a positive attitude
- 5.4 Displays sincerity and compassion toward others
- 5.5 Displays maturity
- 5.6 Displays coachable, life-long learning tendencies
- 5.7 Displays a strong work ethic

Competency #6 - Passion for Success

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

Competency #6 - Builders:

- 6.1 Displays self-confidence
- 6.2 Committed to the FFA
- 6.3 Demonstrates an energetic disposition
- 6.4 Displays initiative in completing a task

Competency #7 - Influence

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

Competency #7 - Builders:

- 7.1 Supports and motivates FFA members and partners
- 7.2 Mentors and coaches others
- 7.3 Committed to member representation

Competency #8 - Critical Thinking

Demonstrates the ability to seeks out solutions and resourcefulness in finding information.

Competency #8 - Builders:

- 8.1 Demonstrates ability to solve problems
- 8.2 Demonstrates ability to think critically and conduct research

For more information on the development of these competencies please see Appendix A of this handbook. A set of rubrics detailing how each competency builder will be evaluated throughout the selection process will be published on the national officer candidate website.

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 FFA 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 FFA office.
5. The Nominating Committee members shall be submitted to the FFA Board of Directors for review and final confirmation at the October board meeting.
6. The National FFA Organization will pay actual expenses of national officers for 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 FFA 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 FFA 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 December 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 Operating 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 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 to mean 24 hours a day, 7 days a week for 365 days.) (July 17, 1991)
16. No FFA member serving on the national FFA nominating committee after October 1, 2006 will be eligible to run for national FFA office. (January, 2006)

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 2006-2010 these policies may slightly change from year to year depending upon operating procedures for the center staff.

Travel Reimbursement 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 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 reimbursed 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 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.

National officers are to submit vouchers for reimbursement of travel expenses promptly on the 1 and 16 of each month using National FFA Voucher Forms to the Education Division. An electronic version of this form will be provided upon election. These vouchers may be easily prepared using the laptop computers supplied to the officers. The vouchers show all business expenses to be reimbursed, including travel, lodging, mileage, meals, parking, taxi and miscellaneous supplies.

Upon election, national officers are required to open a checking account separate from all personal funds to use with FFA business expenses. It is highly recommended that officers equip themselves with both blank checks and a check/debit card.

Expense reimbursement by the National FFA Organization

Expense vouchers are checked in every detail. If the vouchers are not clear, accurate and complete, it is very time consuming and, therefore, expensive for the FFA to process them. Education Division personnel will review all expense vouchers and discuss items of concern with the individual officer. The Education Division will make adjustments after having discussed the matter with the officer. If the voucher must be entirely re-done in order to relay the proper information to the Education Division, it will be returned to the officer to be done correctly and re-submitted.

Receipts must be attached to each voucher to substantiate all expenditures for airline, bus or rail tickets, lodging, meals, parking, postage and taxi. A receipt must accompany EVERY expense that is recorded on the voucher with the exception of tips to hotel or airport attendants and taxi drivers. **If a receipt does not accompany the expense, the expense may not be reimbursed.**

Policies and Procedures

Cash Advances

Each national officer will receive a cash advance upon election for use during travel. The advance will be paid back in full upon retirement at national convention.

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 either be accounted for by voucher or repaid to the National FFA Organization. All cash advances **MUST** be re-paid 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.

If an officer chooses to repay the cash advance by voucher, the sum amount, or an amount specified by the officer, will be put toward re-payment of the advance. In such a case that the officer requests to have the sum amount of a voucher put toward the advance, the officer will not receive reimbursement into his/her personal account.

Ground Transportation

Taxi fares are reimbursable when private car pickup is unavailable or inconvenient. A receipt is required for a taxi.

The federal mileage rate will be allowed for official use of an officer's privately owned automobile and will be applied to actual mileage incurred (i.e., travel to and from your home airport).

The National FFA Organization has a "no-limo" policy.

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.

Lodging

Submit itemized hotel receipts (not credit card tissues), unless the hotel is small and does not have invoices (or folios), in which case ask them to fill in room rates, tax, etc., separately on credit card receipt. When sharing a room, ask the desk clerk to give each officer an itemized receipt. Put only the room charge, including tax, under "lodging" each day (do not list one lump sum for the entire stay or add phone charges and/or room service), valet under "parking", meals under "meals", etc.

Personal Living Expense

Each national officer will receive \$200.00 per month for payment towards toiletries, personal supplies and limited entertainment. Officers are allowed adequate expenses for subsistence, but it is expected that officers will use good judgment and thrift when spending FFA funds.

The living expense dollars will be automatically deposited into the officers' accounts for use by the second Friday of each month. The first deposit will be made in December and the last deposit will be made in October. No dollars will be deposited in the month of November for retired or new officers. National officers are required to submit receipts totaling \$200.00 by the third Friday of each month (for example, if the money was deposited in December, the receipts must be turned in by the third Friday in January) to the national officer manager. If receipts do not total the full monthly personal living expense amount, a check for the difference must accompany the receipts. This proof of expense keeps the National FFA Organization from distributing 1099s to the officers for tax purposes.

Receipts for living expenses cannot be listed on an expense report form for reimbursement. A separate expense envelope will be provided for tracking and reporting.

Officers may spend a specific portion of the personal living expense amount for clothing related items for emergency needs. Items which 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
- Batteries
- Snacks, gum, breath mints, soft drinks, etc.
- Motivational/Educational audio tapes and books (One per month)
- Newspapers/Magazines
- Entertainment activities (\$20.00 per month)
- Postcards/Stationery for personal use
- Stamps for personal use

Health Insurance

Each national officer will receive a full reimbursement for health insurance for a full 12 months. 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 January 1, after election. The amount on the invoice will be automatically deposited for the officer on a monthly basis, available for use by the second Friday of each month. The last deposit will be made in December following retirement from office.


Telephone Communications

Each officer will be issued a telephone calling card with approximately 1,200 minutes available for making business and international phone calls during his/her term of office. Well in advance of the minutes running out on a phone card, a new one may be requested from the Education Division. A maximum of three (3) cards may be issued to an officer in his/her term of office. All national officers will be allowed a reasonable amount of personal calls on their business calling card.

Each national officer will receive an FFA-issued Smart Phone device to use as a mobile phone, email and personal organizer. The Smart Phone is direct-billed to FFA, so the officer will not incur any personal charges. The officer will be financially responsible for any extra charges incurred above and beyond the selected plan (which will be explained to the officer during orientation.) The current plan provides for full Internet/e-mail service and 1000 minutes of cell phone usage per month.

Policies and Procedures

Some tips to keep in mind while filling out expense vouchers:

- List each receipt on its own line on the expense voucher. In other words, do not combine expenses in one category, even if the money was spent in the same day.
- To list an expense, include the following information in the following order:
 -  “EVENT NAME—BUSINESS where \$\$\$ spent—any special NOTES”
For example: “MO convention – Staples – workshop supplies/printing”
- Any time an officer pays for a meal (team or partial team) and the cost takes him/her over the \$37 a day maximum for food, write the amount in the misc. column on the voucher, not in the meals column.
- Attach the related receipts in an expense envelope. Receipts must be neat and stapled in the order in which money was spent AND reported on the voucher. All vouchers must be signed and dated by the officer for accounting and auditing purposes.
- Attach only itemized receipts, not the carbon copy of credit card receipts.
- Clearly label what event each expense is related to. Because the Education Division often has to invoice intra-organizational entities or other organizations, the fewer questions that have to be circulated, the better.
- Pay only your own expenses. Do not pay any expenses for a fellow officer. If you must, collect directly from the officer what he/she owes you and claim only your own expenses on your voucher.

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 on short notice, the officer will turn over the supplies to the National FFA Organization by the end of her term in office. Plan ahead and pack supplies and music resources from the Center or request the event staff where the supplies are needed to provide the props, supplies and music. ALWAYS CONSIDER THE COST INVOLVED. If an item will only be used once, is the cost involved necessary or worth it? How can the item be used frequently?

Guidelines for managing and organizing expenses:

- Get organized by scheduling time before the first and sixteenth day of each month to promptly complete your voucher(s). Those reports must arrive to the National FFA Center by the first and sixteenth of the month to be processed.
- Obtain all necessary receipts. Expense envelopes will be provided for collection of receipts. Information for each miscellaneous expense item must be listed on the envelope including date, item purchased and amount. These envelopes will help you keep track of all expenses and are to be submitted along with each expense voucher.
- Keep a detailed and itemized daily account of all meals and other reimbursable expenses on your expense envelope. Be sure all expenses incurred in the two-week period covered by the voucher are included.
- Keep a copy of all expense vouchers submitted to the National FFA Center electronically (preferably not on the hard drive in the case that it crashes). Compare your copy with the one that will be returned with your direct deposit for expenses incurred during the two-week period.
- Avoid using a credit card tissue for a receipt. Credit card tissues are used to check against the bill from the credit card company to verify charges on the monthly statement. A credit card tissue will serve as a receipt only if no other is available.
- For emergencies, it is recommended that each officer carry \$200 in traveler's checks at all times. It may not be possible to cash a personal check or use a credit card in some locations.

Expenses on Travel Not Paid by FFA

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 the national FFA staff as to how and when the officer will be reimbursed. 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.

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 Education Division's national officer coordinator. 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 Education Division's national officer coordinator 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 which 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.

American Express Credit Card

1. The FFA will provide for the issuance of a personal credit card, the American Express Green card, for use in paying for incurred business expenses throughout the year. The card is in the officer's name and shows on the officer's personal credit report. All business expenses are reimbursed through the National FFA Organization expense voucher system, so that re-payment of the card each month is trouble-free.
2. A credit limit is established for this card.
3. National officers must recognize that these cards are being provided to enable them to cover meals, lodging and other appropriate FFA travel expenses. Due to the regulations of American Express, the balance of the card must be paid in full each month.
4. Billing for these cards will be arranged to go directly to each officer. The officers must claim on vouchers all appropriate business expenses, which have been paid for by these credit cards, to collect reimbursement.
5. The accounts for these cards must be paid off and closed by December 1 following retirement. Proof of cancellation must be sent to the National FFA Organization.

Policies and Procedures

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 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 Education Division will notify appropriate state and local FFA officials and/or other groups as appropriate of assignment of national FFA officers to events and activities of concern to that group. 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. When notification of an assignment is made, the Education Division will 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. The Education Division will immediately make available these details to 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 FFA Center and state FFA staff is a must. Officers should be a credit to themselves and the National FFA Organization by being neat and using good form and official FFA stationery.

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 e-mail daily.

Team Communication

Each national officer must check in with the national officer manager at the National FFA Center by telephone each week. These calls will serve as an opportunity for the officers to relay highlights and concerns, receive coaching, and obtain any appropriate information from the national officer coordinator.

The Education Division will schedule and facilitate periodic conference calls as needed with all national FFA officers simultaneously.

The National FFA Organization will make available to each officer the appropriate computer hardware (size and composition suitable for easy traveling), software and electronic mail system accessibility to be able to communicate electronically with each other and the Education Division. This system can be utilized by national officers and FFA Center staff as a quick and efficient means of getting messages to officers at times when tracking them down by telephone may be difficult, time consuming or expensive. This system will also be used by national officers to communicate with the Education Division, particularly with regard to executing the procedures outlined under *Officer Correspondence*.

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 the 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 and core goals of the National FFA Organization. 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.
 - National meetings including: FFA Board of Directors, Foundation Board of Trustees, National Leadership Conferences for State Officers, State Presidents' Conference, National FFA Convention and other meetings mandated by the National FFA Board of Directors, Board of Trustees, or by-laws 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.
2. Public Relations Activities for the 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.
3. 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.
4. Planned "down time/home time" adequately spaced throughout the year. Each officer is guaranteed three to five days of down time per month.
5. Planned "work time" adequately spaced throughout the year.
6. 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 in accordance with the advance scheduling policy adopted by the FFA Board of Directors.

Policies and Procedures

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 the FFA and sent to the officers' homes during November:
 - One large suitcase
 - One rolling laptop case
 - Adequate supply of basic office supplies
 - One small suitcase
 - One heavy-duty backpack
2. During November orientation, each officer will receive the following:
 - Two pairs of dressy khaki pants or dress slacks
 - One lined trench coat
 - Three black pairs of LINED slacks or skirts
 - Two pairs of black dress shoes for men and two pairs of black dress heels for women
 - Each officer will also have an allowance for socks, nylons and under garments
 - Two FFA business dress shirts
 - Five white shirts or blouses
3. Items to be supplied to each officer by National FFA:
 - American FFA Degree charms as requested by officer
 - American FFA Degree chains as requested by officer
 - Six official FFA jackets to be spaced throughout the year
 - Six ties or scarves spaced throughout the year
 - A Franklin Covey planning system
 - Adequate supply of official stationery, envelopes, business cards, FFA thank-you notes and FFA Christmas cards as requested by officer

National FFA Convention

1. Each national officer will provide a list of names of those individuals, a maximum of 12 (parents, siblings, grandparents, aunts, uncles), who require complimentary registration for national FFA convention to the national officer manager by August 15. 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 convention. 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 convention arena manager for accounting purposes. If no receipts are returned, the stipend will show up in the accounting department as a salary money and the officer family will be given a 1099 form for taxing purposes.
3. Each national officer 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 convention arena manager by August 1. Not all three rooms must be used by the family—those rooms one officer's family does not reserve may be reserved by another officer's family. If more than three rooms are needed, the only way to get more rooms at the hotel where the national officers stay is to get rooms that another family is not using.

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 here will be upheld by the national FFA officer manager with support from the National FFA Center Leadership. This form is built into the application process.

Section 2:

Guiding Principles

After reading section one 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 National FFA Center 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.

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 FFA convention

Guiding Principles for Structuring the Selection Process

Those revising the national officer selection process for 2006-2010 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 diverse 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 earlier 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 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 not later than September 1. The FFA Governing Committee shall vote on any appeal and formally notify the candidate of their decision no 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 FFA convention through the next succeeding national FFA convention and shall not be re-elected, nor eligible for election to another national office. In the event a national FFA 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.

No FFA member serving on the national FFA nominating committee after October 1, 2006 will be eligible to run for national FFA office.

Section 3:

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 Application Procedures

- Application Components
- Application Submission Procedures

Interview Rounds and Procedures

- Application Scoring
- Written Test
 - Multiple Choice Questions
 - Essay Questions
- One-on-One Interview Round
- SAE Essay Writing Exercise
- Stand and Deliver Practicum
- Facilitation Practicum
- Conversation With Stakeholders Interview
- Casual Evening Activity
- Personal Interview Round
- Expectations for Interviews
- Scheduling Interviews

Deliberations, Callbacks and Selection

- Deliberation Procedures
- Additional Interview Procedures

Application and Application Procedures

The application for national office contains two sections. Each section is described in more detail in this section. The first section is for information purposes (preparing press releases, contacting media in your hometown, and getting to know you) it is NOT scored. The second section will be reviewed and evaluated that the nominating committee.

Application Components

Section 1 - Background Information

There are five parts to this section of the application. NOTE: This information will NOT be scored. Information in Part 1 will be reviewed by the nominating committee. Information in Parts 2-5 will not be viewed by the nominating committee.

Part 1 - Biographical Information

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

Part 2 - Media Contact

Your accomplishments in FFA deserve wide publicity. Please complete this form and read the waiver below regarding use of your image by the national organization. Choose publications or stations that are most likely to use this information. Please remember that all publicity generated will greatly benefit agricultural education and the FFA on the local, state, and national levels.

Part 3 - Jacket and Ring Size Information

Newly elected officers will receive a new jacket on Saturday of the national FFA convention. It is essential to provide accurate measurements for your new jacket. No tailored sizes are available. Please consult a guide (available on www.ffa.org) for instructions on sizing.

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

Part 4 - National Officer Commitment Form

This form was provided in Section 1 of this handbook. Please review the form thoroughly and feel free to contact the national officer manager on the Leadership and Educational Programs Delivery Team should you have any questions regarding the expectations outlined.

Part 5 - Convention Hotel and Pre-Registration Information

Check with your state leader to determine how your state handles the registration process for convention. This form will help you consider the options. It will also ensure that you have a room in the candidate block at the national FFA convention. Speaking with the appropriate contact in your state office will ensure that the room is charged to the appropriate account. This form also provides a reminder about registering for convention. ALL candidates should register for the national FFA convention as a regular member.

Section 2 - Evaluated Application

The following section of the application consists of four parts. We suggest completing these portions in a word processing program as you expect for them to be formatted. Run spell-check and have some trusted mentors review them for 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. You will be able to preview the document as the nominating committee will see it and print to make edits.

Part 1 - 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 FFA Officer in 1,000 words or less.

Some components to consider in your letter of application:

1. Date of letter
2. Address to 2006 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 FFA Officer.
6. A concluding paragraph moving the reader to consider you
7. Appropriate close and typed name (as signature)

Part 2 - 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 which 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, e-mail, phone number)
2. Career objective
3. Education (PLEASE DO NOT INCLUDE YOUR G.P.A)
 - High school name, city, state - years attended
 - College, city, state - years attended
 - Major
 - Minor

4. 2-3 Relevant leadership experiences (FFA, school, community)
 - Position, organization - dates held
 - Responsibilities
 - Major contributions
 - Membership, organization - dates of membership
 - Major contributions
5. 2-3 Relevant professional work/experiences (SAE, other relevant work experience)
 - Position, organization, city, state - dates of employment
 - Responsibilities
 - Major contributions
 - Achievements
6. 3-4 Relevant Awards/Recognition/Achievements
 - Award title, awarding organization, date awarded

Part 3 - Three Letters of Reference

Please secure three individuals who would be 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.

Please ask individuals who have known you for some time such as (but not limited to) teachers, employers, state leaders, professors, religious leader, etc. **One of your references must be a state staff member for the association you will represent as a candidate** (advisor, executive secretary, and 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 only provide contact information (name, address, phone, and e-mail) for each of these three people. They will be contacted via e-mail (other arrangements may be made in special circumstances) and asked to provide their recommendation letter. You will not receive a copy of their recommendation letters. If the person providing a reference wishes for you to see the letter they may provide you with a copy personally.

Letters of recommendation will not be scored alone. They will be reviewed and scored as a part of the overall application package.

Part 4 - Supervised Agricultural Experience Scope Page

Your supervised agricultural experience is a valuable source of knowledge and information to share as a national officer. The SAE Scope Page must be completed using the information submitted on the candidate's American Degree Application. If you already received your degree please update the SAE Scope Page with information about your SAE since that time. The purpose here is to show the committee growth in both scope and depth of your SAE program.

The SAE Program by year page provides a description of the type and the size of each entrepreneurship, placement and/or other experience that became a part of your SAE program during the period covered by the application. There are two columns which you will complete: Year and SAE Description



Year

The year on this document refers to the specific calendar year in which the entrepreneurship was conducted, such as January 1, 2005 to December 31, 2005. I. Candidate's Supervised Agricultural Experience Program

Special Tip: If you are a new student, National FFA policy allows you to report your first-record year as either more or less than 12 months. If you are enrolled in agricultural education and start your SAE program by September 1, you have the option of ending your first year on December 31 of the same year (short year or short book) or continuing through December 31 of the following year (long year or long book). Consult with state FFA officials to determine the policies in your respective state because procedures do vary on the length of year.



Entrepreneurship, Placement, and/or other SAE Description

(Enterprise, description, size, title, site, hours, etc.)

This is a descriptive statement that indicates the type of the business, entrepreneurship, placement or experience that you conducted. Furnish a complete description for each year that you conducted an enterprise.

Examples:

- Worked for Hal's Nursery 650 hours
- Raised 25 meat rabbits
- Conducted at state park on wildlife habitats, 25 hours non-paid
- Raised 12 head of breeding ewes

Application Submission Procedures

The application process for national FFA office will be administered online starting in 2006. The following is a list of the general steps involved in this process. Once selected by a state association, candidates will receive more information and specific instructions for completing the online application. It is recommended that officer candidates complete the “paper” Excel version of the application in preparation for completing the online application. All of the information collected in the Excel version will be required in a similar layout in the online version. Applications must be submitted in final form to the national FFA staff responsible for the selection process by August 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 notify the manager of the national FFA officer selection process at the national FFA center of the state's official candidate. State leaders should provide student's name, chapter, and member number for verification purposes.

Step 2 - Candidate Registers for MyFFA Account on www.ffa.org.

Candidates selected by their state association should register for a MyFFA account at www.ffa.org. Candidates should designate themselves as a member and enter contact information in their profile at a location (physical address and e-mail) where they wish to be contacted from August until December of the current year.

Step 3 - Candidate Completes Online Application.

Once registered, candidates will receive an e-mail from the National FFA Center staff providing instructions for completing the application. After receiving this e-mail the next time students log into their MyFFA account they will be directed to the electronic application. Students complete the application using the instructions provided. There are several features available to students during this task:

- 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.
- A dashboard outlining the various sections of the application will show which sections are completed and saved when students return to the page.
- Once a section of the application is complete candidates may print a document to review and revise on paper.
- After all sections are complete the candidate can e-mail his or her state leader with a link where the state leader may review the application for comments. The state leader will not be able to make revisions to the candidate's application.
- Candidates will be able to provide all necessary signatures by reading the various statements and releases provided online. If they agree to the terms outlined checking yes and submit will serve as their signature.
- Candidates will be able to indicate reference names and contact information online. Those providing references will not have to be registered with a MyFFA account in order to provide the letter of reference electronically.

! NOTE: If you have special circumstances preventing a person providing a letter of recommendation from doing so online please contact the national FFA staff manager for the selection process to explain the situation. Staff will work with the reference using other contact means to secure the letter and notify you that it has been received.

- Candidates will be able to monitor the status of the letters of recommendation using the dashboard feature. Once a letter is received an indicator will show that the letter has been submitted and is stored for later printing.
- Once the final application is complete and submitted both the candidate and the state leader will receive an e-mail with a copy of the completed application (formatted) in a PDF for filing.

Step 4 - Candidate Submits Final Application

Once all letters of application have been received and the candidate and state leader have reviewed and edited the application, the candidate will be able to do an official submission. This process will include them electronically “signing” the document and submitting for review.

Interview Rounds and Procedures

The interview process will be divided into two phases. The first phase will consist of six scored components including: application; written test (multiple choice and essay); One-on-One Interview Round; SAE writing exercise; and Stand & Deliver Practicum. Following the first phase the top 50 percent of candidates in each region will advance on 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 of them 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. No deliberation will 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 until a final score packet is sent following the process.

Announcement of the top 50 percent in each region 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. No scores are 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. There are three rounds in this phase: Facilitation Practicum; One-on-Three Conversation Round; and Personal Round (candidate with all nine committee members). 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 rounds in the process in detail.

National Officer Selection Process - Phase One

Application Scoring

The letter of application, resume, SAE Scope page and letters of recommendation will be reviewed by all nine nominating committee members. Scoring will occur prior to interviews.

Competency Builders Evaluated:

- | | | |
|---|------------------------------------|-------------------------|
| 1.3 - Writing skills when communicating with others | 5.1 - Reliability/Integrity/Trust | 6.2 - Commitment to FFA |
| 4.2 - Organizational skills | 5.4 - Sincerity/compassion | 6.4 - Initiative |
| 4.3 - Ability to plan and prioritize | 5.6 - Coachable/Life-long learning | |
| | 5.7 - Demonstrates work ethic | |

Each builder will be rated on a five to one scale. Five reflects **strong** evidence that the skill/attribute *is* present. One reflects **strong** evidence that the skill/attribute **is not** present.

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 Sunday. Three hours will be allowed for students to complete both portions of the exam. No study materials will be allowed in the examination room.

Multiple Choice Questions

All candidates will 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).

Competency Builders Evaluated through Questions:

Areas of Knowledge - 3.1 - Knowledge of agricultural industry and current issues

Areas of Knowledge - 3.2 - Knowledge of FFA and current issues

Areas of Knowledge - 3.3 - Knowledge of America’s education system/Ag Ed/Issues

Essay Questions

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

Communication - 1.3 - Writing skills when communicating with others

Critical Thinking - 8.1 - Solve problems

Critical Thinking - 8.2 - Think critically and conduct research

Interview Rounds and Procedures

Each of the essays will be reviewed by three independent adult consultants to the nominating committee. These consultants will review the essays 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 the committee to develop rapport and get-to-know candidates in a one-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.

Following each interview, the committee member will have five minutes to evaluate the candidate. 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 five reflects strong evidence the skill/attribute is present and one reflects strong evidence the skill/attribute is not present.

Competency Builders Evaluated with Questions:

- | | |
|---|---|
| 1.5 - Facilitation skills in a workshop setting | 5.6 - Coachable/Lifelong learning |
| 2.1 - Work in team in pursuing common goal | 5.7 - Work ethic |
| 2.2 - Acceptance of differing viewpoints | 6.2 - Commitment to FFA |
| 2.3 - Team before self | 6.4 - Initiative |
| 4.1 - Efficient time management | 7.1 - Supports and motivates FFA members and partners |
| 4.2 - Organizational skills | 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 | 6.1 - Self-confident |
| 5.3 - Positive attitude | 6.3 - Energetic |
| 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.

SAE Essay Writing Exercise

This round will consist of responding to questions about the candidate's SAE. The objective is to secure evidence of SAE knowledge and writing ability. All candidates will respond to the same questions. Questions will be drawn from a database of questions created regarding SAE. Questions will be similar to those on the American Star Battery Application. There will be no more than four essay questions to complete in a given year. Candidates will have 1.5 hours to complete this exercise.

Three independent adult consultants to the nominating committee will be evaluating these essays. This will be a different group of individuals from others previously involved in the scoring of applications or the other essays.

Competency Builders Evaluated

- 1.3 - Writing skills
- 3.1 - Knowledge of agricultural industry
- 3.2 - Knowledge of FFA and current issues
- 3.3 - Knowledge of American Education/ Ag Ed/ Issues
- 8.1 - Solve problems

The essays submitted will be evaluated for evidence of the competency builders above by the three adult consultants on a scale from one to five. One represents strong evidence the skill is not present and five reflects strong evidence the skill is present.

Stand and Deliver Practicum

This round will be 30 minutes in length. Twenty minutes focused on the candidate's ability to plan, organize and prepare a spoken presentation. Five minutes focused on the candidate's ability to deliver spoken presentation for context. Finally, 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 five minutes worth of comments on a given topic. When students arrive to the preparation room they will receive the topic and instructions regarding the setting and audience to which the comments 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 and pen provided by the nominating committee.

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 remarks time will be called at the end of five minutes. At that time 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 candidates are at in their response. Should a candidate finish early they may leave the interview room. The committee will have two minutes to complete their evaluation for the candidate's performance before the next candidate begins.

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 national FFA convention to use in preparation.

One of the 10 topics will be selected by the nominating committee during preparation at national convention. The committee will also select the context in which the speech will be delivered. Details about the specific topic chosen and the context will be provided to candidates only when they enter the preparation room.

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.

Interview Rounds and Procedures

Theme Schedule 2006-2010:

2006 - Agriculture Current Events and Issues

2007 - FFA Current Events and Issues

2008 - American Education/ Agricultural Education Current Events and Issues

2009 - Agriculture Current Events and Issues

2010 - 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

1.4 - Speaking skills

4.1 - Efficient Time Management

4.2 - Organizational Skills

4.3 - Planning and Prioritization

6.1 - Self Confident

7.1 - Supports and motivates FFA members and partners

8.2 - Ability to think critically and conduct research

3.1 - Agriculture Current Events and Issues

3.2 - FFA Current Events and Issues

3.3 - American Education and Agricultural Education

National Officer Selection Process - Phase Two

Facilitation Practicum

The purpose of this round is to evaluate the candidate's ability to influence through facilitated presentation in front of a realistic audience. This round will be 70 minutes in length. Candidates will have 60 minutes to plan, prepare, and organize using materials provided. All materials will be provided to the candidate 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 their presentation with the audience available. The nominating committee will have five minutes to evaluate the presentation once the candidate is finished.

A list of potential topics for this round will be published on the candidate resource webpage at www.ffa.org in April prior to the national FFA convention each year. The student nominating committee will select the topic for this round from those published to all candidates.

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

- 1.1 - Non-verbal skills
- 1.2 - Listening skills
- 1.4 - Speaking skills
- 1.5 - Facilitation skills
- 4.1 - Time management skills
- 4.2 - Organization skills
- 4.3 - Ability to plan and prioritize
- 5.2 - Adaptable/ flexible
- 5.7 - Work ethic
- 6.3 - Energetic
- 8.1 - Ability to solve problems
- 7.1 - Supports and motivates FFA members and partners
- 7.2 - Mentors and coaches others

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. In total, the round will last 35 minutes for each candidate. This 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. Nominating committee members will have two minutes following each candidate to complete an evaluation of his or her performance. 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
- 1.4 - Speaking skills in a variety of settings
- 2.2 - Acceptance of differing viewpoints
- 3.1 - Agriculture Current Events and Issues
- 3.2 - FFA Current Events and Issues
- 3.3 - American Education and Agricultural Education Current Events and Issues
- 5.3 - Positive Attitude
- 5.5 - Maturity
- 7.1 - Supports and motivates FFA members and supporters
- 7.3 - Member representation
- 8.1 - Ability to solve problems
- 8.2 - Ability to think critically and conduct research

Casual Activity (no scores)

This particular activity will be conducted with all finalists and all nominating committee members, adult consultants and staff or going out for a casual evening meal and/or activity. 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 nominee 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.

An example activity may include attending the new Mega Concert on Wednesday evening of the national FFA convention.

Personal Round

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, influence, and team player. 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.

Nominating committee members will have no less than five minutes between each candidate to complete an evaluation of his or her performance.

The following competency builders will be evaluated by the student nominating committee members using the one to five scale developed for each builder. The complete version of each competency builder rubric is available at www.ffa.org in the candidate resources section.

Competency Builders Evaluated

- | | |
|--|-----------------------------------|
| 2.1 - Ability to work in team pursuing common goal | 5.6 - Coachable/Lifelong learning |
| 2.3 - Ability to put team before self | 6.1 - Self-Confident |
| 5.1 - Reliability/integrity/trust | 6.2 - Commitment to FFA |
| 5.3 - Positive attitude | 6.3 - Energetic |
| 5.4 - Sincerity and Compassion | 6.4 - Initiative |
| 5.5 - Maturity | |

Expectations for All Interviews

Candidates are expected to report 15 minutes prior to their scheduled interview 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* lists the following policy should a candidate arrive late for their interview or exam activity.

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 Interviews

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. No consideration is given to FFA region, gender or ethnicity in the random assignment.

The interview schedule for each round will be posted in a designated area at the start of the previous 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 in August. Efforts will be made by the National FFA Organization staff to provide the candidates with a relaxing waiting area that will also allow the 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 behind closed-doors.

Deliberations

A third party facilitator with no 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:

- Discuss ground rules for discussions
- Overview of process
- Determine whether to select six individuals or whether to select President and Secretary and then fill vice-presidents
- 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 committee members take the material provided and then have a period of time to review and begin to make individual decisions.

The 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.

Callback Interview Procedures

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

After deliberation on a slate of national officers begins, the student 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 (not previously seen together in the process)
- 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 hand vote 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 callbacks 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 7 point scale for each of the characteristics; etc.)
 - 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, is debatable and requires a majority vote.

Policies Guiding the Additional Interviews

- Callback 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.
- Callback interviews may only be held on Friday of the national FFA convention 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 the national FFA convention.

Section 4:

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 “5” indicates “Strong Evidence the Skill/Attribute IS Present;” “3” indicates “Some Evidence the Skill/Attribute is Present;” and “1” indicates “Strong Evidence the Skill/Attribute is NOT 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. An example rubric can be found in the Appendix to this handbook. This is only an example. The complete version of each competency builder rubric will be available at www.ffa.org in the candidate resources section starting June 1, 2006.

Evaluating the Competency Builders

The following table represents where each of the competency builders will be evaluated throughout the interviewing process. The gray cells with numbers reflect the number of judges who will be 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 the given round. Whereas, a [3] indicates that only three of the judges involved will be evaluating the competency builder.)

The Scoring System

Ability / Talent	Application	Written Test - MC	Written Test-Essay	SAE Writing	Round 1 - One on One	Round 2 - Speech	End of Phase 1	Round 3 - Facilitation	Round 4 - Conversations	Round 5 - Personal	End of Phase 2
#1 - Communication (480 points possible collected thru 96 data points)											
1.1 - Non-verbal skills					9	9		3			
1.2 - Listening Skills					9			3	9		
1.3 - Writing Skills	9		3	3							
1.4 - Speaking Skills						9		9	9		
1.5 - Facilitation Skills					3			9			
#2 - Team Player (180 points possible collected thru 36 data points)											
2.1 - Work in Teams					3					9	
2.2 - Acceptance of Differing Viewpoints					3				9		
2.3 - Putting Team Before Self					3					9	
#3 - Areas of Knowledge (240 points possible collected thru 48 data points)											
3.1 - Agriculture Knowledge		1		3		9			3		
3.2 - FFA Knowledge		1		3		9			3		
3.3 - American Education/ Agricultural Education		1		3		9			3		
#4 - Organization (300 points possible collected thru 60 data points)											
4.1 - Efficient Time Management					3	9		3			
4.2 - Organizational Skills	9				3	9		3			
4.3 - Planning and Prioritization	9					9		3			
#5 - Character (720 points possible collected thru 144 data points)											
5.1 - Reliability/ Integrity/ Trust	9				3					9	
5.2 - Adaptability/ Flexibility					3			3			
5.3 - Positive Attitude					9				9	9	
5.4 - Sincerity/ Compassion	9				9					9	
5.5 - Maturity					9				9	9	
5.6 - Coachable/ Lifelong Learning	9				3					9	
5.7 - Work Ethic	9				3			3			
#6 - Passion for Success (450 points possible collected thru 90 data points)											
6.1 - Self-Confident					9	9				9	
6.2 - Commitment to FFA	9				3					9	
6.3 - Energetic					9			3		9	
6.4 - Initiative	9				3					9	
#7 - Influence (270 points possible collected thru 54 data points)											
7.1 - Supports and Motivates FFA Members/ Partners					3	9		9	9		
7.2 - Mentors and Coaches Others					3			9			
7.3 - Member Representation					3				9		
#8 - Critical Thinking (195 points possible collected through 39 data points)											
8.1 - Solving Problems			3	3				3	9		
8.2 - Critical Thinking and Conducting Research			3			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 a 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%
#2 - Team Player	10%
#3 - Areas of Knowledge	10%
#4 - Organization.....	10%
#5 - Character	20%
#6 - Passion for Success	12.5%
#7 - Influence	12.5%
#8 - Critical Thinking	10%

The overall cumulative score will be used for determining the top 50 percent of candidates in each region at the end of Phase 1. 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. 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.

For example, by the end of phase two a total of 195 points is possible for Critical Thinking. A candidate earns 140 points over all the rounds for this competency. 140 is divided by 39, the number of data points collected for this competency, to yield an average of 3.58974. This reflects the candidate's overall score for that competency.

The same process applies at the end of phase one. However, the total points possible for each competency and the number of data points by which it is divided are both smaller figures. For example, at the end of phase one there is a total of 90 points possible for critical thinking. A candidate earning 65 of those points throughout the rounds to this point would yield an average score of 3.611111 for Critical Thinking. (65 points earned divided by 18 data points).

The Scoring System

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%) 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 7 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 through out 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
- Fourth, since the scores are not averaged for each round and then those averages added together, the overall score for each competency (prior to multiplying by the index) is a better reflection of the student's actual performance
- 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 candidates will be sent a packet with their scores from the process, the questions, the test and essays, and practicum used will also be included. This packet is intended to help in each candidate's growth. Packets are sent directly to state leader designated as responsible for the 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)					

Analysis by Round

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. You CANNOT use the information below to calculate your cumulative weighted score.

	Score for Round Out of 5	Region Average by Round	National Average by Round	National Range	National Median
Application					
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					

In addition to the information designated in the table above candidates will receive a report of their average throughout all rounds completed for each of the competency builders as well.

Sample Report

Candidate Name: CANDIDATE NAME

Candidate Region: REGION

Competency	Cumulative Competency and Competency Builder Score (Before Multiplying by the Weighting Index)	
#1 – Communication		5
	1.1-Non-verbal	5
	1.2-Listening	5
	1.3-Writing	5
	1.4-Speaking	5
	1.5-Facilitation	5
#2 - Team Player		4
	2.1-Work in Team	4
	2.2-Acceptance	4
	2.3-Team before Self	4
#3 - Areas of Knowledge		5
	3.1-Agriculture	5
	3.2-FFA	5
	3.3-American Education	5
#4 – Organization		3
	4.1-Time Mgmt	3
	4.2-Organization	3
	4.3-Plan and Prioritize	3

Competency	Cumulative Competency and Competency Builder Score (Before Multiplying by the Weighting Index)	
#5 – Character		5
	5.1-Reliability	5
	5.2-Adaptability	5
	5.3-Positive Attitude	5
	5.4-Sincerity	5
	5.5-Maturity	5
	5.6-Coachable	5
	5.7-Work Ethic	5
#6 - Passion for Success		2
	6.1-Self-confident	2
	6.2-Commitment to FFA	2
	6.3-Energetic	2
	6.4-Initiative	2
#7 – Influence		5
	7.1-Supports Members/Partners	5
	7.2-Mentors/Coach	5
	7.3-Representation	5
#8 - Critical Thinking		5
	8.1-Solve Problems	5
	8.2-Think Critically & Conduct	

Section 5:

The Nominating Committee

In order to facilitate 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 student organization members are selected to carry out the responsibility of interviewing and selecting the national FFA 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 preparing for national convention as well as conducting the interviews and finally deliberating in selecting the six best officers to represent the student organization.

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
- Selection Procedure Recommendations
- Committee Preparation
- Role During the Interview Process
- Role During Deliberations

Adult Roles in the National Officer Selection Process

- Formally Appointed Adult Roles
 - Board Representative
 - 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, the National FFA Organization staff has implemented several administrative procedures to further ensure that the nominating committee is prepared for the task of selecting the national FFA 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 week long 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 convention fully prepared and rested.

Board Policy

Per the *FFA Policy and Procedures Handbook Election*, 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 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 no later than September 1.

No FFA member serving on the national FFA nominating committee after October 1, 2006, will be eligible to run for national FFA office.

Selection Procedure Recommendations

1997 and 1999 National Officer Selection Task Force Recommendations

In addition to the above board policies, the 1997 and 1999 National Officer Selection task force recommended the following administrative procedures for selecting the nominating committee.

- The national FFA staff advises the National FFA president the importance of appropriate representation of states on the nominating committee.
- The Education Division submits annually to the board of directors, the board of national officers and state advisors a chart that indicates nominating committee members by year for the past ten years.
- The national FFA officers continue strengthening their understanding of the value of selecting a diverse nominating committee.

- The national FFA staff be directed to call a respective state staff member of potential nominating committee members to confirm the nominee’s availability, verify if they will be an official delegate, and to see if the nominee will have any conflict through participation in band, chorus, talent show, CDEs, proficiency awards, or any financial hardship and report the findings to the national FFA officers.
- The criteria for selection of nominating committee members should be developed by FFA staff in concert with current and past national officers and sent out to state staff.
- The process of preparing the national officers for the task of selecting a nominating committee needs to begin prior to “state convention season.”

2005 National Officer Selection Task Force Procedure Recommendations

In addition to those procedures outlined above, the 2005 National FFA Officer Selection workgroup recommended the following administrative procedures for selecting the nominating committee.

1. National Officer team is trained and given a list of what to “Look For”

- This training is conducted early in the officer’s term.
- The goal of the training is to equip the officers with the skills/techniques in order that they may better able to identify potential nominating committee members.
- Training may be done by an outside source or by national staff, and is conducted early in the officer’s term, prior to the officers visiting states.
- The actual list of what to “Look For” are determined by the competencies.
- In addition to the “Look For,” the officer also receive the statistics of states that have had nominating committee members and officers in the recent past.

2. The NO Team and members of Team Ag Ed submit names of quality individuals to a pool of nominating committee potentials

- The officers and all Team AgEd members use a common form available to all registered MyFFA users to submit the names of potentials
- Nominators must provide contact information for the nominee as well as a short statement explaining why they wish to nominate that person for the nominating committee
- All names will be accepted by the online system. A number of screening processes will ensure candidates meet the minimum qualifications and have state staff final approval prior to consideration for the position
- This pool, jointly identified between national officers and Team AgEd, is intended to support officers in finding potential nominating committee members who are most qualified for this position
- Anyone may submit names into the pool until August 1 prior to national FFA convention. After August 1 the system will be shut down and only those names in the pool will be reviewed
- An initial screening process will determine eligibility based upon:
 - Is the student a current FFA member?
 - Has the student been an FFA member for at least three years?

3. State staff receive notification that their officer, or any other student from the state, are in the pool of qualified candidates to serve on the nominating committee.

- Names of potentials left in the pool after the initial screening above will be forwarded back to the state leader named as the key contact for this process for review
- State leaders will have the opportunity to see who nominated each individual and why the individual was nominated
- The key state contact will have the responsibility to answer the following questions regarding each candidate:
 - Is this person eligible, by your state standards, to be an official delegate to the national convention?
 - Is this person participating in a CDE, Proficiency Award, Board/Chorus/ or Talent, or the Stars over America Program?
 - Would you personally recommend this person to the national officers for consideration as a member of the nominating committee?
- Responses to the questions above will determine which potentials in the pool will move forward for consideration in the process. Answering yes to the question regarding eligibility and personal recommendation is required for the candidate to move forward. Answering yes to the participation or no to either of the other questions will remove the candidate from consideration.
- State staff will also be able to enter specific comments, which will be reviewed by national officers, for any of the candidates they wish to submit for consideration.
- All of these steps will be conducted via an online system.

4. Notification given to nominating committee potentials still left in pool

- Nominating committee potentials are officially notified that they are being considered to serve on the committee
- They are directed to fill out some extra personal and professional information to provide additional information to the national officer team in their selection
- The purpose of the information collected is to provide the officers with a more well-rounded picture of the potential committee member
- Persons not wishing to continue in the process may opt out at any time
- All information will be collected via an online system. Potentials will log in to a personal MyFFA account to access the form to complete
- Information shared on this form will be used in publications about the committee once they are selected

5. National officer team reviews the information on the remaining potential committee members and selects those whom they wish to interview further.

- The purpose of the phone interview is to provide the national officers one more source of information about those being considered for this role.
- It is presumed that some potentials may make it to this point without the officers knowing them personally.
- The phone interview allows officers to meet and consider those people who fall into this category.

6. NO team makes final selection, notifies new nominating committee members, and nom com preparation begins.

- Following the phone interviews the national officer team will convene, face-to-face, and review the information collected on each potential committee member
- The national officer team must select two committee members from each region and one at large to serve as chair
- Officers will also designate a vice-chair from the eight regional representatives
- Four alternates will be selected by the national officers. These names will not be released to the public.
- The National FFA president is responsible for submitting the selected names to the staff responsible for the process by September 1 prior to the national FFA convention.
- Once submitted a conference call between the governing committee and the National President will be scheduled to review the list of names selected
- Following governing board review the National FFA President is responsible for contacting each of the selected members via phone
- Should someone decline the alternate from that region will be called; though it will not be shared with them that they are an alternate in the process

Committee Preparation

Prior to Convention

Once selected, the work of the committee, also known as nom com, begins almost immediately. Committee members will have private access to each of the candidate's applications online via their personal MyFFA account. Committee members are responsible for reviewing each of the candidate applications prior to convention. In addition, a copy of all materials sent to each candidate is also sent to each nominating committee member.

Committee members are also to complete a seven-week study of issues related to the national officer selection process. A study guide is provided to nominating committee members (the study guide is also available to national officer candidates) prior to convention. 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.

Nom Com members also develop and initial list of personal questions to use in the final round of the interviews. These questions are submitted for review and feedback prior to convention. These may not be the actual questions used; however it provides an experience in developing quality questions which will be valuable during the convention experience.

In addition, a conference call is conducted between the nominating committee members, the adult consultants, the Board superintendent, and the national FFA staff. The purpose of this call is to provide the participants an opportunity to get to know each other prior to the national FFA convention, assist the committee members in their preparation processes and answer any questions that the committee members may have.

Committee Preparation

At national FFA convention

The nominating committee begins their convention work on the Saturday before the national FFA convention actually begins. The majority of the committee's time on Saturday and Sunday 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. These experts provide reading assignments to prepare for the event prior to convention. 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 FFA 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 FFA officer. In addition, the nominating committee spends time practicing their interview techniques as well as determining the layout of the interview room(s).

Role During the Interview Processes

The committee meets with all of the candidates on Sunday of the week of the national FFA convention. This informal gathering provides an opportunity for the nominating committee and the candidates to meet socially without the pressure of the interview week.

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 National 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 Monday morning and concludes with the final scheduled round on Thursday. The interview processes (who asks what questions, room setup, etc.) are decided by committee vote prior to the start of each round. 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. Students also work on Round 6 questions throughout the week as they became more familiar with the candidates.

Role During Deliberations

As described in the section 4, the top 50 percent of the candidates within each region 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 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 that possesses all 8 competencies 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 FFA Officer behaviors. The entire committee approves the final slate with the committee report presented to the delegate body during the final national FFA convention 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 nom com before the round
- Five-10 minutes following the round to also revisit the round and objectives/competencies then encourage committee to synthesize notes on what they saw

Adults Assisting with Interviews or Scoring

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

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

Formally Appointed Adult Consultants

The following adults have been appointed to the national FFA officer selection process by the National FFA Organization leadership and board of directors. They are charged with ensuring the fairness of the process and adherence to Board policies, providing guidance (as requested and appropriate) to the nominating committee members and facilitating the actual selection processes. Each adult member has unique roles as described below.

Board Representative

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 FFA Officer Selection processes. Each adult is approved by a board vote. The required region submits a list of five potential nominees to serve as adult consultant. The National FFA Advisor reviews this list and one name is advanced to the board for their approval. 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 nominating organization shall be contacted by the national FFA organization staff responsible for the process to secure a nomination to submit to the national FFA board of directors.

Begins in	Region	Career Position	Nominating Organization
2004	Southern	Retired State Supervisor*	NASAE
2005	Central	Teacher Educator	AAAE
2006	Eastern	Executive Secretary	NASAE
2007	Western	State Supervisor	NASAE
2008	Southern	Teacher Educator	AAAE
2009	Central	Executive Secretary	NASAE
2010	Eastern	State Supervisor	NASAE
2011	Western	Teacher Educator	AAAE

**Prior to 2005 State Supervisors and Executive Secretaries serving as adult consultants were required to be retired. The Board of Directors removed the word retired in 2005.*

At national FFA convention

Three adults approved by the board of directors oversee the implementation of the national FFA officer selection processes at the national FFA convention including training of 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 National 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 National 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 the National FFA.
- Host candidate exit meeting.
- Submit an evaluation report to the Board Superintendent and National FFA recommending improvements for the selection process.

Third Year Responsibilities

- Serve as adult chair and oversee entire selection process
- Meet with the appropriate National 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 convention.
- Coordinate with national FFA staff prior to convention to insure all arrangements are made for the selection process at the national convention.
- Communicate with adult consultants, officer candidates and the nominating committee prior to convention.
- Oversee training of committee. Includes coordinating with the National FFA staff and/or professional trainer(s).
- Oversee committee process, providing guidance when necessary.
- Conduct all briefing sessions with the candidates with exception of exit session.
- Submit an evaluation report to the Board Superintendent and National FFA recommending improvements for the selection process.

Tabulation Supervisor Job Description

To ensure accuracy in scoring and data entry during the national FFA 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 the national FFA convention

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

At the national FFA convention

- 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 National FFA staff member has been assigned to provide leadership to the delivery of the National Officer Selection Process. This staff member works 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.

Section 6:

Preparing for the Selection Process

How to prepare for the national FFA officer selection process will vary with each candidate. Some will prepare in isolation while others will engage many people in the preparation process. 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 FFA officer selection process is the knowing the beginning and the end 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 FFA 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 FFA officer as well as provides a partial list of resources you may want to consider in creating your preparation strategy.

In this section...

Competency Rubrics

Basic Knowledge Areas

- FFA Knowledge
- American Education and Agricultural Education Knowledge
- Agricultural Knowledge
- Knowing Self

Suggested Reference List

- FFA References
- Agricultural Education/ SAE References
- Career and Technical Education References
- Agriculture References
- Leadership and Personal Growth References

Study Ideas

- Role Playing Questions
- People to Interview
- Nominating Committee Study Guide - Sample

Timelines and Things to Consider as a Candidate

- Preplanning to Transition Out of College
- Timeline Prior to Convention

Competency Rubrics

To help in developing your understanding of each of the competency builders the rubrics used to evaluate each builder is published and available at www.ffa.org in the candidate resources section. Below are 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

Basic Knowledge

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

FFA Knowledge

It has been said that the 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 the FFA providing the "laboratory" for leadership, personal, and career development experiences for the classroom instruction. Thus a well-functioning FFA chapter, with planned program of activities, a strong team of student and adult leaders and active "advisor-ship," enriches the instruction in agriculture.

As with all well-run organizations, a strong mission and clear vision based on a set of core beliefs and values guide the National FFA Organization. Each of these elements is presented below along with the organization's key strategic goal and key strategic priority areas (KSPAs) for 2006-2010.



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.

Complementary clarifying statement of the mission for external audiences

FFA students are served by a fully integrated educational program of classroom instruction, supervised experiential learning and FFA programs and activities focused on the science, business and technology of the agriculture, food, fiber and natural resources industry.



The FFA Vision

The National FFA Organization envisions a future in which

All agricultural education students will discover their passion in life, and build on that insight to chart the course for their education, career and personal future. The National FFA Organization collaborates with teachers, state leaders and others to deliver an integrated program of agricultural education which encourages students to explore opportunities, supports their discovery of natural talents and interests, and offers meaningful activities in which they can apply their skills and talents.

Long-Range Strategic Goal for the National FFA Organization

There is renewed interest in American public education and its preparation of the next generation of citizens and employees for this country. This national priority has led to the development of No Child Left Behind (NCLB) legislation, which is based on four pillars: stronger accountability for results; more freedom for states and communities; proven educational methods; and more choices for parents. While states and schools struggle with the high expectations placed on them by NCLB, agricultural education is positioned to be a strong proponent and effective educational strategy. The combination of high-quality teachers with an integral, contextual teaching and learning model is preparing students to be successful in:

- math, science and reading achievement
- career and technical preparation
- leadership development

Success in this endeavor requires a systems approach that galvanizes all members of the agricultural education community—teachers, administrators, state leaders, university educators and FFA—around the common goal of creating quality educational experiences for all students regardless of race, ethnicity, ability, socioeconomic status, gender or geography. Why?



Because every student deserves an opportunity to pursue a high-quality education combining personal, academic and career development

Because one out of every five Americans will be employed in the critical food, fiber and natural resources industries of agriculture

Because the United States depends on citizens being equipped with the education and life skills necessary to ensure the social, civic and economic well-being of local communities.

The National FFA Organization, recognizing its role as a partner in this effort, proposes that by 2015 there be in operation 10,000 quality agricultural science education programs serving students through an integrated model of classroom/laboratory instruction, experiential learning, and leadership and personal skill development. Further, all students will be members of FFA and have a supervised agricultural experience that supports classroom and laboratory instruction.

Key Strategic Priority Areas

To achieve its long-range goal and accomplish its mission, the National FFA Organization is guided by key strategic priority areas (KSPAs). Sometimes termed critical success factors, the KSPAs help focus board, officer and staff attention on conditions that must exist for the organization to reach its goals. They act as reference points for making major decisions, defining strategic projects allocating resources and setting measurable goals.

1. The success of the National FFA Organization on local, state and national levels depends directly upon the collective success of the overall program of agricultural education. Accordingly, it will work closely with its partners in Team Ag Ed and with all key stakeholders to set goals, define strategies, coordinate resources and support the delivery of programs and initiatives.
2. Agricultural education programs will be administered by qualified teachers who deliver the integrated model of agricultural education. Each program will incorporate classroom/laboratory instruction, supervised experiential learning and activities that develop career, leadership and personal skills.

Preparing for the Process

3. All agricultural education programs will provide the scientific, academic, technical and career skills needed by students interested in pursuing high-demand careers in the agriculture, food and natural resources industries. Students will be prepared for continued post-secondary education and training.
4. Supervised experiential learning will be a critical component of an integrated agricultural education program, promoting technical and personal skill development and high academic achievement. Opportunities for production, entrepreneurship, research and volunteer experiences will be available to students.
5. Leadership, career success and personal growth programs of FFA will be delivered to all students and directly support the overall goals of the agricultural education program. They will not be delivered separately from the integrated model of agricultural education.

A number of critical resources and capacities are needed to fully enable the integrated agricultural education model at all levels:

6. Agricultural education requires a well-funded, world-class delivery system with an abundant supply of agricultural educators, state and national leaders, teacher educators and student organization staff.
7. Agricultural education requires a strong and energized base of community, industry and advocacy supporters for its programs and activities at all levels.
8. Agricultural education programs, students and educators will reflect the diversity of their communities and the diversity of agriculture. Attracting, serving and retaining historically underrepresented populations will be an important growth strategy for all of agricultural education.
9. Agricultural education programs will be based upon valid research of stakeholder objectives, educational methods and program results. All programs will be subject to periodic peer and stakeholder review to surface recommendations for improvement.

Beliefs and Values

The National FFA Organization believes that ...



- Students need an environment and experiences that promote personal growth.
- Discovering personal talents, career interests and building skills leads to growth.
- All students need to be accepted, experience success and be confident in him or herself.
- Teachers educate and provide personal growth opportunities for each student.
- Practical, hands-on experience and activities are effective ways to build skills and character.

Within a supportive community, all students can ...



- Recognize the benefits of their communities and contribute to them.
- Appreciate and embrace individual differences and varied experiences.
- Accept the responsibility for making wise choices about the course of their lives.
- Discover that career work can be inherently valuable and rewarding.
- Strive to achieve worthy, challenging goals.
- Build strong leadership skills.
- Develop positive attitudes and the courage to seek and find meaning in life.
- Integrate their personal, school and career worlds into a meaningful whole.

Agriculture provides a lifetime of positive personal growth experiences ...

- Agriculture careers provide a great base for individuals and benefits for society.

The National FFA Organization values...

- | | | | |
|-------------------------|------------------|---------------|---------------|
| ➤ Personal Growth | ➤ Community | ➤ Achievement | ➤ Agriculture |
| ➤ Self-confidence | ➤ Diversity | ➤ Leadership | |
| ➤ Teaching | ➤ Responsibility | ➤ Optimism | |
| ➤ Experiential learning | ➤ Career success | ➤ Meaning | |

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 the FFA organized?
3. What are some unique features of the FFA?
4. If a sponsor to FFA, as well as 4-H asks you “*What is the difference between the FFA and the 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? What is its purpose and who is on it?
 - f. What is the board of trustees?
 - g. Who is on the FFA Foundation Board of Trustees and how are the members elected?
 - h. What is the relationship of the board of directors and the board of trustees of the 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?

Preparing for the Process

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 may amendments to the national constitution be made?
11. What is the relationship of the National FFA Organization to the United States Department of Education (USDE)? Explain.
12. It is essential that you have a thorough knowledge the following:
 - a. The history of the FFA.
 - b. The purposes of the 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 portfolio of FFA 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 the FFA (including the FFA brand)?
14. How is the 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 Foundation administered?
4. How is the 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 FFA 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 the agricultural education program and the 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

The 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 the 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, SAE and FFA.

Preparing for the Process

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 Supervised Agriculture Experience (SAE) and its role in the local instructional program.
5. The 7 components of the *Local Program Success* model and best practice examples related to each.
6. What are NAAE, NASAE and AAAE? How do 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 (see *A New Era in Agriculture* report from The Council)?
9. What efforts are being done to recruit and retain agriculture teachers?
10. Understanding of current research findings in agricultural education such as:
 - a. Current student enrollment trends in agriculture.
 - b. Supply and demand of agriculture teachers.
 - c. Percentage of agriculture students with SAEs.
 - d. Percentage of agriculture students who are paid FFA members.
 - e. Influence of FFA membership on student performance (see Purdue/Horatio Alger study).

Agriculture Knowledge

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

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 the American agriculture industry.
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 the American agriculture industry.

Knowing Self

As stated at the start of this section, the greatest key in a successful journey of preparing yourself for the national FFA 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 (as well as the remainder of this handbook) have illustrated the end point — what a national FFA 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.” Can you answer all these questions?

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

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

Suggested References List

There is a seemingly countless array of references that a candidate for national FFA 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 they vary in the style used to convey the information.

FFA References

- FFA.org (home of the National FFA Organization): <http://www.ffa.org>
- *FFA New Horizons* (past year): http://www.ffa.org/media/html/med_pub_index.htm
- *FFA Student Handbook* (latest edition)
- *Roberts Rules of Order* (latest edition)
- *Official FFA Manual* (latest edition)
- *The FFA at 50—Golden Anniversary Book* (FFA Supply Service, Item #FFAFIFTY, \$12.00)
- *Blue Jackets Gold Standards Book*

Agricultural Education & SAE References

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

- *FFA Advisors Making a Difference*
- *Journal of Agricultural Education*
- Local Program Success: http://www.ffa.org/ageducators/html/core_ips.htm
- National Association of Agricultural Educators (NAAE): <http://www.naae.org/>
- Purdue/Horatio Alger Study on the “FFA Edge” http://www.ffa.org/media/html/med_algerstudy.htm
- *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.agedhq.org/councilindex.cfm>
- *The Agricultural Education Magazine* <http://www.teamaged.org/magazine.cfm>
- *Teach Agriculture* (by Team Ag Ed): <http://www.naae.org/recruit/home.htm>
- Understanding Agriculture: New Directions for Education Study report—The
- National Academy of Sciences - <http://www.nap.edu/books/0309039363/html/index.html>
- National Education Association - www.nea.org

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 Education (at USDE): <http://www.ed.gov/about/offices/list/ovae/index.html>
- Assoc. for Career & 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.com/>
- Educating About Agriculture: <http://ageducate.org/>
- Farm Facts (by American Farm Bureau): <http://www.fb.org/brochures/farmfacts/>
- Farm Journal's AgWeb.com: <http://www.farmjournal.com/>
- Food and Agricultural Education Information System: <http://faeis.usda.gov>
- Farm Progress: <http://www.farmprogress.com>
- 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/>
- USDA History of Agriculture site: <http://www.usda.gov/history2>

Leadership and Personal Growth References

The following are a partial listing of book that relate to the roles and responsibilities of a national FFA 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 & Barry Z. Posner
- *Now, Discover Your Strengths* by Marcus Buckingham & Donald O. Clifton
- *Presenting with Pizazz* by Sharon Bowman
- *Quantum Teaching* by Bobbi DePorter, Mark Reardon & Sarah Singer-Nourie
- *Soar with Your Strengths* by Donald O. Clifton & Paula Nelson
- *The Brand You 50* by Tom Peters
- *The Leadership Challenge* by James M. Kouzes & Barry Z. Posner
- *The Art of Leadership* by Max Dupree

Study Ideas

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 mean time here are some ideas to get you started

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 FFA 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 FFA 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 the *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?
19. What should an officer, or member, do when they seen an FFA member wearing the jacket improperly?
20. What are the characteristics of a good FFA officer?
21. What are the characteristics of a good member?
22. Who can be an alumni member and what can they do for FFA?
23. What should you do after receiving a FFA Foundation-sponsored award?

Study Ideas

24. How do chapter members get their advisor to utilize all the opportunities provided by FFA?
25. 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?
26. How does a member qualify for the National FFA Band, Chorus, Talent Show, Courtesy Corps, or other activities at the national FFA convention?
27. What do chapters do that have the most successful chapter banquets?
28. A member has just been defeated in running for state office; what advice would you give him/her?
29. With the number of farms decreasing, where should agricultural education and FFA be offered in our local schools.
30. How would you describe the future of the agriculture industry?
31. How would you describe the future of FFA?
32. Does every student need to have an SAE and why?
33. A freshman student sees no benefit from joining FFA.
34. Why should universities have a Collegiate FFA chapter when there are other agriculture student organizations on campus?
35. What value does middle school agriculture instruction add to the local program?
36. Should home-schooled students be allowed to join FFA?

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 (5 or more)
- Dean of Agriculture at State University
- Teacher Educators in Agricultural Education at State University
- Others at State University
- Veteran, respected agriculture teachers (4-5)
- State Director for Career and Technical Education
- State Department staff
- Retired State Executive Secretaries
- National officer candidate from previous year (your state or other states)
- Nominating Committee member from previous year (your state or other states)

Nominating Committee Study Guide - SAMPLE

The following study guide has been prepared to help the nominating committee in preparing for the task of selecting the new national officers. Use this as a guide and don't be afraid to seek out your own resources or juggle the tasks as needed. You are responsible for being able to confirm that you have completed each of the following items on the checklist when you arrive at convention.

This is provided to give an idea of the training the nominating committee experiences. They are selected approximately seven weeks prior to the convention. This study guide is provided for information purposes only. It is not meant to dictate or even suggest your own preparation strategy.

Week 1

Study Questions:

- What is the role of a national officer?
- What process has been developed to select national officers?

Review Sections 1 and 2 of the National Officer Selection Process Handbook

Think about...

- What is the role of a national FFA officer?*
- What are the various jobs national FFA officers do during the year?*
- Why are the eight competencies important to being an effective national officer?*
- Describe the most effective national officer you've interacted with.*
- Describe the least effective national officer you've interacted with.*
- What traits or characteristics cause those people stand out to you?*
- Think of questions and interview a current national FFA officer on what it is like and what they believe is important to keep in mind*

Review Sections 3, 4 and 5 of the National Officer Selection Process Handbook

Think about...

- Why do we use these eight competencies and the competency builders in the process?*
- Where did they come from? (Appendix A)*
- What makes a successful national officer?*
- What is the application and preparation process like for a candidate?*
- What are candidates expected to know for the process?*
- What will the week at the national FFA convention look like?*
- What are the parts of the selection process?*
- What are the responsibilities of the nom com?*
- Who are the adults that will assist the nominating committee in doing their work?*

Begin Reviewing Candidates Applications

- Weekly Goal - 7 applications

Week 2

Study Questions:

- What is behavioral interviewing?
- What makes up an effective interviewing question?

Read the two articles provided to you

- Sommer, Roger. *Behavioral Interviewing*. SHRM White Paper. January, 1998.
Things to think about...
 - Why is behavioral interviewing important in the selection of qualified candidates?
 - Why is it important that professionals are involved in behavioral interviewing?
- Harvard Business Review. *Interview Questions that Hit the Mark*. Harvard Management Update. 2001.
Things to think about...
 - What are some important characteristics of a quality interview question?
 - Think of an example of a quality interview question.
 - Think of an example of a poor interview question.

Begin to develop questions regarding Candidate Applications

- Questions are due using the template provided before October 10, 2005.
- Questions may be used or refined for use in Round 6

Continue Reviewing Candidates Applications

- Weekly Goal - 7 applications

Week 3

Study Questions

- What are competencies?
- What are the competency builders?
- How do these competencies contribute to people being excellent national officers?
- What are the competencies that we are looking for during the week of convention?
- How would I know one of the desired competencies if I saw it in action?

Read the description of the competencies in Section 1 of the Selection Process Handbook

- As you read about each competency highlight phrases and words that would look if you were searching for that particular skill/knowledge/attribute in another person.
 - i.e., What would you look for to determine if a person is a team player?

Read the Competency Builder Rubrics for Each Competency

- As you read begin to use the rubric provided to evaluate either yourself or someone you know well.
 - What evidence do you need to give someone a rating of 5? What evidence would suggest someone does not have the competency required?

Continue Reviewing Candidates Applications

- Weekly Goal - 7 applications

Continue to develop questions Candidate Applications

Week 4

Study Questions:

- What are the major issues facing the agriculture industry today?
- What are current events that are influencing the agriculture industry?
- What is important for national officers to be able to do with knowledge about the agriculture industry?

Brush up on Agriculture Issues and Current Events

Sources to use...

- Front page of *Wall Street Journal*
- USA Today* (Both print and online)
- State Officer Website - look for agriculture and partners articles and Buzz Words
- USDA Website - <http://www.usda.gov/wps/portal/usdahome>
- FAO Agriculture 21 Website - <http://www.fao.org/ag/>
- NASS Website - <http://www.usda.gov/nass/>
- Backgrounders from Farm Bureau - <http://www.fb.org/issues/backgrd/>

Interview a National FFA Foundation Representative, a Business Representative in your State, or a State Leader Using the Following Questions:

- What should national officers be able to do with knowledge about agriculture?
- What knowledge is important for officers to have regarding agriculture and current events?

Continue Reviewing Candidates Applications

- Weekly Goal - 7 applications

Continue to develop questions regarding Candidate Applications

Week 5

Study Questions

- What are the major issues facing education today?
- What are current events that are influencing agricultural education today?
- What is important for national officers to be able to do with knowledge about education and the national FFA organization?

Brush up on Issues in Education and Agricultural Education

Sources to use...

- No Child Left Behind website - <http://www.ed.gov/nclb/landing.jhtml?src=pb>
- Perkins Reauthorization Website - http://www.acteonline.org/policy/legislative_issues/Perkins_status.cfm
- NAAE - <http://www.naae.org/>
- National Education Assoc. Issues - <http://www.nea.org/topics/index.html>
- State Officer Website Article

Review the FFA Manual and Student Handbook

Look for highlights on...

- FFA History
- Current FFA Programs
- FFA Constitution and Bylaws
- FFA Board of Directors

Review Selected Materials from BLAST Off, NLCSO and the FFA Website

Look for information on...

- Leadership, Roles of a Leader, Leadership Needs at the Local, State and National Levels
- Key Messages regarding the National FFA Organization
- Developing Quality Speeches and Presentations
- Key Messages regarding Education and Agriculture
- Look at www.ffa.org for...
 - Communication Resources - <http://www.ffa.org/media/comm/>
 - *FFA Advisors; Making a Difference* - http://www.ffa.org/media/html/med_pub_index.htm
 - Bright Ideas State FFA Officer Newsletter - http://www.ffa.org/statestaff/so/html/so_archives.htm
 - State Officer Website Articles and Archives - <http://www.ffa.org/statestaff/so/index.htm>
 - UPDATE Newsletter - http://www.ffa.org/media/html/med_pub_index.htm

Continue Reviewing Candidates Applications

Questions for Candidates are DUE Next Week!

Week 6

Think of a two-minute introduction that will help candidates to get to know you better and begin to build rapport with all candidates. - You will use this during the reception on Sunday afternoon.

Review study questions, notes, and materials from the past five weeks. Come to convention with your notes and any study materials used.

Get plenty of rest and arrive to Indianapolis by the designated time before the national FFA convention.

Timelines and Things to Consider as a Candidate

Preplanning to Transition Out of College

To successfully complete their year of service, national FFA 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 FFA convention. During the 3-4 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 the national FFA 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 Convention

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 National FFA Organization website www.ffa.org

August

- National FFA Officer Candidate Application must be completed online (including the three letters of recommendation) on or before August 1.
- Applications will be verified by the national FFA staff with candidates determined upon receipt of the electronic application. Notification of status as a candidate will be provided by August 15.
- Phone or e-mail arrival and departure dates and times to Phyllis McDonald as soon as they are known 317-802-4332 or pmcdonald@ffa.org.

September

- Candidates should receive an e-mail from the national FFA staff that includes additional detailed information for the week at the national FFA convention.
- Candidates can access all resources through the MyFFA login. Use the materials provided and other sources in your state to STUDY!

October

- Arrive at the national FFA convention prior to the start of the selection process at 3:00 p.m. EST

November

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

December

- Candidate scoring results will be mailed to State FFA staff. You will need to meet with your state staff to review the scores.

Section 7:

Evaluation of Process and 2005 Workbook Revisions

2005 Revision of the Selection Process

Based upon comments voiced from the board of directors, national officers, and state leadership organization leadership appointed a task force to review the 2004 national officer selection process. This task force, approved by the board, convened in the fall of 2004 during national convention to review the process as observers. The group identified 12 potential changes to the process and submitted them to the board for consideration.

Task and Objectives

The board of directors reviewed the proposed changes and moved to form a working group to:

Define a comprehensive nominating process for selecting the six best national FFA officers.

Specifically the workgroup was charged with:

- Identifying a validated set of competencies
- Revising the nominating committee selection process
- Revising the national officer selection process

Workgroup Membership

The working group, appointed by the board of directors, consisted of:

- Nancy Trivette, Program Leader, New Jersey (Chair)
- Dr. Stacy Gartin, Professor, West Virginia University
- Buddy Deimler, State Supervisor, Utah
- Dr. Susie Whittington, Professor, The Ohio State University
- Amber Haugland, Past National Officer Representative, North Dakota
- Dan Schroer, Past National Officer Representative, Ohio
- Justin Lowe, Past Nominating Committee Representative, North Carolina
- Robyn Sites, Past National Officer Candidate Representative, Oklahoma
- Dr. Robert Torres, Past Nominating Committee Consultant Representative, Missouri
- John Wilkinson, State Executive Secretary, Georgia
- Scott Stump, State Supervisor, Colorado
- Doug Kueker, National FFA Organization Staff

Evaluation Methods

There were two phases of evaluation activities conducted by the workgroup to reach their final recommendations. The first phase consisted of discovery and learning activities. These activities were oriented toward identifying critical issues and then organizing information related to those critical issues for use throughout the process. The second phase consisted of definition and design of a new selection process. Activities in this phase utilized information from the previous activities to identify solutions for addressing the critical issues with the process.

Learning and Discovery Phase Activities

- Survey of past candidates and nominating committee members 2000-2004 regarding their experience with the process
- Study on essential skills and talents required by national FFA officers to fulfill their responsibilities – conducted by Agribusiness Group Inc.
- Review of literature on current interviewing practices
- Consultation from behavioral interviewing experts
- Analysis of candidate scores on past five years of written and knowledge exams
- Analysis of current process strengths, weaknesses, opportunities, and threats and prioritization of key issues and opportunities

Definition and Design of New Process Activities

- Sub-committees within the workgroup were developed to address highest priority issues and opportunities
- Sub-committees researched the issues related to their topic and formed recommendations for implementation in a new selection process
- Explored multiple options for a new interview round structure based upon competencies
- Conducted focus groups during 2005 National FFA Convention to gather feedback and input from key stakeholders on initial workgroup recommendations and ideas. Focus groups included: state leaders, current national officer candidates, past national FFA officers, and current nominating committee members
- Some recommendations from the workgroup and task force were test piloted during the 2005 selection process without altering the structure of the system. These included: a new approach to training the nominating committee; new content for feedback packets sent to candidates following convention; addition of a tabulation supervisor to oversee score entry, data collection, and reporting; use of electronic technology to score tests taken on site.
- State staff discussion board on www.ffa.org was created and available to share recommendations from the working group and gather feedback during the months of November and December
- A group of stakeholders reviewed and revised the new national officer competencies, competency builders, and indicators. These stakeholders included: teacher educators, past nominating committee member, past adult consultants, and state leaders.

Based upon the evaluation and synthesis activities conducted by the working group the following recommendations for the new selection process were made to the board of directors during the January 2006 meeting. Both the student and adult board of directors unanimously approved the slate of recommendations. Implementation of these recommendations will occur for the 2006 selection process.

Recommendation #1:	Amend board policy (I. Activities, D. National FFA Officers, 01 <i>Election, paragraph d. pg 11</i>) to include, nominating committee members in the group of FFA members who are ineligible to run for a national FFA office
Recommendation #2:	Create a board policy in section I. Activities, D. National FFA Officers, 01, <i>Election</i> , that states, "j. States that have a nominating committee member in the current year will not be eligible to have a nominating committee member for one year."
Recommendation #3:	Create a board procedure in section I. D. 01. that outlines parameters and a procedure to support the National FFA Officers in identifying an abundant and qualified pool of candidates to serve on the Nominating Committee.
Recommendation #4:	Create a FFA officer candidate/ prospective officer candidate website.
Recommendation #5:	Create a job description for the role of National FFA Officer.
Recommendation #6:	Integrate weighted effective officer competencies, identified through validated research, in revised selection process.
Recommendation #7:	Adopt the selection process, outlined by the workgroup, which includes a blend of behavioral and case interviewing techniques.
Recommendation #8:	Clarify the roles of adult consultants in the nominating committee process.
Recommendation #9:	Continue the candidate score summaries packet that candidates received in 2005.
Recommendation #10:	Maximize the consistency of national FFA staff in the nominating committee process.
Recommendation #11:	Continue the use of the training structure implemented during the 2005 selection process.
Recommendation #12:	Provide optional enrichment opportunities for candidates throughout the selection process.
Recommendation #13:	Enact a consistent yearly review and five-year review process (see board policy I. D. 01. i)
Recommendation #14: U	utilize a quality control team from the workgroup during development and implementation of the new process in 2006 to ensure consistency.

For a full report of the 2005 revision please contact Josh Bledsoe, Team Leader for Leadership and Educational Program Delivery, at the National FFA Center in Indianapolis, IN.

Future Revisions of Process

As part of the recommendations from the 2005 working group the national FFA officer selection process will begin a regular cycle of revisions. The revision cycle will mirror the procedures used with other national programs (i.e., awards, career development events, and American degree). It shall be the responsibility of the National FFA Organization National Officer Selection Process Manager to work with the Board Representative to ensure the reviews occur as follows:

Annual review of selection process

- Led by board representative
- Involves adults consultants, FFA staff and student representatives
- Present board report at January meeting

5-Year review of selection process

- Led by current board representative
- Involves past five adult consultant chairs, board rep, and three other stakeholders (national officers, nom com members, and candidates)

Review process at length and utilize data from past five years to make recommendations and revisions

Appendix A: Development of the Effective Officer Competencies

In 2005 Agribusiness Group Inc. (ABG) was contracted to conduct the research needed to answer this question. This research updates a study conducted in 1997.

The research consisted of three steps:

Following the research a working group was appointed to refine and make publishable the competencies reviewed the research conducted by ABG to identify a final set of competencies and determine the most appropriate way to organize the information for publishing. The working group chose to format the competencies into:

Step One: Focus Groups

ABG conducted two focus groups with key constituents including educators, state staff, business and industry leaders, and former FFA members. The first group was done in-person in Indianapolis. The second group was done via telephone, with individuals from across the country. ABG developed a preliminary list of competencies based on the information gathered in the focus groups. In all, 20 individuals from across the nation were involved in this step.

Step Two: Competency Validation

The preliminary list of competencies were validated, via an e-mail questionnaire, with a different set of thirty individuals than those who participated in step one. ABG then developed a final list of competencies.

Step Three: Competency Benchmarking

The final competency list was sent to all participants of steps one and two, as well as a few others (100 individuals in total.) Participants were asked to indicate two ideal levels for each competency. The first ideal level was for a national officer candidate. The second was for a national officer, midway through their national officer year. ABG tabulated the results and developed a report summarizing the findings of all three steps.

Development of the Effective Officer Competencies

Competency Description

Followed by a one sentence description of the behaviors associated with this competency.

Competency Builder(s)

These are statements that further define each competency. Some competencies have two others have seven builders.

Indicators

These are statements of what the competency builder might look like if someone were to be demonstrating it at a high level



Example:

Competency Description - 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.

Competency Builder - Communication 1.1 - Demonstrate non-verbal skills when communicating with others

Indicators - Uses appropriate tone, gives full attention (eye contact), refrains from distracting mannerisms, uses effective and purposeful gestures (hand signals, facial expressions, body language)

Once the working group achieved consensus on the final list of competencies they were sent to a small group of five individuals for review and editing. This group consisted of subject matter experts, state leaders, adult consultants to the nominating committee, and past student nominating committee members. The group was instructed to review the competencies for completeness and consistency. A quality control team from the working group reviewed all suggestions from this small group and incorporated edits.

The previous step resulted in a total of eight competencies each with specific competency builders and indicators.

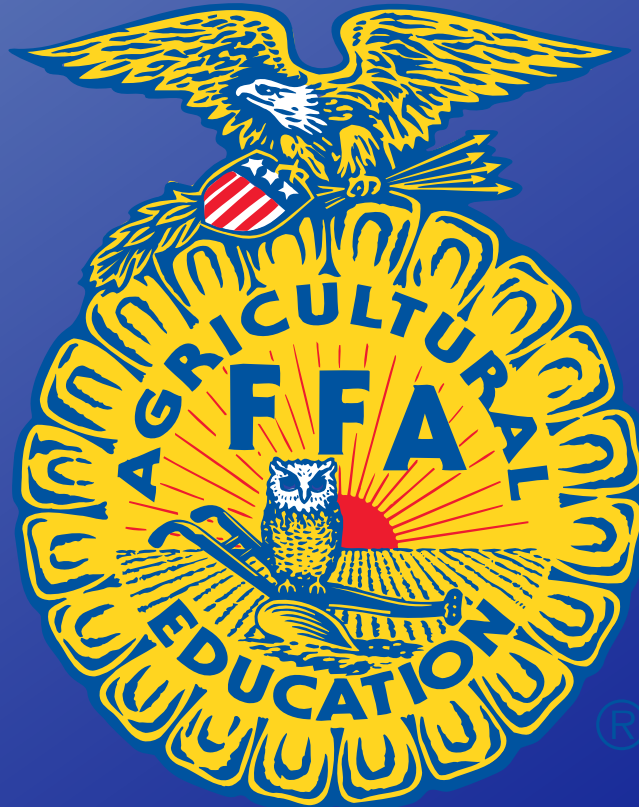
APPENDIX B

National Officer Selection Process Team Player

Competency Builder 2.1

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

Teamwork Skill	1=Strong Evidence Skill is NOT Present	3=Marginal Evidence Skill is Present	5= Very Strong Evidence Skill is Present
Leader and Follower Roles	<p><i>Does not easily transition between the leader and follower role (50% of the time or more).</i></p> <ul style="list-style-type: none"> As a leader, is bossy and controlling, and does little listening to the group. As a follower, does not perform any duties of the assigned team role, and relies heavily on others to do the work. 	<p><i>Sometimes is able to make the transition between the leader and follower role (60-80% of the time).</i></p> <ul style="list-style-type: none"> As a leader, is mostly a good listener but sometimes talks too much. Sometimes loses control of the group. As a follower, completes most of his/her assigned tasks, but sometimes has to be reminded. 	<p><i>Easily transitions between the leader and follower role (95% of the time or more).</i></p> <ul style="list-style-type: none"> As a leader, is an active listener, and considers all members' views. Also manages and organizes the group effectively. As a follower, performs all assigned work, which is relevant and important to the goal.
Influence on Group	<p><i>Appears to have a less than positive influence on the whole group (50% of the time or more).</i></p> <ul style="list-style-type: none"> Negatively communicates with group, interrupts, and argues. Seldom encourages or supports the ideas of others, gets upset if own ideas are not used. Does not utilize group consensus for the decision-making process. 	<p><i>Has a positive influence on most of the group (60-80% of the time).</i></p> <ul style="list-style-type: none"> Usually has positive communication with group, but sometimes interrupts or is negative. Usually encourages others' opinions, but sometimes focuses on own ideas. <p>Usually makes decisions through consensus.</p>	<p><i>Consistently has a positive and influential role in the group (95% of the time or more).</i></p> <ul style="list-style-type: none"> Has positive contact with the entire group, speaks persuasively when appropriate, and never argues. Interacts with, encourages, and supports the ideas with all the members of the group. Makes decisions with the group through the consensus-building process.
Awareness of Personality Styles of Others	<p><i>Shows little tolerance for differing attitudes, personalities, behaviors and learning styles (50% of the time or more).</i></p> <ul style="list-style-type: none"> Language and tone used are expressed as not appreciating others' differences and similarities. 	<p><i>Is, for the most part, respectful of others' differences in attitudes, personalities, behaviors, and learning styles (60-80% of the time).</i></p> <ul style="list-style-type: none"> For the most part, language and tone used conveys an appreciation for others' differences and similarities. 	<p><i>Totally conscious and respectful of differing attitudes, personalities, behaviors, and learning styles (95% of the time or more).</i></p> <ul style="list-style-type: none"> Language is free of bias, and shows a complete appreciation and respect for others' differences and similarities.
Managing Team Dynamics	<p><i>Has difficulty handling team dynamics, and shows little professionalism during team activity (50% of the time or more).</i></p> <ul style="list-style-type: none"> In team conflicts, is either the cause of the conflict, or does little to resolve the problem at hand. Has difficulty accepting others' criticism, opinions, or ideas for improvement. 	<p><i>Usually helps manage team dynamics, and mostly demonstrates professionalism (60-80% of the time).</i></p> <ul style="list-style-type: none"> In team conflicts, for the most part, helps resolve the issues, sometimes either is controlling or doesn't want to get involved. Mostly accepts others' criticisms, opinions, or ideas for improvement, but sometimes expresses defensiveness. 	<p><i>Is capable and committed to handling team dynamics and displays professionalism (95% of the time or above)...</i></p> <ul style="list-style-type: none"> In team conflicts, uses problem-solving and decision-making methods and skills to produce a positive compromise. Values the criticism, opinions, or ideas for improvement from the other members of the group, and makes appropriate decisions based on these ideas.



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.

The Agricultural Education Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities except as expressly provided for in the National FFA Organization Constitution and Bylaws. The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.