

Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating the ability to solve problems by considering others' points of view when seeking solutions, considering multiple factors and their impact when addressing a problem, eagerly and promptly solving problems, and having a willingness to ask for others' assistance when needed.

INDICATORS	1=STRONG EVIDENCE SKILL IS NOT PRESENT	3=MODERATE EVIDENCE SKILL IS PRESENT	5= VERY STRONG EVIDENCE SKILL IS PRESENT
A. CONSIDERS OTHERS' POINTS OF VIEW WHEN SEEKING SOLUTIONS	<p><i>Has difficulty considering others' points of view when seeking solutions.</i></p> <ul style="list-style-type: none"> Rarely wants input from other people when trying to solve a problem. While listening, seems to not consider others' ideas, but ready to solve on their own. 	<p><i>Usually considering others' points of view when seeking solutions.</i></p> <ul style="list-style-type: none"> Listens and accepts others' point of view on problems, occasionally focuses on solving problem alone. 	<p><i>Always considers others' points of view when seeking solutions.</i></p> <ul style="list-style-type: none"> Takes great measure to understand and validate others' opinions and ideas, and appropriately involves others in seeking a solution.
B. CONSIDERS MULTIPLE FACTORS AND THEIR IMPACT WHEN ADDRESSING A PROBLEM	<p><i>Has trouble considering multiple factors and their impact when addressing a problem.</i></p> <ul style="list-style-type: none"> Applies a narrowly focused, one-point-of-view only approach to problem-solving. 	<p><i>Usually considers multiple factors and their impact when addressing a problem.</i></p> <ul style="list-style-type: none"> Demonstrates a general understanding of the overall impact of decisions made and is able to explain when asked. 	<p><i>Always considers multiple factors and their impact when addressing a problem.</i></p> <ul style="list-style-type: none"> Clearly understands how decisions made impact multiple areas and voluntarily uses those examples in FFA activities.
C. EAGERLY AND PROMPTLY SOLVES PROBLEMS	<p><i>Has difficulty eagerly and promptly recognizing and solving problems.</i></p> <ul style="list-style-type: none"> Does not try to solve problems or help others solve problems. Lets others do the work. 	<p><i>Eagerly and promptly recognizes and solves problems.</i></p> <ul style="list-style-type: none"> Does not suggest or refine solutions, but is willing to try out solutions suggested by others. 	<p><i>Is outstanding at eagerly and promptly recognizing and solving problems.</i></p> <ul style="list-style-type: none"> Actively looks for and suggests solutions to problems. Works closely with others to gain their input into problem resolution.
D. WILLING TO ASK FOR OTHERS' ASSISTANCE WHEN NEEDED	<p><i>Sometimes shows a willingness to ask for others' assistance when problem-solving.</i></p> <ul style="list-style-type: none"> Occasionally asks others for assistance when resolving a problem. 	<p><i>Typically has a willingness to ask for others' assistance when needed.</i></p> <ul style="list-style-type: none"> Usually asks assistance from others when resolving a problem. 	<p><i>Always has a willingness to ask for others' assistance when needed.</i></p> <ul style="list-style-type: none"> Always asks assistance from others when resolving a problem.

Reflective Questions for the Interviewer to Consider when Evaluating:

- 1) Does this candidate consider others' points of view when seeking solutions?
- 2) Does this candidate think about how decisions they make impact multiple areas?
- 3) Does this individual demonstrate the ability to address and handle problem areas?
- 4) Does this person ask for assistance from others when needed?

Reflective Questions for the Interviewee to Consider when Preparing:

- 1) How do you involve others when seeking problem-solving?
- 2) Could you give an example of a difficult problem you have solved in the past?
- 3) How could decisions made by a National Officer impact FFA at a national level?



Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating the ability to think critically and conduct research by actively seeking information on agricultural and educational issues, evaluating sources of information for credibility and utility, and taking time to consider all options.

INDICATORS	1=STRONG EVIDENCE SKILL IS NOT PRESENT	3=MODERATE EVIDENCE SKILL IS PRESENT	5= VERY STRONG EVIDENCE SKILL IS PRESENT
A. ACTIVELY SEEKS INFORMATION ON AGRICULTURE AND EDUCATIONAL ISSUES	<p><i>Has difficulty seeking information on agricultural and educational issues.</i></p> <ul style="list-style-type: none"> • Researches topical areas, but requires considerable help incorporating concepts into activity. • Is unable to independently locate or quotes resources which supports viewpoints more than 50% of the time. • Researched information lacks the connection to support agriculture or educationally-related concepts. 	<p><i>Usually seeks information actively on agricultural and educational issues.</i></p> <ul style="list-style-type: none"> • Researches topical areas, and is mostly able to organize and incorporate concepts into activity. • Usually is able to independently locate and quotes resources which supports viewpoints (60-80% of the time). • Researched information usually connects and supports appropriate agriculture or educationally-related concepts. 	<p><i>Actively seeks information on agricultural and educational issues.</i></p> <ul style="list-style-type: none"> • Independently researches, organizes, and incorporates concepts into activity. • Always locates and quotes resources which are supportive of viewpoints (95-100% of the time). • Researched information always connects with and supports appropriate agriculture or educationally related concepts.
B. EVALUATES SOURCES OF INFORMATION FOR CREDITABILITY AND UTILITY	<p><i>Has difficulty evaluating sources of information for creditability and utility.</i></p> <ul style="list-style-type: none"> • Uses researched information effectively, but is unable to state how the information was validated. • Frequently uses sources and quotes without validating information. 	<p><i>Does a good job evaluating sources of information for creditability and utility.</i></p> <ul style="list-style-type: none"> • Uses researched information effectively, but sometimes lacks a validation of the information. • Uses sources and quotes which have been validated through at least one other method most of the time. 	<p><i>Always evaluates sources of information for creditability and utility.</i></p> <ul style="list-style-type: none"> • Always uses validated research effectively. • Always validates sources and quotes used.
C. TAKES TIME TO CONSIDER ALL OPTIONS	<p><i>Doesn't take time to consider all options.</i></p> <ul style="list-style-type: none"> • Does not suggest or refine solutions, and seems unwilling to try out solutions suggested by others. 	<p><i>Usually takes time to consider all options.</i></p> <ul style="list-style-type: none"> • Refines suggested solutions from others, but does not actively seek input. 	<p><i>Always taking time to consider all options.</i></p> <ul style="list-style-type: none"> • Actively solicits suggested solutions to problems from others and works to implement suggestions.

Reflective Questions for the Interviewer to Consider when Evaluating:

- 1) Does this candidate demonstrate an informed knowledge-level when conversing with others?
- 2) Has this candidate included and/or cited credible sources in the activities?
- 3) Does this candidate actively seek others' input, often implementing these suggestions into activities?

Reflective Questions for the Interviewee to Consider when Preparing:

- 1) What is the most difficult decision you have made in the past?
- 2) Why do you feel research is important?
- 3) What role do you think research plays in the future of FFA?

