



North Carolina FFA Association



State Officer Selection Process Handbook

Revised July 2020

Introduction

Each year the North Carolina FFA Association selects six student members to represent the association as a state FFA officer. Throughout the year, this group has a variety of responsibilities.

They are elected officials expected to represent the student membership during the board of directors meetings. They are teachers of leadership and teamwork to regional FFA officers and chapter members. They are motivational speakers who will inspire members and non-members to heights they did not think they could achieve. They are communicators and public relations specialists on behalf of the North Carolina FFA Association building positive relationships across the state and across our nation. They are teammates to the other five state FFA officers and to the staff of the North Carolina FFA Association. They are learners, eager to absorb and grow to the fullest extent possible to fulfill their responsibilities.

Selecting the six best members that will serve in this capacity is a challenging task for the nominating committee. To facilitate this committee's success in accomplishing the goal, a process exists – the state FFA officer selection process. This handbook details that process. All of the information is valuable and we encourage current candidates, advisors and prospective candidates to give this document careful consideration.

A Day in the Life of a State FFA Officer

Congratulations on your decision to run for North Carolina FFA State Office. This decision took hours of thoughtful consideration. Although you do not necessarily need a title or position to influence others, hopefully you will use your position on this team as a platform to reach and impact the people around you - including your family, friends, teachers and most certainly FFA members. Most people cannot say that they have over 20,000 people that look to them for guidance and leadership on a daily basis. As a state FFA officer, this is exactly what you have been selected to do. You are expected to be a positive role model every day to more than 20,000 North Carolina FFA members by encouraging them to be their best. Doing so effectively will require a great deal of work and leadership on your part.

Though serving as an officer can be one of the most rewarding experiences that you can have, it does not all occur in the spotlight. There are many tasks that must be accomplished behind the scenes that you may not know; however, they will allow your year to run much more smoothly. Those activities include state officer meetings, planning workshops, working at the state office, practicing your skills, as well as a variety of other tasks.

When you are elected to state FFA office, your time becomes a precious commodity. Once you understand this and learn to manage your time effectively, your officer experience will be much more rewarding. You will have many things that require your time and full attention including your school work and assignments, attending classes, participation in FFA activities and visits, other extracurricular activities, time with family and friends, and managing your free time. If you would rather live the life of a college student by following your own schedule, then state office may not be a good fit for you. Although your year of service can be exciting and rewarding, it will also be busy and stressful at times. You must utilize self-management and time management skills to accomplish all of your objectives.

Though you serve the members of North Carolina, first and foremost, you are a student. Remember, you are a leader and role model for other students and you can begin building that foundation by being an exceptional student. This requires you to maintain exceptional grades and remain in good standing with your academic institution. You should attend your classes regularly and complete assignments in a timely manner. You will also be asked to provide a class schedule to the State FFA Coordinator so that chapter visits may be planned appropriately.

State FFA Officers are ambassadors of the association. Therefore, you are expected to uphold the highest ethics and morals and have a foundation built on solid character. This includes presenting yourself in a professional manner, showing respect and compassion towards all people, following the FFA code of ethics, and remaining committed to the position, the association, the organization, and its members during your entire year of service. You will sign a contract with the association that will outline all of the expectations of the office. You are required to uphold that contract. Strong character includes your willingness to grow through your service. You should develop into an exceptional public speaker and communicator. You should build positive relationships with members, advisors and partners. You should arrive at all events on time and be prepared to represent the association.

Though you might not know everyone that speaks or contacts you, students, teachers, community members and others will always identify you as a state officer. Therefore, wherever you are, wearing the blue jacket or not, you should always remember that you are still a representative of the FFA and your character should reflect that.

Even though you will be wearing the blue jacket many times this year, your effectiveness may very well be determined by what you do when you are not wearing the jacket. Remember, whether you are in a classroom studying chemistry or in classroom presenting a workshop, eating in a restaurant, attending a sporting event, or alone, FFA members are looking to you. A day in the life of a state officer is busy and exciting, but does require much of you. Consider these factors during your preparation to ensure that you can meet the full expectations of the position. We wish you the best in a most rewarding and exciting journey. We hope that you are up to the challenge – the FFA needs you!

State Officer Roles and Responsibilities

Job Summary

The State FFA Officer, under the direction of the North Carolina FFA State Advisor, is responsible for serving and representing more than 20,000 FFA members throughout the state of North Carolina. Officers represent the image and direction of the North Carolina FFA Association to teachers, state staff, teacher educators, agriculture industry executives, government leaders, the media, and the general public.

The six state FFA officers will report directly to the State FFA Coordinator on the Agricultural Education State Staff at North Carolina State University. The officer is responsible for working as a team player with both agricultural education staff and five other team members in activities dedicated to advancing the mission of North Carolina Agricultural Education and the North Carolina FFA Association.

The position is an elected position provided for by the North Carolina FFA Association Constitution and Bylaws. If selected for the position, officers will hold the position for one year – from state convention to the following state convention. Throughout this time, officers have 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 in a large groups, small groups, and in one-on-one conversations. In addition to spoken presentations, officers will also author several written articles throughout the year.

Officers also play the role of relationship builder with 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 North Carolina FFA Association and the North Carolina FFA Foundation, to share key messages regarding the association, 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 workshops for students on topics related to premier leadership, personal growth, and career success.

State officers also serve as student members of the North Carolina FFA Board of Directors. In this role they are responsible for representing the student voice in 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. The officers' work setting will normally be their personal home, college dorm, or the state FFA office. Officers will be provided with the technology and materials deemed necessary to carry out their responsibilities effectively.

Job Qualifications and Eligibility

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

Membership: State officers must be an active FFA member during their year of service.

Age: Candidates must have graduated from high school (*Board action July 2009*).

**Only candidates who are able to serve may participate in the selection process*

Essential Functions of a State FFA Officer

1. Participate in training, orientation, continual self-improvement and evaluation of activities as directed by the state staff.
2. Serve as a member of the Board of Directors at all meetings as required by the State FFA Advisor and/or the State FFA Coordinator.
3. Attend and participate in state-level and national-level trainings with the state officer team.
4. Participate in making visits to business and industry as directed by the state staff.
5. Represent the North Carolina FFA Association at other local, state and national activities as directed and scheduled by the state staff.
6. Participate in planning and conducting state leadership conferences.
7. Plan and conduct chapter visits throughout the state and present workshops, meet local teachers and administrators, give speeches and perform other duties as necessary.
8. Author and co-author journal entries and articles for print and online publications hosted by the North Carolina FFA Association and other partners.
9. Participate and serve as an official delegate in the delegate process and attend the National FFA Convention.

10. Attend chapter banquets and present keynote addresses as deemed necessary by the chapter advisor and state staff.
11. Plan and conduct the state FFA convention with assistance from the State FFA Advisor and State FFA Coordinator.
12. Plan, prepare, read, study, listen, review, and practice to continue improving public speaking and teaching skills.
13. Stay current on agriculture, agribusiness, and agricultural education facts and issues.
14. Develop positive relationships with FFA members, advisors, staff, sponsors, and the general public.
15. Maintain a positive attitude and enjoy your year of service with members, advisors, and state staff.

Additional Responsibilities of a State FFA Officer

1. Prepare and submit expense vouchers to the State FFA Coordinator to receive reimbursements for FFA-related expenses.
2. Keep current with all correspondence. Examples of required correspondence include, but are not limited to, thank you letters for business and industry visits and chapter visits, replies to member emails, correspondence with state staff, and other event planners at the local, regional, and state levels.
3. Adhere to the State FFA Officer Contract at all times.
4. Perform other duties as instructed by the State FFA Advisor and/or the State FFA Coordinator.

Officer Experience At-A-Glance

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

State Officer Orientation	June	1 day
Base Camp Training	June	3 days
Check Point Training	July	5 days
State Leadership Conference	August	1 week
Summer Teachers' Conference	July	4 days
National FFA Summit	July	1 week
State Board of Directors Meeting	July/February	3 days
Regional Officer Training	July/August	3 days
Regional Leadership Conferences	September	4 days
Delegate Training	October	1 day
National FFA Convention	October	1 week
FFA Week	February	1 week
Chapter Visits	August – May	3 weeks
Career Development Events	September – April	10 days
Agribusiness Tour	September - March	5 days
MEGA Conference	March	1 week
State Officer Meetings and Trainings	July – June	3 weeks
Office Work	August – June	2 hrs/week
Regional In-service Meetings	March – April	3 days
Regional Rallies	April – May	1 week
Chapter Banquets	April – May	10 days
Convention Preparation	June	3 weeks
State Convention	June	1 week
Other Events	July – June	1 week

Being an officer involves a commitment to things not listed here as well. For example, when officers are at home they are expected to be professional by checking and replying to e-mail, calling contacts, maintaining finances, and maintaining 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 association.

State Officer Competencies

What does it take to perform this job effectively? The FFA has identified five competencies required for fulfilling the job description of a state officer.

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

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

Competency #1 – Communication

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

Competency #2 – Team Player

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

Competency #3 – Areas of Knowledge

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

Competency #4 – Character

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

Competency #5 – Influence

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

State Officer Selection Process

Constitutional Provisions

The North Carolina FFA Constitution outlines specific features of the state officer selection process.

ARTICLE VIII. STATE AND CHAPTER OFFICERS

Section A.

The elected officers of the State Association shall consist of a President and five (5) vice presidents. Each vice president shall be in charge of one of the following stations: Vice President, Secretary, Treasurer, Reporter, Sentinel. Each of the officers will be elected at large.

Section B.

A nominating committee shall be appointed by State FFA Advisor to study the qualifications and interview candidates for State Office and recommend a slate of candidates to the convention delegates for their consideration. State FFA Officers shall serve from one state convention through the next succeeding state convention and shall not be reelected, nor be eligible for election to another state office. In the event a state convention is not held in any given year, the State Board of Directors shall make provisions for the appointment of state officers for the next succeeding year. The State FFA Advisor shall have the power to appoint a qualified member to fill any office that becomes vacant between state conventions.

Section C.

State officers must have the State FFA Degree by the time of their election. They will serve only one year.

The Nominating Committee

The nominating committee shall be composed of 10 members, two of which will be former state FFA officers, four agricultural education teachers/FFA advisors and four active FFA members.

The nominating committee will meet with the candidates two to three weeks prior to the annual state convention to review and evaluate their qualifications. The nominating committee will propose a slate of candidates to the delegate convention body during the final session of the annual state FFA convention.

Student Members on the Nominating Committee

Students wishing to serve on the nominating committee will be required to submit an application to the State FFA Advisor. Under the direction of the State FFA Advisor, the state staff will select the student members of the nominating committee.

Students who apply to serve on the nominating committee should meet the same qualifications as students running for state office except they are not required to have the state degree.

The four students that serve on the nominating committee will represent four different regions. The regional student representation will rotate annually.

No FFA member serving on the state officer selection process after January 1, 2020, will be eligible to run for state FFA office.

Teacher Members on the Nominating Committee

Teachers wishing to serve on the nominating committee will be required to submit an application to the State FFA Advisor. Under the direction of the State FFA Advisor, the state staff will select the teacher members of the nominating committee. The four teachers that serve on the nominating committee will represent four different regions. The regional teacher representation will rotate annually.

Former State FFA Officers on the Nominating Committee

Two former state FFA officers will serve on the nominating committee. Under the direction of the State FFA Advisor, the state staff will select the former state FFA officers to serve on the nominating committee.

All members of the nominating committee will sign a confidentiality statement to maintain the integrity of the committee's work before, during and after the interview process.

Application

State officer candidates will be required to submit an application. The application will consist of the following components.

- Candidate contact information
- Signed State FFA Officer Agreement
- Cover letter that answers the question, "Why do I want to be a state officer?"
- Resume – not to exceed four pages in length
- Three confidential letters of recommendation
 - One letter from the high school agriculture teacher

- One letter from a community member that is not a school system employee/official/administrator
- One letter of the candidate's choice (family members are not allowed to submit a letter of recommendation)
- Official high school transcript
- Official college transcript (if applicable)

State officer candidate applications will be shared with the nominating committee at least two weeks prior to the interview process. This will provide the committee time to review the applications and become familiar with the candidates.

The Selection Process Overall

The selection process is divided into two phases. The first phase will consist of six scores: five rounds and the application. After phase one, the nominating committee will evaluate the anonymous scores of all candidates to determine a natural numerical “break” in scoring. At this point, an advancement to phase two will begin for those who are in the top scoring portion of candidates. Candidates will be provided with an envelope with a letter informing them if they are moving on to phase two in the state officer selection process. The process will conclude for those candidates who are not in the top scoring portion. The second phase will then consist of three more scored rounds.

The Selection Process: Phase One

Written Test

- The test will be 30 minutes in length.
- The test will contain 30 multiple-choice questions that focus on agriculture, FFA and education/agricultural education.

Writing Exercise

- The writing exercise will be 30 minutes in length.
- The writing exercise is focused on a student's ability to convey knowledge and understanding in a meaningful and personal way.
- The exercise will be evaluated and scored by adults independent from the nominating committee.

One-on-One Interview

- This round will consist of ten 5-minute interviews, each with a different member of the nominating committee.
- This round provides an opportunity for individual committee members to develop rapport and get to know the candidates in a one-on-one setting.

- This round also provides an opportunity for evaluation of several targeted competencies through structured questions and follow-up questions.
- For each of the ten interviews, should a candidate finish early, he or she should remain seated; it is encouraged the candidate and the committee member have casual conversation with each other until time is called.

Stand and Deliver

- Each candidate will present a 5-minute speech about a current topic in agriculture, education, agricultural education, or FFA to the nominating committee. The topic and scenario will be emailed to the candidates 24 to 48 hours in advance of the interview.
- The round will be 8 minutes in length. Candidates will be stopped at the end of the 5-minute speech. Following the speech, the committee will ask 2 questions to each candidate. The candidate will have 3 minutes to respond to the questions.

Personal Round I

- In this 5-minute one-on-ten format interview, candidates should make sure that the nominating committee knows who they are.
- The nominating committee will create a personalized question for each candidate directly from their application to assist in their understanding of the candidate.
- In addition, candidates can expect to answer two or three behavioral-based questions posed by the nominating committee to expound on their goals, motivations and/or desire to be a state officer.
- Candidates should be able to share who they are and why they are here as a result of this round.

The Selection Process: Phase Two

Facilitation

- The purpose of this round is to evaluate the candidate's ability to plan and facilitate a 15-minute portion of a student workshop in front of a realistic audience.
- Candidates will be given an overall objective for a workshop. The candidate will then develop and deliver a 15-minute portion of that workshop.
- Candidates should include an experience and an opportunity to process the experience.
- It will be the candidate's responsibility to use the materials provided for them to plan, craft, and implement appropriate methods for engaging the audience and addressing the key points.
- Candidates will complete this activity individually.
- Each candidate will be given 30 minutes to prepare and 15 minutes to facilitate.
- Candidates will be provided with markers, limited poster paper, sticky notes and notecards.

- Candidates will be provided with a sheet of instructions outlining the specific objective for the workshop.
- Candidates will present the workshop to the audience members. The ten members of the nominating committee will observe and score the candidate.
- All committee members will score each candidate.

Stakeholder Discussion Round

- The focus of this round is to evaluate the candidate's demonstration of the agriculture areas of knowledge while carrying on a conversation regarding key issues related to a stakeholder.
- Candidates will complete this activity individually.
- This activity will be 8 minutes in length.
- Stakeholders during this round may include any expert from the broad industries of agriculture or education. An adult who is not a member of the nominating committee will conduct the interview; however, they will not score the candidates.
- The ten members of the nominating committee will observe and score the candidate.

Casual Activity (Not Scored)

- As an opportunity to build rapport, this event will be a game night-type event for all phase two candidates, nominating committee members, adult volunteer assistants, and state staff.
- The event is focused on providing a setting for nominating committee members and candidates to interact outside of the interview room.
- This event will not be scored; however, the committee can use this opportunity to collect evidence on establishing a sense for the candidate behavior outside of the interview room. This evidence will be allowed to be used during the deliberation process.

Personal Round II

- The purpose of this interview is to ask a final set of questions developed by the committee for each candidate, as well as one standard question all candidates will answer.
- Each candidate will have 5 minutes with all 10 members of the nominating committee.
- The attire for the round is business casual.

Expectations for all Rounds

Candidates are expected to report at the scheduled group and interview meeting times. This ensures that all candidates are in place and ready to start on time for each component of the interview process.

The creation of the interview schedule is guided by the time requirements for each round and the number of candidates in the process. The order of the candidate interviews within each round is determined by a random order generator.

Score Reporting

At the completion of the state officer selection process, the state staff will share each candidate's scores with their advisor. The state average and state median of scores will be shared along with the candidate's individual scores for each competency.

Candidate Resources

North Carolina Resources

The following state- specific resources are provided to assist with preparing to serve as a state officer.

Agriculture

North Carolina Department of Agriculture: <http://www.ncagr.gov/>

North Carolina Farm Bureau: <https://www.ncfb.org/>

North Carolina Agricultural Statistics: <http://www.ncagr.gov/stats/>

Education

North Carolina Department of Public Instruction: <https://www.dpi.nc.gov/>

Public School Forum of North Carolina: <https://www.ncforum.org/>

North Carolina Career and Technical Education: <https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education>

North Carolina Association of Career Technical Education:
<https://www.acteonline.org/northcarolina/>

Agricultural Education

North Carolina Agricultural Education/FFA: <https://ncffa.org/>

North Carolina Agricultural Education from NCDPI: <https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education/pathway-sectors#agricultural-education>

North Carolina Ag in the Classroom: <https://www.ncfb.org/ag-in-the-classroom/>

North Carolina Agriculture Teachers Association: <https://ncagteachers.org/>

Additional Resources from National FFA

The National FFA Organization provides an extensive candidate resource and study guide for students preparing to serve as national officers. State officer candidates are encouraged to use this guide as they prepare for their year of service to the North Carolina FFA Association.

Study Topics & Questions

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

FFA Mission, Motto, and Vision

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

FFA Mission: 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.

FFA Motto: Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

FFA Vision: FFA provides the next generation of leaders who will change the world.

Source: <https://www.ffa.org/about/who-we-are/mission-motto/>

FFA Study Topics

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

What is the place of FFA within the program of agricultural education?

Source to Consider: <https://www.ffa.org/agricultural-education/>

What is the history of FFA?

Source to Consider: <http://www.ulib.iupui.edu/special/ffa>
<https://www.ffa.org/ffa-history/>

What are the roles and responsibilities of a National FFA Officer?

Source to Consider: <https://ffa.box.com/s/9t5rgwrk78rfsqbo7fjouewlqsowalq> (National Officer Job Description)

Relative to the administration of FFA, consider the following:

- What role and purpose do National FFA Officers play in the governance of FFA?
- What role and purpose do the Board of Directors play in the governance of FFA?
- What role and purpose do the Board of Trustees play in the governance of the National FFA Foundation?
- How are the members from each of these boards elected?
- What is the relationship between the Board of Directors and the Board of Trustees?
- Who serves on each of these boards?

Source to Consider: <https://www.ffa.org/our-leadership/>

It is highly recommended that you have a strong understanding of the following:

- The purpose and development of a Program of Activities. (https://www.ffa.org/resource_tag/poa/)
- National FFA Leadership Programs (www.FFA.org), visit pages for:
 - 212/360
 - State Officer Leadership Continuum
 - ILSSO
 - Washington Leadership Conference
 - New Century Farmer
- Living to Serve (<https://www.ffa.org/livingtoserve/>)
- Advocacy & Literacy (<https://www.ffa.org/ag-literacy-and-advocacy/>)
- Local Engagement (<https://www.ffa.org/localengagement/>)
- Supervised Agricultural Experiences (<https://thecouncil.ffa.org/sae/>)
- FFA Blue 365 (<https://www.ffa.org/blue365/>)
- Parliamentary Procedure (https://www.afsc.noaa.gov/Education/Activities/PDFs/SBSS_Lesson6_roberts_rules_of_order.pdf)
- The FFA Brand and Brand Guidelines (<https://www.ffa.org/media-center/>)
- Funding Sources for National FFA (<https://www.ffa.org/about/>)
- Beyond what is listed above, you should have a strong understanding of programs for students and teachers to further their growth and development in FFA. For more, spend time exploring FFA.org, or consider interviewing a current National FFA Officer or staff member for more information.

What is the FFA Code of Ethics?

Source to Consider: <https://www.ffa.org/about/who-we-are/mission-motto/>

What is the structure and history of the National FFA Alumni & Supporters?

It's a good idea to brush up on the leadership, history, and structure of the FFA Alumni & Supporters. To do this, visit <http://www.ulib.iupui.edu/special/ffa> to gain perspective on the history and <https://www.ffa.org/alumni-and-supporters/> for an idea of what the structure of the FFA Alumni Supporters is today.

Who serves on the National FFA Sponsors' Board?

Source to Consider: <https://ffa.app.box.com/s/mnnve5zmziocw8z5uprizza4dqk9fi>

Consider the following questions regarding the National FFA Foundation:

- What are the purposes of the foundation?
- How is the national foundation administered?
- How is the national foundation financed?
- Regarding the sponsors' board:
 - Who serves on it?
 - How are members elected?
 - What is its function?
- What are the responsibilities of the chairman?
 - Who selects the chairman?
 - When is the chairman selected?
- What has been the trend in contributions?

Source to Consider: Request an interview with a current staff member of the National FFA Foundation.

Questions to Ask Yourself Regarding the National FFA Organization & Foundation

- What are some unique features of FFA?
- How does FFA achieve its mission?
- If a sponsor of FFA asks you "What is the difference between 4-H and FFA", how would you respond?
- What are the essentials of a successful FFA chapter?
- What are good guidelines for planning and conducting a Program of Activities?
- What would you, as a National Officer, do to increase the understanding of the FFA Foundation by local members?
- How would you increase the number of FFA award winners who would take time to write thank you letters to sponsors?
- If you had three minutes to explain the importance of FFA to a corporate President, what would you say?

Agricultural Education Study Topics

The following is a minimum of what a candidate should know and be able to discuss regarding agricultural education.

What is the Smith-Hughes Act and what was its role in establishing agricultural education in public schools?

Source to Consider: <https://www.ffa.org/about/what-is-ffa/ffa-history/1917-smith-hughes-act/>

What are the fundamentals of agricultural education?

Source to Consider: <https://www.pearson.com/us/higher-education/program/PGM203953.html> (Book)

What career pathways exist within agriculture, food, and natural resources education?

Source to Consider: <https://ffa.app.box.com/s/n6ifkamfof0spttqjvhddzolyevpo3qn>

What are the AFNR Career Cluster Content Standards?

Source to Consider: <https://ffa.app.box.com/s/n6ifkamfof0spttqjvhddzolyevpo3qn/file/294160068843>
<https://ffa.app.box.com/s/n6ifkamfof0spttqjvhddzolyevpo3qn/file/294152918014>
<https://ffa.app.box.com/s/n6ifkamfof0spttqjvhddzolyevpo3qn/file/294149331493>

What is The Council for Agricultural Education and what are the professional organizations within it? Who leads these organizations?

Source to Consider: <https://thecouncil.ffa.org/>

What are the strategic priorities of agricultural education?

Sources to Consider: <https://thecouncil.ffa.org/strategicplan/>

What is being done to recruit and retain agriculture teachers?

Source to Consider: <https://www.naae.org/teachag/recruitmentandretention.cfm>

What is the purpose and statistics behind the Curriculum for Agricultural Science Education (CASE)?

Source to Consider: <https://www.case4learning.org/>

Additional Agriculture Education Resources:

ACTE: <https://www.acteonline.org/about/structure/divisions/agricultural-education-division/>

AgExplorer: <https://www.agexplorer.com/focus/agricultural-education>

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

The Agricultural Education Magazine: <https://www.naae.org/profdevelopment/magazine/>

NAAE Communities of Practice: <https://communities.naae.org/welcome>

Monday Morning Monitor: <https://communities.naae.org/blogs/mmm>

Sign up for the U.S. Ag Ed List Serv: <https://www.naae.org/resources/listserv.cfm>

North American Colleges & Teachers of Agriculture (NACTA): <https://www.nactateachers.org/index.php/current-issues>

The National Center for Agricultural Literacy: <https://aqliteracy.org/>

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

Office of Vocational and Adult Educ. (at USDE): <http://www.ed.gov/about/offices/list/ovae/index.html>

Assoc. for Career and Technical Education: <http://www.acteonline.org>

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

Scholarly Articles:

- Connors, J. & Velez, J. (2008). The contributions of E.M. Tiffany and the FFA Creed to leadership development within FFA. *Journal of Agricultural Education*, 49(2), 98-107. doi:10.5032/jae.2008.02098
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- Martin, J. & Kitchel, T. (2013). Agrarianism: An ideology of the National FFA Organization. *Journal of Agricultural Education*, 54(3), 28-40. doi:10.5032/jae.2013.03028
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Questions to Ask Yourself about Agricultural Education

- What is the impact of agricultural education on a student's life?
- How has agricultural education evolved over time?
- What is the role of advisory committees, other school administration, FFA alumni members and sponsors in the local program?
- What are the biggest issues facing agricultural education today?
- How does agriculture education drive the mission of FFA?

Agricultural Study Topics

What are some basic facts regarding agriculture?

Source to Consider: <https://www.fb.org/newsroom/fast-facts>

What are the major components of the current farm bill?

Source to Consider: <https://www.farmaid.org/our-work/farm-bill/>

What are the major issues facing agriculture?

Source to Consider: American Farm Bureau: <https://www.fb.org/issues>

Farm Journal's AgWeb.com: <http://www.agweb.com/farmjournal/>

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

United States Dept. of Agriculture (USDA): <http://www.usda.gov/>

Using the sources provided above and your own research, enable yourself to answer these questions:

- What is the influence of global agriculture trade on U.S. agriculture?
- What is the impact of production agriculture on the environment? (Conservation, nutrient management, pesticides, etc.)
- What is the influence of biotechnology on food production and processing?
- What are the emerging trends in production agriculture practices (no till and minimum till, organic farming, sustainable agriculture including rotational grazing, etc.)?
- What are the current trends and issues in food processing and food safety (value added such as meal kits, unique packaging, irradiation of meat, etc.)?
- What are the trends in the major food and fiber commodities produced in the United States?
- Who are the top leaders in American agriculture?

Additional Agriculture Resources :

The Advocacy Model: <https://www.ffa.org/ag-literacy-and-advocacy/>

NAFTA: <https://ffa.app.box.com/s/wpu2jn50ene3s44viqwlyo5g4vunwb7d/file/315294101887>

Global Agriculture (Forbes): <https://www.forbes.com/global-agriculture/>

The World Bank: <https://www.worldbank.org/en/topic/agriculture/overview>

Production Practices (NAL): <https://www.nal.usda.gov/afsic/production-practices-0>

National Geographic – Sustainable Agriculture: <https://www.nationalgeographic.com/environment/habitats/sustainable-agriculture/>

The Pillars for Agriculture Literacy: <https://www.agfoundation.org/pillars>

Urban Agriculture: <https://www.nal.usda.gov/afsic/urban-agriculture>

Subscription News Resources:

The Progressive Farmer: <https://www.dtnpf.com/agriculture/web/ag/home>

Agri-Pulse: <https://www.agri-pulse.com/>

Successful Farming: <https://www.agriculture.com/news>

Agri-News: <http://www.agrinews-pubs.com/>

Questions to Ask Yourself about Agriculture

- How would you describe sustainable farming practices?
- How would you explain “non-traditional” agriculture, and what are some examples of non-traditional practices?
- What are **all** sides of the arguments on GMO's? Animal welfare? Organic vs. Conventional farming?
- Beyond what has been provided, what are other examples of hot button topics those in agriculture should be adequately educated and prepared to discuss with those who are not?
- As a national officer, how would you advocate for agriculture?

Knowing Yourself

Having the knowledge of the facts, statistics, and issues facing FFA, agricultural education and agriculture are just one step in the process to being a well-prepared candidate. This knowledge will only take you so far, but a major key to your success is knowing yourself. As stated at the start of this section, the greatest key in a successful journey of preparing yourself for the national officer selection process is the knowing the beginning and the end points. While this is not a specific “area of knowledge” outlined in the competencies it is implicit in almost all of the other five competency areas. The previous parts of this section have tried to illustrate the end point — what a national officer needs to know and do to be successful. The beginning point is for you to determine. While many feel they know who they are, it doesn't hurt to get a second opinion.

QUESTIONS TO ASK YOURSELF

- Who am I?
- What is the first impression I make when I meet someone?
- What are my greatest strengths?
- What are my greatest weaknesses?
- What do I believe?
- How do I convey my beliefs without excluding or offending others with beliefs different from mine?
- Do I have the ability to influence people through written communication? If not, how can I improve on this?
- Do I have balance in my life?
- How are my speaking skills? Am I relatable? Do I make people want to listen?
- Can I listen to and understand points made by another speaker?
- Am I able to present a point I'm making persuasively?
- Am I able to effectively communicate my knowledge, skills, and experiences relating to what I am being evaluated on? How can I improve on this?
- How do I do with media interviews? How can I improve in this area?
- What do I bring to a team?
- What can I take away from a team if I mismanage my weaknesses?
- How do I do with criticism? Do I have a growth mindset?
- Do I work better with students or adults?
- What are my strengths with behavioral interviewing? Weaknesses?
- Why do I want to be a national officer?
- What do I think will be the BEST part about being a national officer?
- What do I think will be the most challenging part about being a national officer?
- Why am I capable of being a national officer?
- How do I show these things to those around me and the nominating committee?
- What if I don't get elected?
- What if I do?

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

RESOURCES FOR KNOWING YOURSELF

CliftonStrengths: <https://www.strengthsquest.com/home.aspx>

Developing a Growth Mindset with Carol Dweck: <https://www.youtube.com/watch?v=hiiEeMN7vbQ>

Grit: The Power of Passion and Perseverance:

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en

The RHETI Assessment: <https://www.enneagraminstitute.com/>

The MBTI Instrument: <https://www.myersbriggs.org/my-mbti-personality-type/take-the-mbti-instrument/home.htm?bhcp=1>

Color Code Personality Science: <https://www.colorcode.com/>

TED Talks Playlist: Understanding Yourself: https://www.ted.com/playlists/354/who_are_you

Start With Why: <https://startwithwhy.com/find-your-why/>

How Great Leaders Inspire Action (The Golden Circle):

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

Emotional Intelligence 2.0: <https://www.barnesandnoble.com/w/emotional-intelligence-20-travis-bradberry/1101000937#/>

Role-Playing Questions

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

- How can chapter officers develop more enthusiasm and interest among fellow chapter members?
- Where and how should beginning members start their participation in FFA?
- How can a member develop self-confidence?
- How can membership be increased in a chapter?
- Our chapter is located in an urban area. What can be done about SAE programs and equal opportunities for attaining awards?
- 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?
- What advice would you give a Greenhand who wants to become a national officer?
- What activities do national officers participate in during their term of office?
- Why should a member continue in FFA after graduation from high school?
- How can a member become a good state officer candidate?
- How did you get your start in FFA and eventually become a national officer candidate?
- Explain your SAE program and how you began it. How does your SAE relate to your future career goals?
- What are chapters doing for fund raising activities?
- How is FFA financed (national and state level)?
- How is FFA New Horizons magazine and supply service managed?
- How have you benefited from serving the organization as an officer?
- 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?
- What are the characteristics of a good FFA officer? A good member?
- Who can be an alumni member and what can they do for FFA?
- What should you do after receiving an FFA foundation-sponsored award?
- How do chapter members get their advisor to utilize all the opportunities provided by FFA?
- Our FFA advisor does not want to do or go to any FFA activities. What can we do to get them to do more?
- How does a member qualify for the National FFA Band, Chorus and Talent; Courtesy Corps; or other activities at the national convention and expo?
- A member has just been defeated in running for state office; what advice would you give them?
- With the number of farms decreasing, why should agricultural education and FFA be offered in our local schools?
- How would you describe the future of agriculture? Of FFA?
- Does every student need to have an SAE? Why?
- What value does middle school agriculture instruction add to the local program?
- How would you describe the value of being an active FFA member?
- What is your approach in working on a team on a major project?
- How have you implemented feedback in the past?
- What is FFA doing to make American Agriculture stronger?

Reflective Questions for Competencies

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

Competency #1 - Communication

Reflective Questions for the Interviewee to Consider When Preparing:

- How should you best prepare your speeches to make sure you get your points across in a clear and confident manner?
- How will you remind yourself to maintain the appropriate amount of eye contact with the entire audience during a speech?
- Are there any distracting mannerisms that others say you have that you need to try and avoid when delivering speeches?
- What hand gestures can be used to effectively enhance the main points of your speech?
- How do you "connect" with others when in a conversation?
- Why is it important to show attentiveness to others in a conversation?
- What types of mental images (cues) do you give yourself for recalling information and facts when doing a presentation?
- Does writing come easy for you? If not, what environment do you need to be in to thrive?
- Can you describe the steps you take before turning in a written report for a grade?
- How would you describe your writing style?
- Have you made many presentations before large groups? If so, what did you enjoy and like least about doing the presentations?
- How has your education and past experience prepared you to be a National FFA Officer?
- How do you motivate audiences to whom you present?
- In your opinion, what is the most important part of a presentation?
- Can you give an example of how you prepared for a really important speech you had to deliver?
- Have you ever been evaluated by a large group after giving a presentation? If so, how did you rate and why do you think you received that rating from the participants?
- How do you think you should accommodate for the various learning styles of persons with whom you work?
- What should you do to make a learning experience enjoyable for others?
- How should a facilitation outline be organized?

Reflective Questions for the Interviewer to Consider When Evaluating:

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

Communication #2 – Team Player

Reflective Questions for the Interviewee to Consider When Preparing:

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

Reflective Questions for the Interviewer to Consider When Evaluating:

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

Competency #3 – Areas of Knowledge

Reflective Questions for the Interviewee to Consider When Preparing:

- What have you done in the past to help move agriculture forward?
- What kind of agriculture-related journals do you read?
- How do you stay current in issues impacting agriculture?
- How do you think persons can take a more active role in agricultural related leadership?
- How would you explain the food chain to another person asking for clarification?
- What would you say is the primary global trend in agriculture today?
- What is considered to be a career pathway in agriculture?
- What is your decided career pathway?
- Where do you look to gather statistics related to agriculture to support one of your speeches?
- What are some of the current issues facing FFA today?
- How would the impact of decisions made on important FFA issues be different at the local, state and national levels?
- Can you give an example of an important FFA issue, and provide a bit of history as to the issue over time?
- What does the FFA mission really mean?
- Can you describe the organizational structure of FFA?
- What are some of the partner organizations of FFA?
- What is an FFA partner organization?
- How should we help to develop leaders for agriculture?
- How does belonging to FFA help to foster good agriculture leaders for the future?
- How do you stay current in what is going on in American education?
- In your opinion, what is the most significant change in American education over the last five years?
- Can you give an example of an important issue in agricultural education you found while trying to stay current?
- What is the relationship between FFA and the U.S. Department of Education?
- What is the relationship between FFA and Career and Technical Education?
- What is meant by the term federal funding?
- How does federal funding impact the mission of FFA?
- Can you give an example of how a person who serves as a national officer can influence educational issues?
- Can you give an example of how a person who serves as a national officer might help to impact federal funding?

Reflective Questions for the Interviewer to Consider When Evaluating:

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

Competency #4 - Character**Reflective Questions for the Interviewee to Consider When Preparing:**

- When selecting a friend, in your opinion, what would be the most important character traits for the person to possess?
- Could you give an example of when a friend of yours did not take the needed responsibility for his or her actions?
- How do you establish trust with an individual?
- In your own words, how would you describe integrity?
- Why is being reliable important?
- How has your service projects in FFA transcended into other personal service projects beyond FFA?
- Describe the importance of service to others and what it means to you.
- What motivates you to serve others?
- What methods do you use to identify service needs?
- What intrinsic and extrinsic benefits do you and those you serve enjoy? What supporting evidence do you have?
- How can you explain to others the importance of serving others?
- Can you give an example of a friend who does not react well to change?
- How do you adjust to new situations?
- Why do you think it is important for a national officer to be able to react well to change?
- Would you consider yourself an optimist or a pessimist?
- Can you give an example of how you took a negative situation and made it into a positive?
- How do you show to others you are genuinely interested in what they are saying?
- What does the word compassion mean to you?
- How do you show empathy toward others?
- Can you give an example of a time when you needed to make sure you used tact when addressing a problem?
- Could you explain a time when a friend of yours was less than mature?
- Why is it important for a person to adjust their behavior for various audiences?
- How do you handle a person who uses inappropriate or foul language with you?
- Can you give an example of a time when you asked another person's advice on an issue?
- How does it make you feel when another person offers you some constructive feedback on your work?
- How did you learn how to take responsibility for your actions?
- On a scale of 1 to 5 with 1 being not focused at all and 5 being very focused, how would you rate yourself as far as project completion and why?

Reflective Questions for the Interviewer to Consider When Evaluating:

- Does this candidate demonstrate high reliability, integrity and trust?
- Does this individual take responsibility for actions?
- Has this person always honored his or her commitments?
- Does this person show genuine desire to serve others?
- Are details included about this person's service projects and is their leadership explained?
- Are the methods used to identify a service need based on research and analysis?
- Is this person able to convey a positive attitude while explaining the details and challenges of implementing a service project?
- Does this candidate react and transition effortlessly with change?
- Does a new situation seem to impact this candidate?
- Is this candidate always approachable and engaging in conversations?

- Would this person be considered an optimist?
- Is this candidate always pleasant, even in stressful situations?
- Does this person seem to be completely committed to improving the welfare of others?
- Is this person tactful and effective in their communication?
- Does this person seem to be sincere?
- Is this candidate able to adjust behavior and demeanor based on the audience?
- Is the language from this candidate always that desired of a national officer?
- Does this person seek out the advice of others?
- Is this person interested in growing through constructive feedback?
- Does this candidate demonstrate a strong sense of ownership for work completed?
- Is this candidate focused on project completion, doing whatever it takes to get the project done?

Competency #5 - Influence

Reflective Questions for the Interviewee to Consider When Preparing:

- Am I authentic in all situations? How do I portray authenticity?
- What are some situations in my life where I didn't act authentically?
- Think of someone you lost the trust of, what led to that?
- How do you show people that they can trust you?
- What is your technique for motivating others?
- How are you motivated?
- How would you encourage FFA members and partners?
- What is the difference between a regular interaction and a meaningful one?
- How are your listening skills?
- What are some of the effects when listening isn't executed well?
- What, other than FFA, is important to you in your life?
- How do you keep your cup filled?
- What do you do when your batteries have run out?
- Think of a time someone went above and beyond for you, what did they do and what did that mean to you?
- Are you enthusiastic?

Reflective Questions for the Interviewer to Consider When Evaluating:

- Does this candidate live authentically?
- Does this candidate make you feel that they are completely trustworthy and someone you'd feel compelled to build a relationship with?
- Does this candidate do an excellent job of motivating others?
- Is this candidate encouraging?
- Do they ensure every interaction matters, regardless of size or length?
- Does this candidate have impeccable listening skills?
- Does this candidate listen to respond or listen for understanding?
- Is this candidate able to articulate passion in things separate from FFA?
- Is this candidate involved in anything outside of FFA?
- Does this candidate have a well-developed system of self-recharging?
- Does this candidate exhibit enthusiasm?
- Does this candidate encourage others around them?
- Does this candidate possess a strong understanding of the reach of their influence?

Additional Resources

While many resources have been provided throughout this guide, consider the following resources in your preparations as well.

Self and Leadership Development Resources & Books

7 Habits of Highly Effective People: <https://www.barnesandnoble.com/w/7-habits-of-highly-effective-people-stephen-r-covey/1100334425#/>

Habitudes: <https://growingleaders.com/habitudes/>

The 5 Levels of Leadership: Proven Steps to Maximize Your Potential: <https://www.barnesandnoble.com/w/5-levels-of-leadership-john-c-maxwell/1100737212#/>

17 Essential Qualities of a Team Player: <https://www.barnesandnoble.com/w/the-17-essential-qualities-of-a-team-player-john-c-maxwell/1007507253>

The Five Dysfunctions of a Team: <https://www.barnesandnoble.com/w/five-dysfunctions-of-a-team-patrick-m-lencioni/1100520484?ean=9780787960759>

21 Indispensable Qualities of a Leader: <https://www.barnesandnoble.com/w/21-indispensable-qualities-of-a-leader-john-c-maxwell/1101998329?ean=9780785289043>

How Full is Your Bucket?: <https://www.barnesandnoble.com/w/how-full-is-your-bucket-tom-rath/1102226501?ean=9781595620033>

Start With Why: <https://www.barnesandnoble.com/w/start-with-why-simon-sinek/1016513563?ean=9781591846444>

Who Moved My Cheese?: <https://www.barnesandnoble.com/w/who-moved-my-cheese-spencer-johnson/1100490904#/>

Tribes: We need you to lead us: <https://www.barnesandnoble.com/w/tribes-seth-godin/1101956589?ean=9781591842330>

Teaching Resources & Books

Kolb's Learning Cycle: http://cei.ust.hk/files/public/simplypsychology_kolb_learning_styles.pdf

70-20-10 Learning Framework: <https://www.ccl.org/articles/leading-effectively-articles/70-20-10-rule/>

Center for Creative Leadership: <https://www.ccl.org/>

Learning Modalities: https://www.iccb.org/iccb/wp-content/pdfs/adulted/tdl_bridge_curriculum/tdl_post-sec_ed/C2_TDL_Post-Sec_Ed_Resources.pdf

Multiple Intelligences: <http://www.institute4learning.com/resources/articles/multiple-intelligences/>

The Processing Pinnacle: <https://www.barnesandnoble.com/w/processing-pinnacle-steve-simpson/1111621443>

Quantum Teaching: <https://www.barnesandnoble.com/w/quantum-teaching-bobbi-deporter/1125543337?ean=9780205286645>

Make It Stick: <https://www.barnesandnoble.com/w/make-it-stick-peter-c-brown/1117254682?ean=9780674729018>

Podcasts

- The John Maxwell Leadership Podcast
- This Is Your Life by Michael Hyatt
- TED Talks Daily
- The Look and Sound of Leadership
- The School of Greatness
- Hidden Brain
- The Art of Charm

People to Interview

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

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

Remember, this guide is just that—a guide. It is designed to give you resources, but don't find it to be the be-all, end-all. What is in here may work for some, and not for others—and there is plenty more out there than what has been captured. Your individual journey as a candidate will be your own and you'll learn as you go the best way you learn, the best way you study, and the best way you prepare. Good luck and we look forward to seeing you in Indianapolis this October!