

Acknowledgements

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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.

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Preface

**Do you want to help your officers
grow in their leadership ability?**

**Do you want to truly make your FFA
chapter student led and student run?**

**Do you want to have a competent,
capable chapter officer team every year?**

**Do you want to be the Advisor of the chapter
and not the person responsible for every
aspect of the chapter's operation?**

Here is an answer for you! **Mpower** is a resource guide for the FFA chapter advisor that wants to be just that – the ADVISOR!

Mpower is a collection of tools designed to **empower** the members in your FFA Chapter to run the chapter and develop their leadership skills in the process. The **power** of any FFA Chapter lies in the hearts of the **Members**. Their passion and pride, their desire to learn and their willingness to work to achieve their goals, create the magic that makes the FFA a respected leadership organization.

Contained in this guide are the resources necessary to

- manage the election process
- help the chapter officers understand their roles and fulfill their responsibilities
- conduct retreats and leadership development activities for chapter officers
- have effective executive committee meetings
- provide training in special areas for officer development and growth
- solve common problems or situations related to chapter officers

Mpower was developed to provide a “one-stop” guide to help your chapter officers be the best they can be – and grow the next generation of leadership for your chapter. It should be used in conjunction with other resources from your state and national FFA organization and materials you have developed for your chapter.

Mpower is a collection of best thinking from several contributors on the chapter, state and national levels. Sharing the best has always been a core philosophy of the FFA organization. When local FFA chapters are providing quality, meaningful leadership development opportunities for the chapter officers, the entire organization enjoys success. Local chapter officers are the foundation of leadership – they influence younger members, progress to serve on the state and national levels and most of all, prepare themselves for leadership in a career in the agricultural industry.

At the start of each **Mpower** chapter, you will find “**Mportant**” sections. These are designed to give you the philosophies the chapter is built around. **Mportant** will give you the “*why*” to go along with the “*what*” and the “*how*” the rest of the chapter contains.



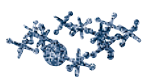
Using this guide

Look for these icons throughout the text of Mpower. The icons are placed to help reference where these key points are integrated into the total program.



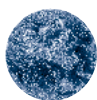
M*power* contains the tools to help you do a better job as advisor of your FFA chapter. As an agriculture education instructor, you play multiple roles. Although your primary responsibility is that of providing the instructional program, you also have the opportunity to touch lives as the advisor of the FFA chapter.

Serving as the advisor can be an overwhelming responsibility. Helping chapter officers be effective is essential to the success of the FFA members and chapter. Keep these points in mind as you use this guide and serve as the FFA chapter advisor.



The Fun Factor

Why do training? Why try to help the chapter officers be their best? Along with the leadership development, you are creating memories. Chapter office is a voluntary and enjoyable experience. Have fun and let the chapter officers have fun as well. Don't forget who you are working with – they are not adult leaders – they are just kids. Keep that in mind and have FUN!



It's Bigger Than Me

Teams are developed, they just don't happen. It's about building relationships. It's a collaborative effort. Chapter officers need a sense of ownership of the team; they all need to be included. A great team works to include everyone. They remember that chapter office is about service. Great chapter officer teams know it's a long range activity. Developing the officers is really developing the chapter. When officers are effective and have fun, more students want to run for office. It becomes a natural transition from member to officer while growing new officers. It's ultimately all about the members – and it's bigger than just me.



Mistakes Happen

Any good developmental process takes time. It's about paying now or paying later. And through the entire process mistakes will happen. Chapter officers need to know that it is OK to make mistakes. It's about being a learning team rather than a knowing team. Mistakes are a learning opportunity. If the chapter officers and members are really in charge of the chapter, mistakes will happen. Chapter officers must risk boldly and follow their personal growth plans.



It's A Balancing Act

Keep your balance – don't get burned out. Don't grow or create FFA monsters. Help the officers learn how to delegate and apply their leadership. Help them find and explore their passion. Help them understand their varied interests. Help them make time for family and other interests. Help the chapter officers apply the leadership skills learned from other organizations while sharing FFA leadership skills.



The Same Page

It's about communication; communication on all levels and in all directions. Great communication keeps everyone involved in the decision making process. It keeps everyone involved in planning; knowing the goals, expectations and deadlines. Don't forget about the importance of systems from written communication to backup communication systems such as officer boxes or officer buddies.

Principles of Chapter Officer Development Success

Leadership development is a process; not an event. It is about continuous learning. Serving as a chapter officer is one step on the way to becoming a leader in the agriculture industry. It is an opportunity to experience and demonstrate servant leadership. As a chapter officer, it's about you so that later it won't be about you - it will be about the next generation of leaders in your chapter.

Not having all the answers is a part of life. Knowing where to get the answers is the hallmark of a successful life. This is particularly true in leadership development. Leadership is learned best by experience - it is a developmental process. Chapter office is a tremendous laboratory for the students to experience leadership and grow in their ability.

The greatest gift is leadership for a lifetime. As the chapter advisor, you must play the role of teacher and coach; providing instruction to the officers to understand the philosophies and principles of effective leadership. You also must coach them through their chapter officer experience. Like the athletic coach, demonstrate the fundamentals and give them advice on their performance. Help them apply their learning throughout their chapter officer year. The leadership lessons they experience will stay with them for a lifetime!

As you provide a learning opportunity for the chapter officers, you are actually growing the chapter for the future.

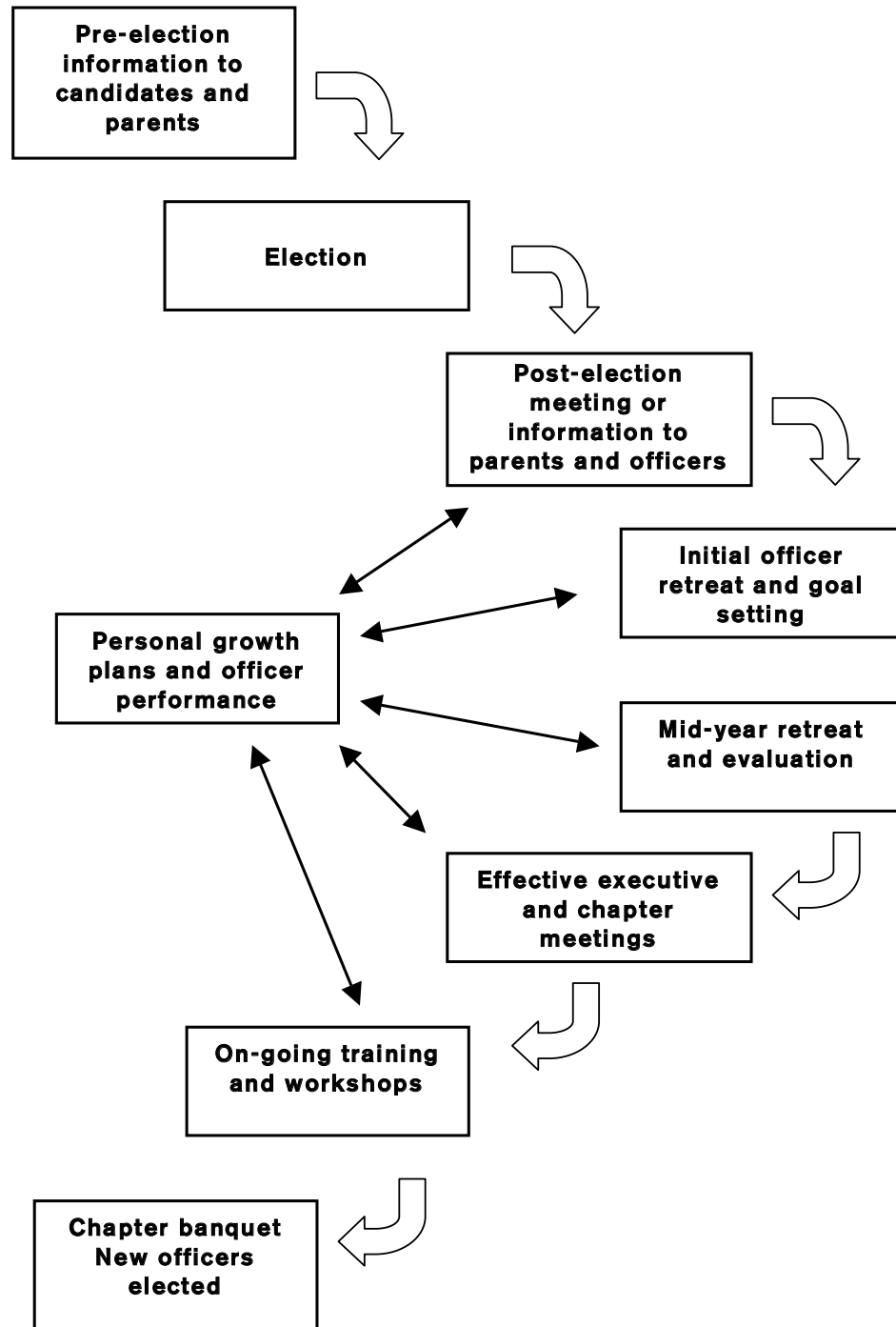
Chapter office is significant. Their chapter office will probably be the highest level of leadership they will experience in the FFA. Only a few students move on to serve as state or national FFA officers. This means chapter office must be the best learning experience possible for all chapter officers. And in the process of growing the chapter officers, the leadership will spread throughout the entire chapter.

Keep the big picture in mind. As a chapter advisor, you must blend the big picture with the immediate need. As you provide a learning opportunity for the chapter officers, you are actually growing the chapter for the future. A solid chapter officer leadership development program will pay dividends for years to come as leadership is passed from team to team. Exceptional chapter officers don't just happen; they are a product of an on-going leadership development program.

Mportant



Chapter Officer Leadership Continuum



Chapter 1

Selection of Leaders

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The FFA Official Manual states that the heart of the organization is at the local level with leadership provided by student officers elected each year and the agriculture teacher who serves as an advisor to guide the chapter. If we believe these statements to be true then the ultimate responsibility of identifying, selecting, and growing the future leaders of the organization is in the hands of the local advisor. The state and national organization will serve as a partner in the process offering guidance and suggestions, but the ultimate responsibility for laying the foundation of leadership is in your hands, the local FFA advisor.

When people outside of agriculture look at FFA they often recognize two things:

1. the ability to prepare future leaders and build upon their strengths; and
2. the ability to prepare students for career development events.

When you break down these two areas and analyze the core of each there is a great deal of similarity: practical application of experiences, model behaviors and environments, and positive feedback and encouragement. The time that is spent in selecting quality student leaders and watching them achieve success in growing the chapter is as rewarding as having a state winning career development team.

We will explore various avenues for the selection of quality chapter leaders. As an advisor, your role is to guide members in electing capable and dedicated officers, just like that of coaching a career development team. You have an added responsibility to orient them to their new duties which will be discussed in later chapters. If done correctly the selection of effective chapter leaders will not only make your job easier, but it will assist in the leadership development of all your members. There will be plenty of opportunities to share responsibilities with the student leaders and provide guidance. Proper selection takes time and energy. The process should be a positive growth

The local officers are the most visible members of your chapter and community, and they need to understand and value the opportunities that are placed before them.

experience for all who apply combined with coaching for continued improvement.

Remember, we are known for “growing” future leaders.

Long gone are the days when chapter leaders are elected by a popularity contest. Today’s youth expect the leaders of their chapter to be service minded, responsible youth

who serve as role models and mentors for the members in addition to directing the chapter activities. Being an FFA officer is a huge commitment and one that carries tremendous responsibility. The election process should give them a feel for the expectations of leadership that the chapter places upon them.

The local officers are the most visible members of your chapter and community. They need to understand and value the opportunities that are



Important

placed before them. As the advisor you will have the opportunity to remain in the background and provide assistance when needed so that your officers can assume responsibility for their chapter.

The election process that your chapter follows must follow what the local constitution designates.

Outlined in local, state, and national constitutions, the officers should include a president, vice president, secretary, treasurer, reporter, and sentinel. Additional officers may be elected to serve other chapter

needs, such as a parliamentarian and historian. The election process that your chapter follows must follow what the local constitution designates. There are opportunities to build into the election process growth experiences that will supplement the constitutional provisions.

Elections should be a significant learning experience in citizenship. Any election procedure should teach democratic processes to the members. The democratic process includes procedures for candidates to announce their intention and to run for a leadership position. Regard for rules and regulations can be a quality dimension of learning.

Tips from the field in regard to Chapter Officer Selection –

1. Each chapter should have a current working constitution on file with the State Association, in the chapter officer handbooks and with your school administration. In polling teachers it is interesting that constitutions are not updated, but they believe that they should be. When a student challenges any process of the chapter, you need to be prepared because the state association office will refer them to the local constitution. These referrals generally occur during the spring when a member is unhappy about the officer selection process.
2. Be very careful how you undertake officer elections. It is suggested that the entire process be detailed in writing, voted on by the chapter and a copy filed in the principal's office.
3. Chapter officer elections usually correspond with the chapter banquet. It is an opportunity for celebration of the efforts of all who desire to serve. This recognition should be done with dignity and honor for those who were and weren't elected.
4. The qualifications of chapter officer candidates include the following items: meet the minimum standards set aside by the National FFA Constitution, unless chapter suspended the rules regarding qualification of candidates. Most chapters believe that candidates must be currently enrolled in agricultural education for a year and then have re-enrolled for the coming year, as well as having a minimum GPA of 2.0. Since these candidates are expected to be leaders in the chapter they should have also been active in the chapter events, along with attending leadership events above the chapter level if there was an opportunity to do so.
5. Expectations of candidates are outlined before the selection process begins – stipulations for attendance at officer meetings, the



officer retreat during the summer, and other activities that are required. In addition, these items are generally included in the code of conduct or officer expectation form that is signed by all parties involved, the student, parent and advisor, prior to running for a leadership position.

6. Generally, the selection of chapter officers is a multi-faceted event – application, interviews and some type of public presentation or speech.
7. Some have begun using a cover letter and resume to strengthen the career development aspect of this leadership opportunity in addition to an application.
8. Chapter officer interview committees are often made up of the following partners of the agricultural education department: school administrators, Alumni members, outgoing senior officers, past district or state officers and agricultural teachers from the area.
9. Most chapters do not allow students to be nominated for positions from the floor as it undermines the formality of the entire selection process.
10. One option for candidate input in the process is for them to write down their “perfect slate” before they come into the interview. This allows the committee to see who the candidates believe would work well as an officer team and what positions for which they would be best suited. Consulting their choices for office has also helped place members in an office they are motivated to carry out with fewer hurt feelings of confidence issues.
11. Teachers responded emphatically with a huge “NO!” to the idea they participated in the interview, slating or balloting process. One suggestion was to have the retiring senior officers count the ballots, then the advisor would monitor them closely. Have the individuals who did the counting sign off on the process for assurance of accuracy.
12. KEEP your ballots in a safe place after counting and also make certain each ballot equals the number of voters present. Then seal the ballots, counters notes, etc. in an envelope that is thrown away after any student involved in the election or any siblings are out of school. They never expect you to have the proof when they come to tell you that you rigged the election. It sure saves on scars if the credibility of the process is challenged.
13. Please note that in a majority of chapters POPULARITY is no longer a part of the process!

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An option to compliment the interviews . . .

The candidates must fill out an application to be considered for an office. Once the advisor has their application, then the chapter point system is completed determining the students total points accumulated during their entire FFA membership. Each student is then ranked according to the points they have earned (upperclass students have an advantage in this area). The chapter also ranks each candidate in the order that they would like to see each serve as a chapter officer.

Take each ranking and add them together. The most qualified candidates would then be the members with the lowest total. The top two candidates will then present in front of the chapter reasons why they should be chapter president. The chapter will then vote to decide which individual will be president and the other will become vice president. The student with the third lowest point total will become secretary; fourth – treasurer; and so on. If any ties arise, they are broken by results of the chapter vote.

IT IS IMPORTANT TO KEEP POINTS RANK AND VOTE RANK SECRET UNTIL THE ENTIRE BALLOT IS FINALIZED. The officers are then announced at the chapter banquet.

The main reason that this is effective is due to the fact that this rewards the active members of the chapter due to the point system counting as 50% of the process. It also reduces the popularity contests that tend to develop from an election and inspires students to become more active in order to increase their point totals.

Most importantly, it keeps the advisor out of the process and diverts angry parents from knocking at your door and complaining about a poor selection committee or how you influenced the committee to pick other students – none of that is associated with this process – it is all right there and they know the process from the first day they enroll in Agricultural Education. Again save each and every ballot, point sheet, and final slate tally sheet in a folder each year called “Year” elections.

Things already known about elections that we need to keep in the back of our minds:

- The process must be clear to all candidates. It must be fair, firm and understood.
- The announcement of election results must be clear and efficient – assuring the personal integrity and welfare of each candidate.
- Glitches can happen during the processes of elections. These can become major problems unless there is immediate quality action.



If this is to truly be a growth process for all students involved, you might consider some of the following opportunities to grow the leadership experiences:

- Have an officer shadowing which starts a month before officer applications are due; interested members are invited to the weekly executive team meetings and are allowed to sit at officer stations during an actual meeting; at this meeting, they assist the officers with reports and other duties.
- One week before interviews, an officer candidate meeting is held and the senior officers provide advice on what to expect during the interview, they also practice some of the rounds of interviews.

The chapter officer selection process is certain to affect every aspect of your agricultural education/FFA program. Carefully seek the member who wants to improve the conditions for his/her members by doing, “What needs to be done, when it needs to be done, whether he/she wants to do it or not, without anybody asking.” When you find this individual you have identified a chapter officer in action; put them in charge, let them take-the-lead. Satisfaction guaranteed!

Pre-selection

Selection of good chapter leaders is essential to the success of any FFA Chapter. As Dr. Bennis stated, translating intentions into reality and sustaining it is the power of leadership. Using it wisely is the responsibility of each chapter officer.

Selection of the right FFA member to the right chapter office is not the result of chance. It starts before the chapter officer elections are even held. It starts with sharing appropriate information with FFA members and their parents.

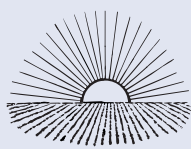
Eliminate any confusion by providing clear information about the duties of chapter office and the expectations of time and responsibility prior to the election process. A letter to parents outlining these expectations is essential to eliminate any misinformation. A sample is enclosed along with a chapter officer handbook. These should give you some ideas as you develop your own materials.

Mportant

... power is the basic energy needed to initiate and sustain action or, to put it another way, the capacity to translate intention into reality and sustain it. Leadership is the wise use of this power: Transformative leadership.

Warren G. Bennis





Chapter Officer Responsibilities

Chapter officers serve a vital function in FFA. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers' goal to lead by example and encourage other members to participate in chapter activities. The success of the chapter each year, in and out, depends on the quality of its leaders.

Clear Expectations

When you have clearly defined roles, each officer in your chapter will be sure to have an understanding of the responsibilities associated with their office. It's a good idea to present these officer descriptions to candidates prior to running and have them sign a form stating they understand what will be expected of them if elected. Additional commitments in regard to special events should also be included in this commitment form – leadership camps and retreats, state and national convention and officer trainings. Once elected, chapter officers will be able to refer to their officer responsibilities for guidance as they plan for the year ahead.

The following are general duties expected of all officers:

- A genuine desire to be a part of a leadership team.
- A willingness to accept responsibility.
- A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
- A commitment to lead by example.
- A knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs.
- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

President: Stationed by the rising sun.

"The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation."

Keeping the delicate balance between leading a chapter and encouraging other officers, members, and interested students to take on leadership responsibilities is the challenge facing the president.

- Preside over meetings according to accepted rules of parliamentary procedure.
- Appoint committees and serve on them as an ex-officio (non-voting) member.
- Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities.
- Represent the chapter in public relations and official functions.

Vice President: Stationed by the plow.

“The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun.”

- Assume all duties of the president if necessary.
- Develop the Program of Activities (POA) and serve as an ex-officio (non-voting) member of the POA committees.
- Coordinate all committee work.
- Work closely with the president and advisor to assess progress toward meeting chapter goals.
- Establish and maintain a chapter resource file.

Secretary: Stationed by the ear of corn.

“I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet.”

- Prepare and post the agenda for each chapter meeting.
- Prepare and present the minutes of each chapter meeting.
- Place all committee reports in the designated area in the FFA chapter books.
- Be responsible for chapter correspondence.
- Maintain member attendance and activity records and issue membership cards.
- Keep the Program of Activities wall chart up-to-date.
- Have on hand for each meeting: Chapter Secretary’s Book including minutes of the previous meeting; copy of the Program of Activities including all standing and special committees; Official FFA Manual and the National FFA Student Handbook; copies of the chapter constitution and bylaws

Treasurer: Stationed at the emblem of Washington.

“I keep a record of receipts and disbursements just as Washington kept his farm accounts-carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent.”

- Receive, record and deposit FFA funds and issue receipts.
- Present monthly treasurer’s reports at chapter meetings.
- Collect dues and special assessments.
- Maintain a neat and accurate FFA Chapter Treasurer book or software.
- Prepare and submit the membership roster and dues to the State and National FFA Organization in cooperation with the secretary.
- Serve as chairperson of the earnings and savings committee.





Reporter: Stationed by the flag.

“As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Puerto Rico and from the state of Maine to Hawaii.”

- Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
- Release news and information to local and regional news media.
- Publish a chapter newsletter.
- Publish a chapter web site
- Prepare and maintain a chapter scrapbook.
- Send local stories to area, district and state reporters.
- Send articles and photographs to FFA New Horizons and other national and/or regional publications.
- Work with local media on radio and television appearances and FFA news.
- Serve as the chapter photographer.

Sentinel: Stationed by the door

“Through this door pass many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order.”

- Assist the president in maintaining order.
- Keep the meeting room, chapter equipment and supplies in proper condition.
- Welcome guests and visitors.
- Keep the meeting room comfortable.
- Take charge of candidates for degree ceremonies.
- Assist with special features and refreshments.

Advisor: Stationed by the owl.

“The owl is a time-honored emblem of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom.”

- Supervise chapter activities year-round.
- Inform prospective students and parents about the FFA.
- Instruct students in leadership and personal development.
- Build school and community support for the program.
- Encourage involvement of all chapter members in activities.
- Prepare students for involvement in contests and awards programs.

Parliamentarian

- Be proficient with parliamentary procedure.
- Rule on all questions of parliamentary conduct at chapter meetings.
- Conduct parliamentary procedure workshops at the chapter level.
- Chair or serve as ex-officio member on the conduct of meetings committee.

Historian

- Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.
- Research and prepare items of significance of the chapter's history.
- Prepare displays of chapter activities and submit stories of former members to the media.
- Assist the reporter in providing photography for chapter needs.

Program of Activities Committee Chair

Every committee needs a leader, usually called the chair. The chair has the final responsibility for the success of the committee and must work with the members to decide WHAT has to be done, WHO will do it, WHERE it will be done, and WHEN it must be completed. The chair also needs to know and communicate how much authority the committee has.

To achieve this, the chair should:

- Have a clear understanding of the goal and authority of the committee.
- Communicate that goal to the members of the committee.
- Schedule meeting times and places, notify members, and insist on attendance (a reminder phone call the night before can be valuable).
- Establish an agenda and procedures for the meetings to ensure effective communication.
- Appoint a committee secretary and ensure that a written record of each meeting is kept and final reports are done as needed.
- Delegate the work to committee members-appoint or elect a secretary or recorder, a treasurer if needed, and establish small groups for specific tasks (sub-committees).
- Set deadlines for completion of tasks.
- Follow up on progress of specific tasks.
- Participate in committee discussions and encourage others to do so; be diplomatic: the chairperson's role is to facilitate the group, not dominate it.
- Present reports to the general membership or executive committee.



Sample letter to candidates

To: Chapter Officer Candidates
From: (Insert advisor name)
RE: Chapter Officer Selection Process

Congratulations on being one of the FFA members considered for a (insert chapter name) Chapter FFA Office. The next few weeks are sure to be some of the most exciting times of your life. It is our hope that you will make every effort to make this time enjoyable and an extremely valuable learning experience. The greatest rewards can be achieved regardless of whether you're nominated or elected. Let's make it a positive, meaningful event for everyone.

Beginning Thought

Many hands, and hearts, and minds generally contribute to anyone's notable achievements. —Walt Disney

Selection Process

The procedure will focus on trends that our counterparts in business and industry are using to find the "right" people for the "right" job. For the selection process, the nominating committee will consider the following components:

- Completing the officer application
- Writing and presenting a 1-2 minute speech
- An interview by committee
- If slated for an office, presenting speech before FFA members
- Installation at chapter banquet

The timeline for events is as follows:

- Applications available: (insert date – 2 months out of installation)
- Applications due: (insert date – 3 weeks later)
- Interviews for all candidates: (insert date – evening 2 weeks later)
- Officer election for slated candidates: (insert date – 2 weeks later)
- Officer installation at Chapter Banquet: (insert date)

Chapter Officer Handbook

Please review the enclosed Chapter Officer Handbook. It clarifies the expectations of chapter office including required activities.

If you have questions about any part of the process or the expectations of Chapter FFA Officers, please contact me or a graduating senior officer (insert names).

Sample Chapter Officers Handbook

Chapter Officer Handbook



Sample Chapter Officer Handbook

Becoming a Chapter FFA Officer is a challenging process, yet a very rewarding opportunity. Through this chapter officer candidate process, you will grow as a person and advance in leadership development and career preparation. Congratulations on deciding to run for office!

Although Chapter FFA Office takes a great deal of hard work and dedication, officers will gain experiences and contacts that will last a lifetime. The skills gained will help prepare them for future careers, opportunities in college, and leadership roles in other organizations. Chapter officers serve the (insert chapter name) FFA members and advisors. They make a positive difference in the lives of many people.

This handbook is to help you prepare your candidacy for Chapter FFA Office. In it, you will find everything you need to get you on your way. Please thoroughly review all the enclosed information as you prepare for the chapter officer selection process.

Remember this handbook is only the beginning!! As a candidate, you will need to study Agricultural Education and FFA information, practice interviewing and presenting yourself in front of people. It will take your personal commitment and dedication to truly prepare for this process. You know yourself best! You know what areas you need to work on. We wish you the very best.

If you have any further questions, regarding the responsibilities of Chapter Officers, or the Selection Process, please contact your chapter advisor.

Organization

The (insert chapter name) FFA Officers are overseen by the FFA advisor and the other agriculture teachers, with support by the school administrative office.

There will be six elected chapter officers for the school year and the possibility of one appointed editor, as decided upon by the advisor. Results for the (insert chapter name) FFA Chapter Officer Team will be presented at the Spring Awards Banquet.

Qualifications

To participate in the (insert chapter name) FFA Chapter Officer program, officer candidates must meet all of the eligibility requirements:

- Have and maintain a 2.0 GPA or higher.
- Have and maintain a clean discipline and attendance record.
- Attend the summer Chapter Officer Retreat scheduled for (insert dates).
- Have a signed, completed application on file with the chapter advisor.
- Have a signed, completed chapter Code of Ethics on file with the chapter advisor.
- Be a member of the local FFA chapter for the current school year.
- Review the Chapter Officer Handbook.
- Go through the chapter selection process.

Sample Chapter Officer Handbook continued

Discipline

All FFA Chapter Officers will be placed on behavior contracts for any of the offenses listed below. The Chapter Officer is allowed two chances to improve their behavior, with the third offense resulting in removal from the team.

Offenses:

- Not abiding by the FFA Code of Ethics.
- Unexcused absences: Anything but an illness or family emergency.

Offenses resulting in immediate removal from Chapter Officer Team:

- Use and/or possession of alcohol or drugs.
- Use and/or possession of tobacco.
- Stealing or possession of stolen goods.
- Use and/or possession of weapons illegally
- Defiance of advisor, administrator or other teacher.
- Two consecutive grading periods below 2.0 GPA.
- Fighting.

Parent and/or officer has the right to request a hearing regarding this action. The hearing will be held as soon as possible with a panel consisting of an administrator, advisor, officer's counselor, and one teacher. The officer and parent will be given the opportunity to present reasons for this action to be voided. The decision of the panel will be final.

Required Activities Calendar

The following activities are required of all chapter officers. A description of the activities and calendar are as follows:

Activity	Date
Candidate and Parent Meeting	_____
Chapter Meeting – Selection Process	_____
Initial Officer Retreat	_____
Executive Committee Meetings	_____
Chapter Meetings	_____
Midyear Retreat	_____
Chapter Banquet	_____

Sample chapter officer application 1

(Insert chapter name) FFA Chapter Officer Application

Name: _____ **Degree Held:** _____

Agricultural Class you will be enrolled in next year*: _____

**You must be enrolled in an Agricultural Education class both the Fall & Spring semesters to be a chapter officer*

Please type the following information. You may submit two (2) additional pages stapled to the back of this front/back information page.

1. List all FFA leadership roles you have experienced. (Officer, committees, etc.)

2. List all FFA activities/CDE's you have participated in, excluding seetings.

3. List any FFA awards or honors you have received.

4. List involvement in school/community activities outside the FFA.

5. Describe leadership qualities you possess that would qualify you for a chapter officer.

6. List at least three ideas for new chapter activities for the upcoming year.

7. Explain your present SAE program.

8. Describe why you want to become a chapter officer.

(Insert chapter name) Chapter Officer Application

Phone #: _____ **Grade:** _____ **Age:** _____

(Freshmen applicants are eligible for Sentinel, Parliamentarian, and Historian.)

___ President ___ Vice President ___ Secretary ___ Treasurer ___ Reporter
 ___ Sentinel ___ Parliamentarian ___ Historian

1. Briefly state the qualities you possess that qualify you for a chapter office.
2. If you were elected to a chapter office, what would be your main goal for the chapter?
3. Describe your experiences speaking in front of large groups of students/people?
4. Select one of your personal qualities and explain how it will be of value to the chapter officer team.

Sample chapter officer application 2 continued

5. What other commitments do you have in the year that would compete for your time?

6. What do you believe the most important responsibilities of a chapter officer are?

I _____, hereby approve of my son/daughter, _____, running/becoming a _____ FFA Chapter Officer for the _____ school year. I realize that (s)he is responsible for his/her officer duties and will uphold them to the best of his/her ability. I further understand my child is required to be at all executive committee meetings, on time, or will fall subject to the fees associated with absence and tardiness. I am aware that repeated absences (no more than three) from official officer functions will result in my student's early dismissal from the officer team. His/Her presence at the officer retreat is mandatory!

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a chapter officer and will uphold them to the best of my ability. I further understand I am required to be at all executive committee meetings, on time, or will fall subject to the fees associated with absence and tardiness. I am aware that repeated absences from required functions will result in my being dismissed from the officer team early. My presence at the officer retreat is mandatory!

Applicant Signature: _____ Date: _____

Sample chapter officer application supplemental form

An Officer's Study in Responsibility

What is my office? How does it correlate with the work of the other officers and Program of Activities chairs?

I will complete this outline with a pencil so that when my assigned and assumed duties are discussed at the officer team meeting, or in my chapter officer interview, I can and will make necessary changes based upon the information that I discover.

(Although I may have held a similar role in another organization, the office may not be the same in my FFA chapter. Based upon prior experiences, the organization, structure, and responsibilities vary from group to group according to constitution, size, purposes, frequency of meetings or people involved and type of programs accomplished.)

The chapter constitution says this is my responsibility: _____

The stated vision of our FFA chapter includes: _____

The stated mission of our FFA chapter is to: _____

I am responsible for planning: _____

I am responsible for this regular activity: _____

These are the occasional tasks (perhaps only twice a year) for which I am responsible: _____

I must keep these records: _____

I am responsible for reporting to these officers, advisor or school administration with regard to the tasks that I perform: _____

Sample chapter officer application supplemental form continued

At what point am I supposed to take the initiative for the leadership and the progress of my local chapter? _____

How does my office correlate with the responsibilities of other officers and committees? _____

With the president: _____

With the vice president: _____

With the secretary: _____

With the treasurer: _____

With the reporter: _____

With the sentinel: _____

With the Program of Activities chairs: _____

With the district, state and national officers: _____

With other student organizations: _____

I am expected to put these reports in writing to these people and meet these deadlines: _____

In what other ways must I work with others? _____

*Sample chapter officer application check-off sheet***FFA Officer Application Check-Off Sheet**

- _____ 1. Completed Application (in ink or typed) – and all appropriate signatures present.
- _____ 2. Three letters of recommendation (you must have one, but no more than one, from an ag instructor.)
- _____ 3. Grade Check Form (signed by the school administrator)
- _____ 4. Signed “Expectations of the Chapter Officers”.





Selection Methods

Selection of chapter officers can be accomplished using many different techniques. Once the popular vote was the most commonly used way to select chapter officers; however, today many methods are used. Here are some points to remember:

- The method used to select chapter officers must be documented in your FFA constitution and approved by your school administration. If there are any questions about fairness or accuracy of the process, the FFA chapter constitution is the first place legal counsel will look to determine if established procedures were followed.
- Limit the involvement of the chapter advisor in the selection process. Serving as a monitor or facilitator is appropriate; however it is advisable to have an additional teacher, administrator, FFA Alumni or community citizen assist. Having two adults provides someone else to verify the fairness of the process.
- Have the chapter members help design the selection process. Most chapters use a nominating committee rather than a simple popularity contest. If a popular vote is necessary, use it as a part of the selection process, but not the final determining factor.
- A nominating committee should be chosen carefully and monitored to assure fairness. Do not simply use graduating seniors or past chapter officers. They can be a part of the committee, but balance the committee with FFA Alumni, community leaders and school faculty. Some of the most successful nominating committees also have representation from each grade level of FFA members.
- Questions used by a nominating committee should seek to determine the strengths and the abilities the candidate brings to the office they desire. Use questions that are based on the candidates past experiences rather than hypothetical questions.
- Have a scoring rubric established that identifies how the committee will measure the candidates qualifications for the office. A rubric might look like:

Application	10 points
Past FFA Leadership Experiences	35 points
Other Leadership Experiences	20 points
Responses to Questions	35 points
- Make the process educational for all candidates. Provide feedback on their performance throughout the selection process. For both those selected and those not selected, provide a written evaluation that shares their areas of strength and the areas where they need improvement. It is particularly important to provide feedback to those who are not selected for chapter office and their parents. Make it a teachable moment to help them grow in their leadership abilities.



Sample chapter officer selection rubric

Chapter Officer Interview

Candidate _____

Criteria	Excellent 5-4	Above Average 3-2	Average 1-0	Weight	Total
Official Dress and Grooming	-Business-like black pants/knee length skirt, black shoes, white collared shirt or blouse, official tie/scarf, black socks or nylons, and jacket zipped to the top. -No more than three medals. -Makeup and other accessories are not excessive.	-All of official dress in place with the exception of one or two items. -Applicant is neat and well groomed. -More than three medals. -Makeup and other accessories are not excessive.	-All of official dress in place with the exception of two or more items. -Excessive makeup and/or other accessories. -More than three medals.	____ x 3	
Poise	-Candidate had excellent poise, body posture, good attitude, confidence, and at ease before judges.	-Candidate had good poise, body posture, attitude, confidence, and ease before judges.	-Candidate had average poise, body posture, attitude, confidence and seemed too comfortable with the judges.	____ x 3	
Delivery of Answers	-Answers were organized and easy to follow, language was appropriate, and had excellent closure.	-Answers appeared to be organized and easy to follow, language was appropriate, good closure.	-Answers were not very well organized or easy to follow.	____ x 3	
Content of Answers	-Answers consisted of important and appropriate subject matter that related to the question asked.	-Answers were questionable and/or somewhat related to the question asked.	-Answers consisted of subject matter that did not relate to the question asked or were inappropriate.	____ x 5	
General Effect	-This candidate would represent the FFA extremely well.	-This candidate would represent the FFA well.	-This candidate would not be a good representative of the FFA.	____ x 3	
			Possible Total	85	

Sample Interview Evaluations Rubric

Officer Interview - General

Candidate _____

Question	Listen For. . .	Correct - 5-4	Somewhat - 3-2	Incorrect - 1		
- Describe a time when you had to take work home or put in long hours to complete an assignment on schedule. - What could you have done differently to better manage your time? - How did the assignment turn out?	Give an example where the backlog was caused by the job demands, not by procrastination.	Answer consisted of specific example that demonstrated the requested information.	Answer was questionable and/or somewhat related to the question asked.	Answer consisted of an example that did not relate to the question asked or was inappropriate.	___ x 3	
- Give me a specific example of a time when you had to work with a difficult member or partner of the organization. - What steps did you take to resolve the problem? - What was the outcome?	Serving internal members is as important as serving external partners.				___ x 3	
- Tell me about a time when you organized a team to accomplish a specific project. - How did you proceed? - What was the result?	Focus on their ability to identify strengths in individuals and assemble functional teams.				___ x 3	
- Describe a situation where you consulted a fellow student for advice on a project. - Why did you seek the advice of others? - What was the outcome?	Cite the importance of brainstorming and asking others for their input.				___ x 3	
Describe what you have gained by being a member of the FFA and how that will influence your ability to serve others?					___ x 3	
How do you maintain classroom expectations while managing your involvement in non-classroom activities?					___ x 3	
					___ x 3	
					___ x 3	
					___ x 3	
Possible Total					135	

Sample Interview Format

Round 1

Group activity - a group of 6-7 candidates will be given 10 minutes to prepare a 5-minute group presentation. The purpose of this round is to determine how well you interact with a group of fellow peers.

- Example:
1. A recruitment presentation for 8th graders.
 2. Plan a FFA meeting energizer.
 3. Present plans for a FFA activity.

Round 2

General interview - personal questions, identifying strengths and weaknesses, FFA knowledge, situational questions, your vision for the future of our FFA chapter.

Round 3

Call-back interview - will be used if nominating-committee is having a hard time deciding between people for a certain position. Not everyone will be called back for this interview.

Sample Questions

Round Two - General Interview

FFA Questions:

1. What do you believe to be the most difficult office to hold? Why?
2. What do you think is the most important FFA activity?
3. When were women allowed to be in FFA?
4. What is the official name of the FFA?
5. In what year did FFA begin?
6. Who wrote the FFA creed?
7. Tell about some of the things you've done this year in FFA.
8. Tell about what you wished you had done this year or one thing you would have changed if you were in charge of it.
9. Tell about a weakness you see in our chapter.
10. Tell about a strength you see in our chapter.
11. What have you learned or gained in our chapter?
12. How would you make our chapter meetings better?
13. Who do you think should be more in charge of the FFA? The advisors, officers or the members and why?
14. Define leadership.
15. What does leadership mean to you?
16. If you had a personal problem with another member of the officer team how would you deal with it?
17. How would you encourage an inactive FFA member to become involved?

Sample Interview Format continued

Personal Questions:

1. Tell us about a time you had to be organized.
2. Tell us about your greatest leadership experience.
3. Tell us about a time you had to be direct with someone.
4. How is honesty important to an officer?
5. Tell us about the time in your life when you felt the most dedicated to something.
6. How do you hope to grow as a leader next year if you are elected to office?
7. Tell us about a time when you made someone feel welcome.
8. Tell us about your ambition or desire to do well.
9. How is open-mindedness important to a chapter officer?
10. Tell us about the greatest team on which you've been and what made that team effective.
11. What are your greatest strengths and weaknesses?
12. What would be your top 3 goals as a chapter officer?
13. What are your priorities or values in life?
14. What other school activities are you involved in besides FFA?
15. Who is your role model and why?

Call-Back Round

You might be asked to do one or more of the following:

1. Write all you know about parliamentary procedure.
2. Outline a Program of Activities.
3. Develop an agenda.
4. Write a thank-you letter.
5. Develop a committee report.
6. Write a receipt.
7. Make a scrapbook page.
8. Write a news release.
9. Role-play - welcoming a shy Greenhand.
10. Arrange the meeting room.

You might also be asked more questions about yourself or your experiences.

Advice from the “Nom-Com”

- Realize that the interview isn't everything! We will also be looking at your application and considering how involved you were this past year and what strengths we've seen you display on a daily basis.
- Be yourself! We want to know what traits you have for being a successful officer. Not what traits you think you're supposed to have for being a successful officer.
- Be prepared! Don't wait until the night before your interview to review this packet! Start preparing now! Practice answering the sample questions for a parent, friend, sibling, dog, whatever!
- Be sure! Serving as a chapter officer is an amazing learning/leadership experience, but it's also a big commitment. Make sure that you're up to the challenge.

Sample chapter officer expectations

Expectations of the Chapter Officers

1. This is YOUR organization NOT the Ag Teachers'!
2. Your number one priority and focus as a chapter officer is to serve the needs of the members of your chapter.
3. The success of Chapter Officers is evaluated by team performance, not necessarily on individual performance. Learn how to help each other to become better leaders.
4. Learn how to effectively win friends and influence those with differing viewpoints.
5. It is expected that each Chapter Officer be a positive role model for the members of the chapter. (Suspensions, probations, and repititious disciplinary action is unacceptable.)
6. It is expected that each Chapter Officer strive aggressively to achieve and maintain academic success.
7. NEVER... tell members or friends how important YOU are!
8. NEVER... use the word "I" or allow your individual ego to interfere with the functioning of the team.
9. Conduct yourself in a dignified and professional manner at all times.
10. Always be courteous and respectful to all members and advisors 100% of the time.
11. Be discreet! Keep our business within the group. Communication is key... to air likes, dislikes, and other issues.
12. DO NOT BE AFRAID OF THE POSSIBILITY OF FAILURE OR SUCCESS!
13. When you need help... ask for it!
14. NEVER wait until the last minute to complete your assignments.
15. Give 100% effort!
16. Be enthusiastic at all times. (You never know who is watching!)
17. Learn how to be an effective leader and still have fun.
18. Remember: "The task ahead of you is never as great as the power behind you!"

I have read and understand the "Expectations of the Chapter Officers." I understand they apply to me in my pursuit of a position on the Chapter Officer Team. I further understand that failure to comply to the expectations may result in my early dismissal from the team.

Student Signature

Date

I have read, and understand, that the "Expectations of the Chapter Officers" listed above apply to my child who is pursuing a position on the Chapter Officer Team.

Parent/Guardian Signature

Date

Sample chapter officer contract

(Insert chapter name) Chapter FFA Officer Contract

As an officer of the (insert chapter name) FFA Chapter, I will: (initial each)

- _____ A. Give precedence to FFA over other activities when there is no chance to work out a compromise.
- _____ B. Attend State Conference for Chapter Leaders in July (July 10,11,12 OR July 13,14, 15) and Chapter Officer Retreat during the summer
- _____ C. Attend all weekly officer meetings and monthly chapter meetings
- _____ D. Cooperate with other officers and maintain a friendly attitude with them, always working as a team.
- _____ E. Abide by the National FFA Code of Ethics and School Policies.
- _____ F. Set an example for other members by my positive actions both inside and outside of the classroom and take part in all fundraising activities.
- _____ G. Obtain and wear proper official dress at all meetings and official functions.
- _____ H. Accept all responsibilities of the office I receive.

I have read and understand the above information. As an officer, I understand that I am required to abide by the (insert chapter name) High School Drug and Alcohol policy. Any violation at any time may result in my removal from the officer team.

If elected to a chapter office, I will carry out my responsibilities in accordance with these statements. I understand I will be removed from office by the Advisor or membership if I have not followed the established standards for chapter FFA office.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Sample chapter officer contract 2

(Insert chapter name) FFA Chapter Officer Contract

As an officer of the _____ FFA Chapter, I will: (initial each)

Area One: This is it!

- _____ 1. Be on time for all meetings, activities, and departure times.
- _____ 2. Write dates for activities down in a planner.
- _____ 3. Keep our team and my office as a priority.
- _____ 4. Attend all officer meetings and chapter meetings.
- _____ 5. Attend all activities that I am able to. If I cannot attend, let other officers/advisors know ahead of time.
- _____ 6. Be responsible by staying on task and sticking to the agenda at meetings.
- _____ 7. Always support each other...look for ways to help lighten my fellow officer's load.

Area Two: Living Above the Line

- _____ 1. Be honest with each other and be open to other's honesty.
- _____ 2. If confrontations are necessary, do them away from school/FFA activities.
- _____ 3. Do not talk behind the back of my fellow officers.
- _____ 4. Communicate with advisors.
- _____ 5. Keep my family informed of what I am/our team is doing.
- _____ 6. Approach my teammates appropriately.
- _____ 7. Encourage ALL members.
- _____ 8. Take time to get to know ALL members.
- _____ 9. Step away from cliques...meet and learn about new people.
- _____ 10. Be a resource to members.
- _____ 11. Maintain a positive attitude.

Sample chapter officer contract 2 continued

Area Three: Pay it Forward

- _____ 1. Help my fellow officers, the members, and our chapter.
- _____ 2. Maintain a community focus with activities and/or community service.
- _____ 3. Develop creative ideas to get members involved.
- _____ 4. Be involved ourselves. Be an example.
- _____ 5. Always wear proper official dress.
- _____ 6. Communicate a positive attitude about wearing official dress.
- _____ 7. Wear appropriate clothing to all events.
- _____ 8. Conduct myself in an appropriate manner at FFA events and outside FFA.
- _____ 9. Treat all members equally.
- _____ 10. Step out of my comfort zone.
- _____ 11. Provide constructive criticism for my teammates and fellow members.
- _____ 12. Member focused attitude/actions.
- _____ 13. Guaranteed incentives for member participation (WIIFM).
- _____ 14. Get members to buy-in.

I have read, studied and understand the intent and the spirit of the 3 areas to our chapter officer team's success. I will commit to modeling the 3 areas of success. I understand that failure to do so may result in limitations being set on my roles as a/an _____ FFA officer and/or possible removal from office.

Officer's Signature: _____ Date: _____

Sample chapter officer principal/teacher recommendation

(insert chapter name) **FFA**

PRINCIPAL OR TEACHER RECOMMENDATION

Please rate this student in each of the following areas. Please be completely honest in your evaluation. This will not be seen by the student or parent. Please complete and turn in to (insert advisors name) box by (insert date).

Student's Name: _____ Teacher's Name: _____

Category	Outstanding	Good	Fair	Poor
Responsibility				
Respect for Authority				
On Time to Class				
Cooperative				
Attitude				
Gets Along With Others				

Comments: Please justify the above ratings (especially outstanding and poor ratings).

Place this recommendation in (insert advisors name)'s box.
DO NOT GIVE IT BACK TO THE STUDENT. These are confidential.
 Thank you for your time!

Mportant



Leadership Transitions -- Mpower Others to Commit

Spring is here and while many clubs and student organizations are planning for year-end activities, FFA chapters are looking to the future by passing their officer symbols to the members who will serve as officers for the coming school year. Planning for the transition of officers begins with helping students understand the reasons and benefits of establishing such a process.

At its core, a transition process provides a way for the group to move forward and gives a sense of closure for outgoing members. It becomes a time for the new officers to learn from the veterans and to ask questions. The transition activities become the orientation for new leaders by taking the new officers through the process and preparing them for their responsibilities. It also helps to keep them from revisiting the same issues, problems, and making some of the same mistakes encountered by the previous leadership.

A transition process provides a way for the group to move forward and gives a sense of closure for outgoing members.

Oprah Winfrey conducted an interview with Major Lanier Ward, a West Point graduate, who was driving a Humvee in the Iraq war outside of Baghdad when a bomb hit it. During his interview he shared these thoughts about his experience, "Most of the soldiers you'll come upon today will tell you three things: That they were very proud of what they were doing, they were very proud of the units they were in, and they'll tell you if they could go back they would."

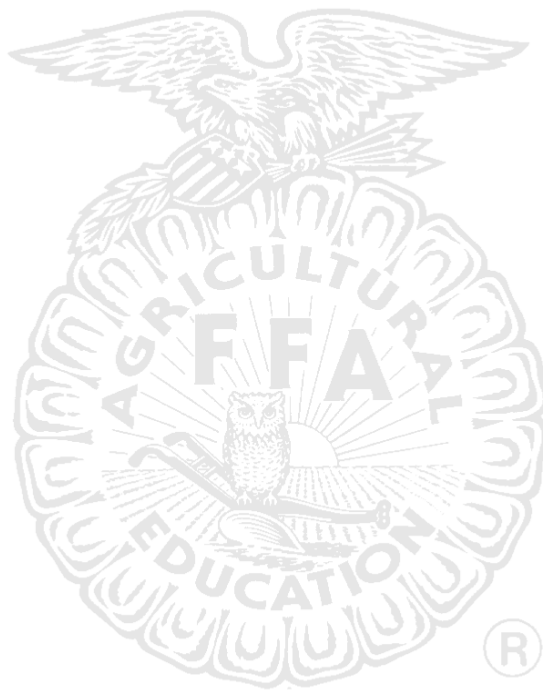
Would your team of chapter leaders say the same thing about their experience?

Major Ward and his company understood the mission so strongly that they were able to say "yes" to all of the statements. In order for your chapter officers to have a smooth transition they will need to recommit to the Vision and Mission of the organization. Most teams experience the magical realization that they can't do it all in their short term of service. The process of servant leadership also includes realizing what can be done and what should be done. Accomplishing all of the lofty aspirations and goals from the start of their year of service may seem nearly impossible. Being able to understand their connection to the vision and mission of the organization is important. Having the ability to see their role in the big picture of the chapter's activities is critical; it allows the chapter leaders to understand passion, growth, leadership and success. If the chapter officers can't communicate the involvement and understanding of these items, it can be a source of defeat for them and not encourage recommitment.

As the advisor, you play a fundamental role in affirming the officer's positive attitude and keeping the team focused. You have the ability to maintain the officer's commitment by asking them a few simple questions. What have we undertaken so far? What have been our biggest obstacles? What is the single most important thing for us yet to accomplish?

Answering these three short questions individually then sharing with a fellow officer, followed by a team discussion, can help recommit the chapter officers. This reflection affirms the positive actions they have accomplished, as well as allows them to refocus their energy on the vision and mission. Mpowering officers is the most important role that you have and it is what you do best!

When it is time to recommit will they all be able to say "yes"? if so then you have achieved a successful year! The foundation has been laid for Mpowering officers for the future as well.



Mportant





Transitions of Officers and Members: Time to Look Back and Move Forward

The transition process begins with helping the new officers understand their positions. This is accomplished in two ways:

1. Officer Notebooks: Each officer should be provided a notebook that includes important documents related to the FFA chapter and officer position. This includes *FFA Official Manual* officer responsibilities; the local, state and national constitution and bylaws; minutes of the meetings; committee descriptions; chapter budget and budget history; FFA activities calendar; contact directory, resource lists and member directory; committee reports, and any status reports of ongoing projects.

2. Officer Meetings: With notebooks in hand, the incoming and outgoing officers should meet together, first with their office counterparts, then as a group. During the individual officer meetings, outgoing officers should review their year in office, sharing their duties, successes, and failures. It will be of great help to new officers to know what worked successfully in the last year and which activities may need to be dropped or revised.

They should also go through any organizational files or documents that the new officer will be responsible to maintain. For secretaries, this would include the management of the meeting minutes, correspondence, committee reports, or other official chapter documents. The president and vice president will need to cover meeting management and have summary of motions or better yet

a copy of *Roberts Rules of Order*. Treasurers need to go over the procedures for handling chapter funds and the forms and preparations necessary to give accurate and understandable financial reports to the membership.

It will be important for both groups of officers to consider ways to avoid the same problems in the future and how specific jobs and activities could have been done better.

After covering the duties and other topics separately, the officers can come together to discuss broader topics such as organizational goals, working together as a leadership team and any knowledge the outgoing officers wish they had known before beginning of their term of service. For any ideas or experiences shared, it will be important for both groups of officers to consider ways to avoid the same problems in the future and how specific jobs and activities could have been done better.

Sharing ideas and information in this setting also gives officers the chance to foster working relationships, resulting in the new officers being open to using the outgoing officers as future resources and of the outgoing officers being comfortable in knowing the new officers will carry on the good efforts of the past year.



Overseeing the Process

The chapter advisor should be available to facilitate and oversee the transition process. If a new advisor will be stepping into the position during the summer, it would be advantageous to have that advisor present as well. After the new officers have discussed their duties and roles, advisors can initiate discussion to determine if they understand their duties and to help the new officers get a picture of how their individual positions fit into the greater organizational structure.

In addition to working with the new officers, advisors have an excellent opportunity during transition activities to do some evaluation of the year with the outgoing officers. Areas that often need to be addressed include the time officers had to carry out their duties, how well officers worked with the membership and how well they worked as a team. Discussions on meeting and budget management, scheduling conflicts and committee structures will also be beneficial for determining the need for changes by the new officers.

Addressing the Emotions of Change

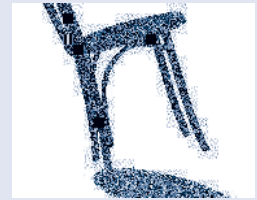
It is important for advisors to address the two groups of officers about the emotions that accompany their new roles. For new officers, emotions center on the excitement and nervousness that comes with finding themselves in a leadership position. Add to the excitement a heightened level of anticipation and anxiety about their new responsibilities and unanswered questions. New officers will need reinforcement that their term as chapter offi-

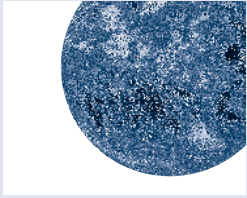
Outgoing officers can be encouraged to address their emotions by sharing their experiences with the new leadership, especially the memorable times and the lessons learned.

cers will be a wonderful learning experience and that their fellow officers are experiencing the same feelings. Remind them that as time moves along they will become more comfortable with their positions and with each other and encourage them to use their fellow leaders as sounding boards when they need counsel on problems or to share ideas.

Outgoing officers also experience a wide range of emotions during and after the transition phase. For the past year, they were the leaders of the chapter, in the thick of decision-making and working closely as a team. Their feelings will be a mix of emotions including confusion about what to do without the schedules and activities of their offices, and stress or anxiety from not knowing if the new officers will continue the work and projects they started.

Outgoing officers can be encouraged to address their emotions by sharing their experiences with the new leadership, especially the memorable times and the lessons learned. They need also to understand that they will continue to play a role in the FFA chapter, as mentors and tutors, and should be available and willing to give counsel to the new leaders and support their efforts.

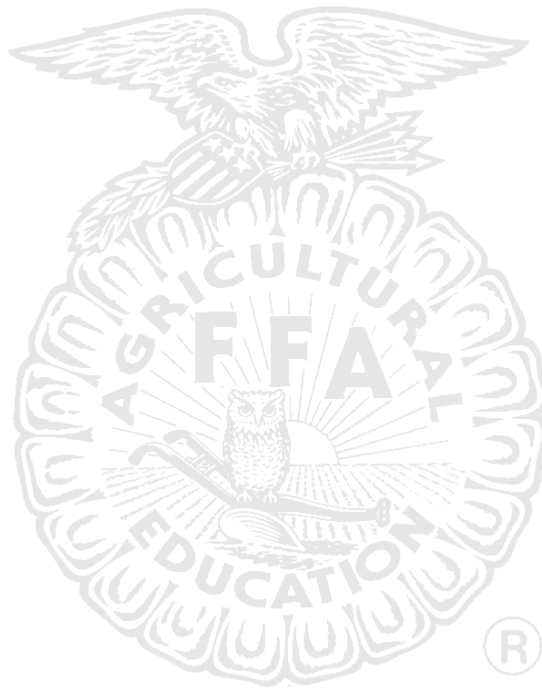




Meet the Players

Throughout their year in office, the chapter officers come to know a number of people who play important roles with the FFA chapter. Who they are and their connections to the chapter should be outlined in the officer notebooks and reviewed during discussions. Key persons in the school building typically include the administrators, audiovisual and web managers or teachers, the school bookkeeper and front office staff, custodial managers, and the food services director.

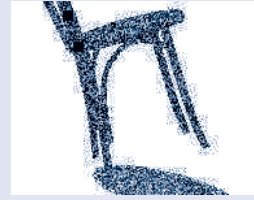
There are also key persons outside of the school that chapter officers will often contact. They usually include those in the Alumni affiliate; school district office, including the superintendent and associates, and the public information officer; the newspaper editor and other partners the chapter may have. If arrangements can be made, it is preferable and effective for the outgoing officers to take the new officers around and properly introduce them to these contacts. Having a chance to meet each other will go a long way to continuing and strengthening the relationships these persons have with the student leadership and reinforce the fact that they are valued for their knowledge and support of FFA.



Transition Checklist

The following checklist may be used to help make sure the necessary steps and topics for officer transitions are in place.

- ☐ Update the officer contact directory for the chapter and school administration
- ☐ Plan a retreat or set a date for outgoing and incoming officers to meet
- ☐ Update and exchange officer notebooks
- ☐ Update officer information on the web and in upcoming newsletters
- ☐ Outgoing and incoming officers exchange records and committee reports
- ☐ Identify the major strengths and weaknesses of the FFA Chapter
- ☐ Review past goals and set new ones for each officer position and the chapter as a whole
- ☐ Review the chapter calendar from last year
- ☐ Review budgets and fund raising events
- ☐ Review meeting and committee schedules
- ☐ Plan for an effective development of the Program of Activities – the committees, their purposes and activities
- ☐ Create a “What’s Next” list of actions and matters that need the attention of new officers in the near future
- ☐ Review the opportunities for active membership, how members are recruited and how the officers can support the members in growth and development
- ☐ Ask incoming officers to define how the advisor can help them become efficient in their duties and carry out the leadership of the chapter





Chapter 2

Setting the Stage

Mpower

Mportant

The new officers have been elected, what do you do now? Well, let the training begin! The first step, if it hasn't already happened is to get everyone involved in the experience on the "same page." That includes parents, officers, and advisors. It is essential that everyone knows what is expected of the officers and parents, what the time commitment is, and what role the parents will be asked to play in the experience. An initial meeting can also serve to begin the process of creating an accountability team, a pool of helpers, and allies in the leadership development process.

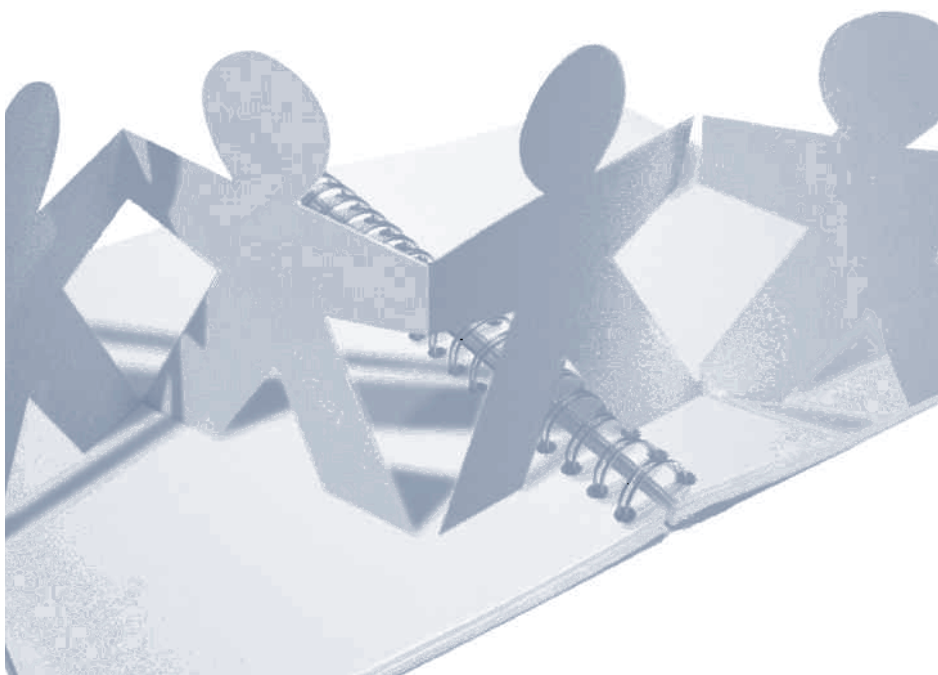
So how do you do that? It is suggested that you host an officer & parent orientation - initial meeting soon after the elections, preferably within the first month of office. Host the meeting in a special place as you want to communicate the message that says:

To the parents:

- This is going to be a fun experience for your son or daughter!
- He or she will grow and develop as a leader and person!
- We are investing in your son or daughter!
- I care enough as an advisor to make this meeting special; therefore I will commit resources and energy to making this year a memorable one for the officers!

And to the officers:

- Let's start the year off together with a bang! This will be no ordinary year!
- You are worth the commitment of time and effort!
- The advisors are organized and prepared to facilitate your year of development!
- We want you to succeed!



Sample letter to elected officer parents

(insert date)

(chapter officer parent's first and last name)

(chapter officer address)

Dear Mr. and/or Ms. (officer's last name):

Congratulations! (Officer's first name) has recently been elected by his/her peers to serve as a chapter officer of the (chapter name) chapter. This is a tremendous honor bestowed on only six members of the chapter each year. You must be very proud of him/her. (First name) has obviously established a positive reputation as a leader among the members of our chapter as they have chosen to entrust him/her with the leadership of our chapter. You have been instrumental in the development of her/his talents, skills, and attitude. Thank you!

You're invited to attend an officer and parent orientation meeting scheduled for (date). The meeting will be held at the (location) in (town or city) at (restaurant address and telephone number) to begin at (time) and conclude at (time). Dinner will be hosted by the chapter.

Enclosed is a tentative agenda for the meeting. Please bring your family calendar for the summer months as well as any questions that you have regarding your son/daughters experience as an officer. We will be setting our summer meeting dates during this meeting.

Again, congratulations! We are looking forward to working with you and (officer's first name) and helping him/her grow as a leader. If you have immediate questions, please call.

Please RSVP by (date) at (department telephone number).

Sincerely,

(Advisor's Name)

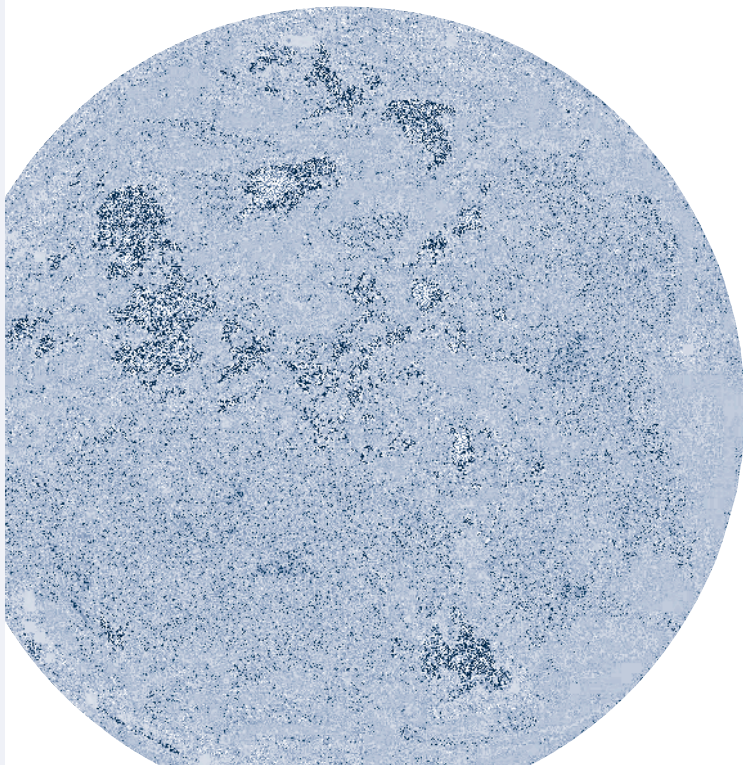
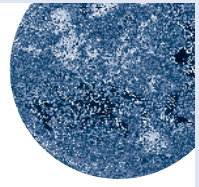
(Time)

(School Name)

Possible roles of parents in the officer experience

Initial meeting

- Use as presenters of part of the training program
- Assist officers to fulfill their duties. For example: edit news releases or minutes, organize fundraiser income, prepare meeting remarks or instructions, help to generate ideas, solve problems.
- Accountability partner for the officers.
- Host an event or executive meeting.
- Provide transportation for officers to meetings and other activities.
- Chaperones for events.
- General help on chapter activities.
- Support your son/daughter during the process - a listening ear, a cheerleader, a sounding board and encouraging word.



Sample agenda for initial officer meeting

Initial Officer Meeting Agenda

- Welcome
- Introductions
- Mixer (*see mixer ideas*)
- Overview of officer year
- Review of expectations forms (have officers and parents sign the forms) (*see samples*)
- Overview of upcoming initial officer retreat - review purpose and agenda and retreat logistics
- Set summer executive committee meeting dates and locations
- Identify roles of parents in the officer experience (*see suggested list*)
- Questions and answers
- Celebration (*see celebration ideas*)



Initial Officer Retreat

Now that your expectations have been openly communicated with your officers and their parents, it is time begin the process of setting them up for success! Your job as their advisor is to empower them with the skills and knowledge to meet the expectations and fulfill their duties.

Please do not fall into the trap of assuming that the newly elected officers are ready to go. Remember this is a leadership **development** program and **development** is a process that takes time and effort on your part. Keep in mind that officers run for many reasons such as popularity, the cool lettering on their jacket, free food, recognition, etc. It's your job now to get them ready to lead, influence, and empower.

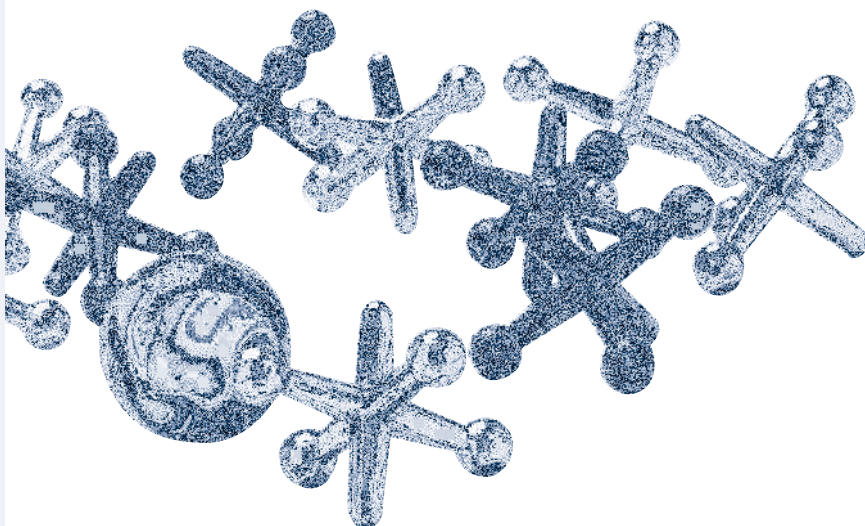
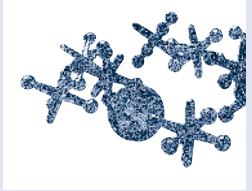
An advisor (George Green, Pierce High School) put it this way. A retreat will make a difference:

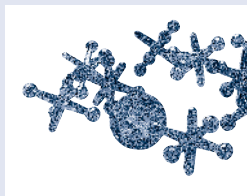
- A better team
- A better year
- More fun for you
- Shared vision
- Known expectations and fears

A summer chapter officer retreat is an essential component of the total officer training program. They really work! It is your opportunity to act as a catalyst in helping them add to their tool box.

Plan to conduct a retreat prior to the start of the school year. It is suggested that you retreat at least one month prior to school so that you have time to meet again to finish any planning that is necessary.

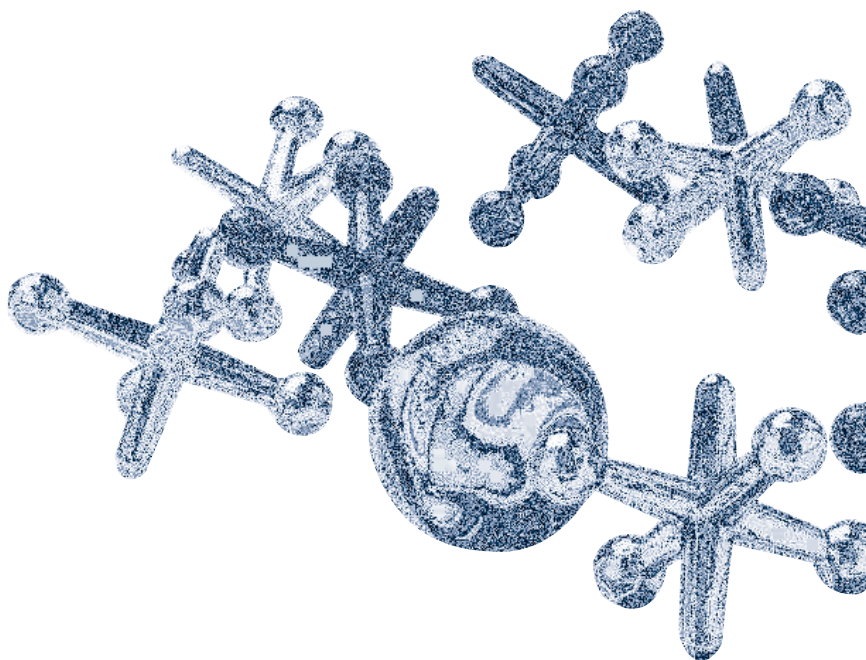
Here are suggested guidelines for conducting an initial retreat (it is called the initial retreat because it is also suggested that you conduct a mid-year retreat as well).





Guidelines for Initial Officer Retreat

- It is suggested that you go away from home, a 100 miles or so. Just far enough to prevent officers from thinking that they can come and go. It is imperative that the entire team participate for the entire time. You cannot build a team without the entire team present.
- Select a cool site conducive to creating memories such as a cabin in the mountains or on a lake, a beach house, condominium, conference center, or campsite. Don't forget the fun factor. The site should have a place to play, work, and room to be crazy.
- The retreat should be at no cost to the officers.
- The agenda should be a combination of leadership and personal training, team building, planning, relationship building, and recreation.
- Retreats should be 2-5 days long.
- Invite past area, state, national officers, alumni, parents, community members to serve as workshop presenters. Some advisors suggest that only the officers attend in order to build team unity. That is your call.



Retreat Design Philosophies

There are several schools of thought regarding the design of a chapter officer retreat.

Here are two to add to the list:

Use John Maxwell's definition of leadership, "Leadership is influence" as the basic premise of your training program. Therefore your overall objective is to equip your officers and other leaders with the skills and knowledge needed to influence others and expand their sphere of influence. Maxwell also identifies 5 levels in his book "Developing the Leader Within You."

Design the training days of the retreat around Maxwell's first three levels of leadership. (To get a deeper grasp of the levels refer to his book).

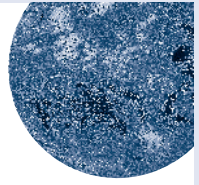
The first level is Leadership by Position - An individual gains a limited degree of influence as a result of a position, title, or office that he/she holds. So the first day, I focus on the individual, helping the officers get a deeper and clearer picture of their strengths, preferred leadership style, personality, and/or thinking preferences.

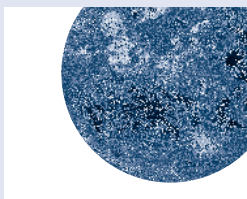
Leadership by Permission is the second level of leadership. To progress to this level, a leader must build relationships with others. His/her followers then permit the leader to influence them as a result of the relationship that they have with him/her. So, on the second day, the sessions focus on relationship building skills such as trustworthiness, conversation skills, and interpersonal relations. This typically is the team building day.

The third level is Leadership by Performance. The leader demonstrates competence in the duties that they are to perform and because of that, the follower looks to them as credible and competent. The third day schedule has as its focus officer responsibilities and other skills expected of leaders such as public speaking, decision making, visioning, etc.

The second design structure to use is the Me, We, Do, Serve model. The first days or sections of the retreat are based on training topics focused on the individual. The team or chapter is the focus of the section day or section. Officers learn how to apply the skills to real life on day three and how to serve on day four.

Keep in mind when you plan retreats and every other officer gathering for that matter - just like in the classroom, "Everything Speaks!" So the facility, the physical environment, the tone, the materials, the training, the activities, and your attitude, all send a message. For example, you may question the value of conducting a mixer at the school before you even get in the vehicle. It's all about setting the stage, a stage characterized by novelty, creativity, and fun, this tells the officers that someone has put in a great deal of effort and time planning this event from start to finish in hopes that the event will be an enjoyable, valuable, and memorable experience for them.





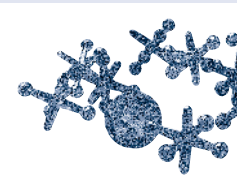
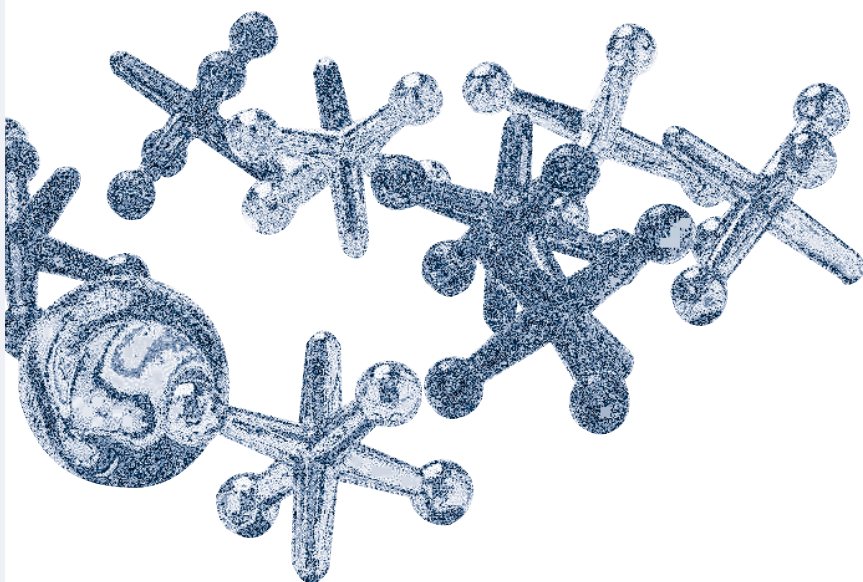
Ideas for Retreats - Business Sessions

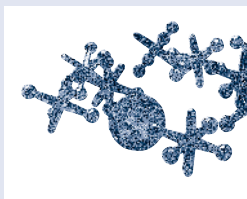
- Ideally, a Program of Activities should be created by chapter members. The officers then would spend business session time at the retreat creating a plan of action to facilitate that process.
- Set chapter meeting dates and other established or traditional activities for the year. Consider establishing a set day and time to hold your chapter meetings for each month such as the second Tuesday of every month.
- Plan executive meeting dates and then assign a presiding officer to each. The team may also choose to identify a theme for each executive meeting.
- Establish team goals.
- Pair up the officers and assign them a bulletin board in your classroom. The officers are to design and construct the bulletin board at the pre-determined time. Examples of theme ideas might be featured chapter activities, star members, star alumni, agriculture commodity, fun agriculture facts, or leadership topic.
- Identify potential partners in the community
- Identify potential resources in the community.
- Create a system where each agricultural education class is responsible for a chapter meeting. As an integral activity, the class plans, organizes, implements, and follows up for the meeting. The officer teams then would assist the class in the process.
- Officers create a communications system such as officer mail boxes, envelopes, folders in the agricultural education office or classroom.
- Create or review an existing a point award system to recognize members.
- Brainstorm recreation activities or special programs for chapter meetings.
- Establish a budget for the year.
- Identify potential honorary chapter members.
- Establish a team mission statement.
- Create an incentive program of members.
- Create a video to show to the classes to unveil their Program of Activity.
- Develop a mentor program for younger members.
- Create accountability partners among the officers.
- Have officers practice the Opening/Closing Ceremony during the business sessions.
- Hold discussions about topics such as professionalism, responsibility, integrity, character, and attitude.



Ideas for Retreats - Campfires

- Play Leadership Balderdash with leadership or character words such as integrity, responsibility, situational leadership (or phrases), servant leadership, etc. You could even play using FFA acronyms.
- Campfire discussions using the “What Would a Leader Do” cards (Purchase from National FFA Core Catalog)
- Sing-a-longs
- Rhythmic circle (Each officer creates rhythms about their fellow officers (I like Nathan cause he ain’t hate’n). Sounds silly but it is fun.
- Create a group song
- Give pairs of officers 10 minutes to create a song to perform at the Fireside Concert
- Karaoke
- Mad “Libs.” Each officer creates a story using a selected a noun and a verb
- Outside drive-in movie night
- Two truths, and a Lie





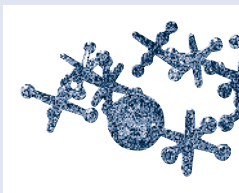
Ideas for Retreats - Celebrations

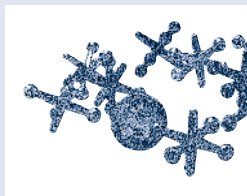
- Create and distribute certificates of completion at the last session of the retreat.
- Bake or purchase a cake and have a celebration party.
- Give inspirational items to the officers in the last session i.e. leadership stones, ship wheels, or something that represents a contribution that each officer made or an attribute each officer has.
- Hold a graduation ceremony with diplomas and music.
- Officers create a team celebration tradition to be performed when an activity goes well.
- Conduct a commitment ceremony such as the signing of the declaration of service.
- Prepare gift bags for the officers with items that represent service such as gloves - hands for service, towel - hard work helping others, thank you cards - gratitude.
- Group photographs (both serious and crazy photographs.)
- Create an advisor's message to present to the officers at the last session.
- Plant a tree or seeds to symbolize a new beginning.
- Leaving a legacy of leadership ceremony.
- Create an officer web site including personal photographs and pictures from the retreat. Have the officers write their own biography to put on the site.
- Design shirts or hats from the retreat with theme on it.
- Bring recycled things and have officers build awards to give to each other
- Toasting at the last meal with cider.
- Creative awards - clown, best hair, gossip columnist, most likely to make you smile, bed head, energetic, team player, creativity.
- Officers bring small gifts to exchange the last evening of the retreat.



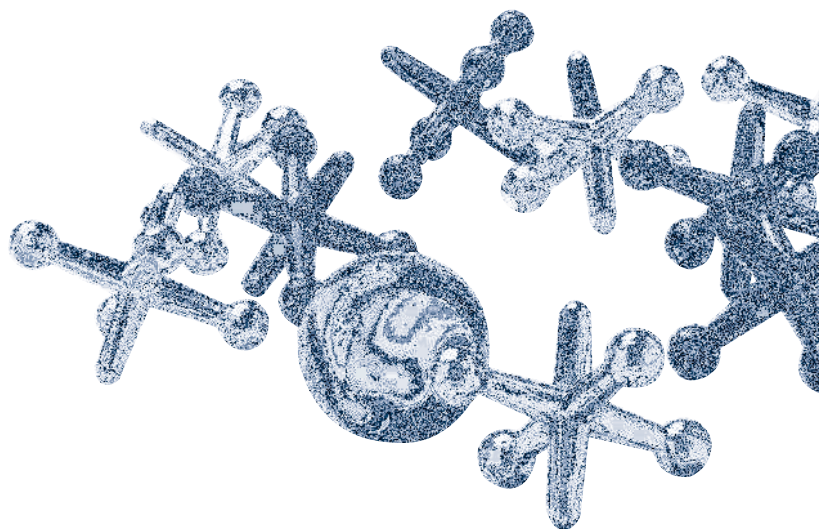
Ideas for Retreats - Meals

- Meal Madness - To set up this activity, write a meal name and a dollar amount (Saturday breakfast - \$16.88) on slips of paper. Do this for every meal that will be eaten during the retreat. Early in the agenda have pairs of officers select a slip of paper from a hat. They then are in charge of hosting that meal - planning it, shopping for the ingredients, and preparing it. (The rest of the team cleans up as an expression of their gratitude). Once the pairs have planned the meal and developed a shopping list, the whole team compares condiments and other commonly used items such as ketchup and divides them up among the pairs or have the advisors buy them for all to use. Then the whole team goes shopping and the team who gets the closest to the total dollar amount without going over wins a prize or special privilege. The pairs can't add any item to their basket once the cashier begins ringing up the order. It's a lot of fun and it begins the team building process.
- All meals are prepared as a team - the team develops a menu as a team.
- All meals are prepared by adults as a treat to the officers.
- At meals, officers teach an etiquette lesson.
- Underneath a placemat at meal time is a speech topic. The officer who sits there gives an extemporaneous speech prior to or following the meal or before the group can eat. Sample topics might include the benefits of FFA involvement, ways to motivate members, challenges facing our chapter, challenges facing the agriculture industry, favorite past time, an influential person in your life, and where I want to be in 10 years.
- Host a dress up dinner on the last evening of the retreat prepared by the advisors, guests, or parents.
- Go out to a nice sit down restaurant.
- Invite special guests (administrators, parents, or alumni) on the last night the officers demonstrate their etiquette and social skills learned at the retreat.
- Pack a picnic lunch and get away for the afternoon.
- Bake a celebration cake and let the officers decorate it.
- Plan meals around the agriculture commodities in their state or area.
- Allow each officer or pair of officers to cook their favorite meal.
- Cook meals around international themes (Italian, Mexican, Greek, etc.).
- "Store Soup" is a children's book about a community who prepared a big pot of soup for all to eat by combining what they each had. The officers could each bring something to add to a team pot of soup as a unifying activity.
- Host meal competitions - most creative pancake, tastiest hamburger, tallest sundae, best appetizer, most nutritious or least nutritious meal, etc.



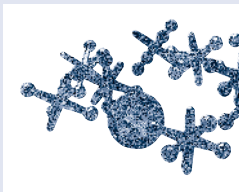
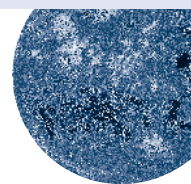


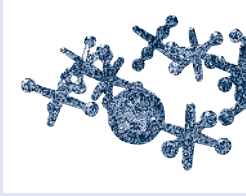
- Host a cookie decorating party. Allow each officer to decorate a large cookie with frosting, sprinkles, candy etc. Then after they complete the decorating, they are then instructed to give their cookie to a fellow officer.
- Make your own Sundae buffet.
- Progressive dinner - start with the dessert, then the main course, then salad and vegetable and end with appetizers.
- Prepare a Green Eggs and Ham breakfast or a color meal.
- Cook a cake with a jaw breaker in it. The officer who gets the piece of cake with the jawbreaker in it, receives a prize.
- Instruct every officer to bring an ingredient and the team then prepares a meal using all of the ingredients.



Ideas for Retreats - Mixers

- **The Whopper** - Have each person write four statements on a piece of paper: three that are true, and one that is a big, fat lie. When done, have each person share and have the group try and guess which one is the whopper.
- **Squeeze Play** - Have pairs of people stand back to back. Give each pair a balloon to blow up and tie. Have pairs place the balloon between the backs of their necks. When time begins, have pairs compete to see who can break the balloon first, using body pressure from their necks, backs, or legs without using their arms or hands. If a pair drops the balloon, they must find a way to pick it up without facing each other or using their arms or hands.
- **Marshmallow Catch** - Break group into pairs. Give each pair a four-foot string and two large marshmallows. Have one person be an "A" and the other designated a "B". Have pairs stand arm's length and face each other. Participants cannot move their feet. Have "A" tie a marshmallow to each end of the string and place one of the marshmallows in his/her mouth. Clearly express to the group that when the activity begins, they cannot use their hands, they can only move their heads. When you signal, time begins. "A" tries to swing the string so that "B" can catch the other marshmallow with his/her mouth. The first pair to do this successfully wins.
- **License Plate Nametags** - Give each participant a license plate (piece of cardstock or cardboard in the shape of a license plate) and markers. Have participants design creative, personalized license plates for themselves. Use numbers and letters. Limit the time and number of digits that can be used. When participants finish, have them mingle and try to read other plates. Have them share the significance of what their plates say.
- **Cotton Nose Blowers Relay** - Divide the group into two teams. Have each participant smear some Vaseline on his/her nose. Give each team a handful of cotton balls. Designate a starting line, and then a finish line about ten feet away. Each team will then get in a single file line at the starting line. The goal is for each team to get all their cotton balls over the finish line using their noses. The catch is each team member can only transport one cotton ball at a time. When you signal, time will begin. The first person for each team will poke their nose on a cotton ball, and crawl as fast as they can for the finish line. Once they get there, they need to disengage the cotton ball by blowing on it. After it is off, they must crawl back to tag the next person on their team. This continues until a team has won.
- **Ducky-Wucky** - The group sits in a circle on chairs, with a blindfolded person in the middle. The person in the middle is given a pillow. He or she then tries to find someone's lap. Then when she finds one, he/she puts the pillow on the person's lap and says "ducky-wucky." This person must try to disguise his/her voice and say "ducky-wucky" back. The blindfolded person must try to guess who it was. If he/she guesses right, then that person is "it."





- **Strawless Relay** - Give everyone an ordinary drinking straw and have them place one end in their mouth. When time begins, they must try to get from one end of the straw to another without using their hands.
- **Circle Pile-Up** - Everyone should sit in chairs in a circle. Then designate a leader to be in the middle and to give instructions. For example, "If you have green on, move to your right two places," "If you didn't brush your teeth this morning, move to your left three places" or "If you talk in your sleep, move one place to your right." If someone is in the chair you move to, just sit on his/her lap. You can stack up people indefinitely. The first person to make it all the way around the circle wins.
- **I've Got Your Number** - As participants arrive, each gets a number that he or she wears in an easy to see place. Ahead of time, prepare lots of instructions on slips of paper and place them in a box.

For example:

Find out the middle name of 4

Exchange shoe sizes with 2

Find out if 5 has any pets

When everyone has the first instructions, let them start. Tell them when they've completed an instruction they should get another from the box.

- **Career Guess** - Have a sheet of flipchart paper for each participant with their name at the top. Post the flipcharts around the room or activity area. Give participants markers and have them write the occupation they think each person in the group will have someday. After everyone is done, all participants will write their guess under their own name.

Resources:

Crowd Breakers and Mixers by: Youth Specialties Books

Publisher: Zondervan Publishing House

201 Icebreakers-Group Mixers, Warm-Ups, Energizers, and Playful Activities by: Edie West

Publisher: McGraw-Hill Company

Silver Bullet, Cowstails and Cobras, Quicksilver by Author: Karl Rohnke

Publisher: Kendall Hunt Publishing

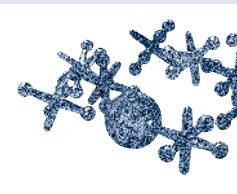


Ideas for Retreats - Recreation Ideas

- Hiking
- Swimming
- Boating/canoeing
- Group games:

Volleyball	Softball
Football	Croquet
Capture the Flag	Hide and Go Seek
Pool Volleyball	
- Scavenger Hunt
- Crafts
- Nature Activity:
 - Plant collection
 - Plant Identification
 - Wildlife track identification
- Aggie Olympics (a series of agriculture skills demonstrated by members of competing teams):

Sawing a board	Drawing vaccine from a vial
Threading a rod	Spinning floral tape on a flower
Transplanting seedlings	Test soil Ph
Sharpen a knife	Determine sugar content of fruit
Candle eggs	Make a "T" bud
Repair a garden hose	Start a siphon
Calculating Depreciation	Measuring the height of a tall tree
- Horseback riding
- Water skiing
- Miniature golf
- Frisbee golf
- Horse shoes
- Paint ball
- Create your own game from a box of stuff
- Skits (topics are drawn from a hat such as putting on a concert, a white water rafting trip, Shakespeare play, 8th graders on the first day of school, etc.)
- Clothes pile-up (send each team to their cabin to put 25 pieces of clothing on a member)
- Relays:
 - Orange pass under their chin (without the use of their hands)
 - Egg or balloons pass on chest (without the use of their hands)
 - Life saver and tooth pick pass (without the use of their hands)
 - Bat spin (each team member sets the end of a baseball bat on the ground and places his/her forehead on the other end. Then they spin around in circles keeping their forehead on the bat.
- Board games



There are several games books available from your local book store such as:

More New Games Book by New Games Foundation

Best New Games: 77 Games and 7 Trust Activities for all Ages and Abilities by Dale Lefevre

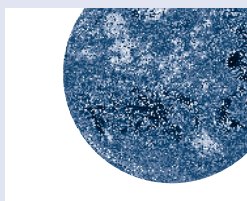
New Games for the Whole Family by Dale N. Lefevre

Parachute Games by Todd Strong & Dale Lefevre

The New Games Treasury by Marilyn Simonds Mohr & Raymond Cooke

Everybody Wins by Sambhava Luvmour & Josette Luvmour





Ideas for Retreats - Reflections

- **Discussion sessions** use sections from Life Strategies for Teens Workbook by Jay McGraw. This workbook is a great resource for reflection sessions. The author facilitates the reader through a process of examination of their own life through a series of reflective questions or activities.

Here is a description of a few of those sections from **Life Strategies for Teens Workbook**:

- **Getting to Know You - "The Story of My Life"** In this section, the reader is instructed to create a timeline of the life-altering events in their life and then write a short story - biography including information such as significant childhood memories, relationships with friends and classmates over the years, first big accomplishment, first major disappointment, main events in your home life, and main events in your academic life.
- **The Roles We Play** - Here the reader identifies and describes the various roles that teens play and the treatment they receive from their peers as a result of that role. It is an interesting look at roles.
- **Ten Times I've Dropped the Ball** - Instructs the student to identify ten times they have failed to act responsibly and why they did in an effort to help them change any irresponsible behavior and develop new habits when appropriate.

Examples of other sections:

Life Lessons - reader identifies experiences in their life where they have learned a life lesson.

My Possibilities - reader identifies admirable qualities in others and themselves.

Be Willing to Take Risks - reader identifies excuses they have used in the past that has kept them from reacting their potential.

Behaviors and Consequences - the focus of this section is choices and their consequences.

What is Working - reader identifies behaviors that lead to positive results

Who do I Admire? - make a list of who you admire and why

If You Don't Stand for Something, You Will Fall for Anything - a great section dealing with peer pressure.

I had Every Good Intention - the reader wrestles with the habits that prevent them from putting their intentions into action, implementing them in their life.

Forgiveness - the reader recognizes the power of forgiveness.

What are you Proud of? - identifies what you have to be proud of in your life.

Turning Dreams into Goals - the reader develops a plan of action to change their life in a positive direction.

- **Quotations-**Identify a quote to have the group analyze and reflect upon. The quote could be about leadership, personal sacrifice, hard work, caring, or any other theme you might be focusing on for the day or time together. Provide the group with some reflective questions such as:

What do you think the author meant?

What does it mean to you?

Have you seen others live out the lessons/meaning of this quote in any way? And if so, how did they do so?

How can you apply the lessons/meaning to your year of service?

- **Movie-**There are several films that portray or exemplify leadership characteristics. Show one of these films and ask the group to look for certain traits in the characters and lessons from the story. After viewing the movie, provide the group with some discussion questions such as: Identify leadership virtues demonstrated through the film.

Who demonstrated those virtues?

How can you do the same in your life?

We encourage you to create additional discussion questions that address specific topics you would like to focus on. Some examples might include:

Personal Sacrifice

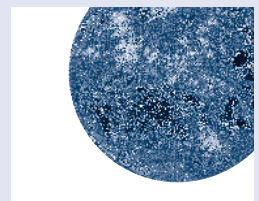
Commitment to Others

Compassion

Possible movies you could show would be:

<i>Twelve O'clock High</i>	<i>Star Trek I, II, III, IV</i>
<i>Patch Adams</i>	<i>Master and Commander</i>
<i>Dave</i>	<i>Gladiator</i>
<i>Twelve Angry Men</i>	<i>The Hunt for Red October</i>
<i>Remember the Titans</i>	<i>The Patriot</i>
<i>Forrest Gump</i>	<i>Radio</i>
<i>Stand by Me</i>	<i>Lean on Me</i>
<i>Dangerous Minds</i>	<i>Hoosiers</i>
<i>Rudy</i>	<i>Lord of the Rings</i>
<i>Gallupoli</i>	<i>Miracle</i>

- **Team Letters-** Have each officer put their name on the top of a piece of paper. Then have them pass their paper to a teammate. Ask them to write about the person whose name is on top of the paper they have. Encourage them to write about what they appreciate about the person, what the person contributes to the group, and possibly how the person has influenced them. When they are finished writing about that person, ask them to pass it on so someone else can add to it. At the end of this reflection, each participant should have written about every other member of the group.





- **Virtue Interviewing-** Divide your group into pairs. Then give each officer a copy of the “Virtue Questions” and a copy of the fifty-two virtues (see www.virtuesproject.com for list).

The “Virtue Questions” are as follows:

Name someone you admire. This person may be a figure in history or a person in your life.

What is the core virtue this person practices?

What attracts you to this virtue?

Name one of your own strength virtues, one which is strong and well-developed in you. Say a few words about how you live it.

Name a virtue you need to grow, one that is under-developed in you. Say a few words about how it is needed in your life.

What is one of the biggest challenges in your life right now?

What virtues would help you meet this challenge?

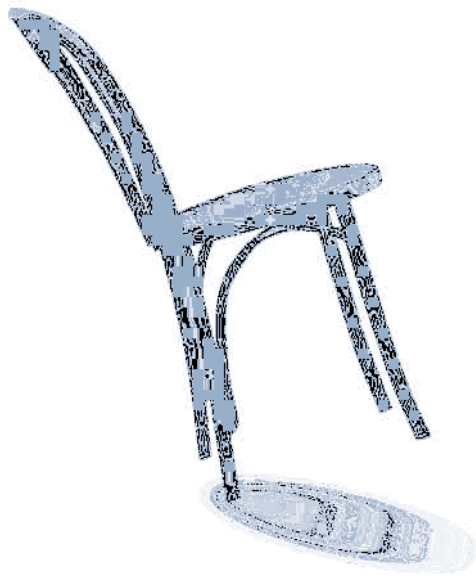
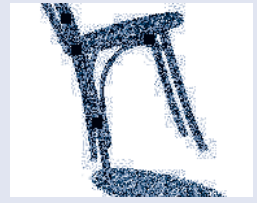
What are your hopes for this school term?

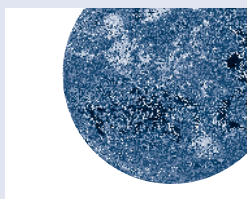
What is a source of joy in your life at this time?

After each pair has these materials, ask them to interview each other one at a time. The “interviewer” needs to look for virtues that “come out” of the interviewee’s answers. After ask the pairs to share with each other what virtues they saw in each other. Have each officer write the virtues that they identified on a gem shaped piece of construction paper or other item (cut these out prior to the activity).

- **Partner Share-** Assign a secret partner to each member of your group at the beginning of the retreat. Ask the group to watch and support their secret partner throughout the duration of the retreat. Encourage them to observe how this person interacts with others, and the positive aspects of their behavior. At the end of the retreat ask each member of the group to unveil who they watched and what they saw.
- **Silhouette-** Trace the silhouette of the side profile of each member of the team on a large piece of paper (tear sheet), one at a time. You can do this by having the officer sit in a chair in between a light source and the tear sheet so that the silhouette of his/her head appears on the tear sheet. Then have another officer draw his/her head outline. Instruct each member, one at a time or as a group, to go to the silhouette and write what they appreciate about the person.
- **Question Prompts-** Provide the group with some reflective questions and ask them to take time and write down responses. These questions could deal with an array of topics within the realms of leadership, personal development, interpersonal relationships, etc. After the group is finished, facilitate a sharing period.

- **Hero Letters-** Ask individuals in the group to write a letter to someone who has influenced them in some way. Encourage the group to express to this person their gratitude, and the impact they have made in the officer's life. Send the letters to the identified leader.
- **Teammate Collages-** Provide group with magazines, scissors, glue, paper, and other craft supplies. Instruct the group to create a collage of themselves. A cool variation of this reflection is to instruct your group to create a collage of another teammate. If you do so, assign who has who to ensure that every member is included.
- **Coat of Arms-** Instruct each officer to answer the four following questions:
 What are top three priorities in life?
 What do you enjoy doing in your spare time?
 Describe your family and friends.
 Describe one short-term and one long-term goal you have.
 After they have answered these four questions, provide the group with paper and markers. Instruct the group to create a personal "Coat of Arms" or Personal Banner with pictures and symbols demonstrating the answers to these four questions. Have each member share after the group has finished.
- **Me in a Box-** Prior to the retreat ask each member to collect 3-5 items that represent them as a person or are very important to them. Instruct them to take their items and place in a box and bring their box to the retreat. During the retreat set aside time to allow each officer to share their items one at a time. The other officers can only ask questions following the officer presentation (not during).



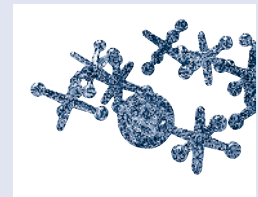


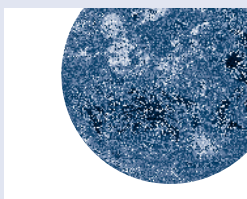
Ideas for Retreats - Special Touches

- Have a team of past officers arrive at the retreat site and decorate the facility.
- Bring give-aways for officers - key chains, pens, etc.
- Buy printed binders from the National FFA Gold Catalog with names and offices printed on them.
- Create an organizational binder for each major activity or event.
- Create an officer scrapbook for each officer with pictures, notes, and memorabilia from the retreat.
- Take lots of photographs at the retreat to use on bulletin boards, news releases, slide shows etc.
- Teach the officers to take quality photographs as a training session and then give each officer a disposable camera and have them take pictures during the remainder of the retreat.
- Invite a local professional photographer to take photographs of the officers.
- Create a retreat video to show to classes, as part of a recruitment effort, or presentation to groups. Watch the video at the last executive meeting or along the way when the “batteries” need to be recharged.
- Compile “Survival Kits” for each officer to include items with meaning such as highlighters (living a life of character), rubber bands (flexibility), bazooka bubble gun with cartoon (sense of humor), white out (forgiveness), etc.
- Build a “Spirit Stick” by decorating a stick and present it to an officer each day of the retreat who is charged to bring life and enthusiasm to the group for the day or present the stick as a reward to an officer who has exhibited positive energy during a session or for the day.
- Hand out “Warm Fuzzies” throughout the retreat to officers who do an exemplary job or provide each officer with several “Warm Fuzzies” to give out throughout the retreat to fellow officers. (Warm Fuzzies are small colored cotton balls that you can get at any local craft store)
- Hang up envelopes around the facility, one for each officer. Throughout the retreat his/her peers are free to place notes of encouragement or compliments in the envelopes.
- Supply the officers with picture frames. Each officer decorates them and at the end of the retreat, provide them with a team or individual photograph to place inside the frame.
- Create traditions with the officers such as celebration traditions or session starting or ending traditions, or meeting traditions.

Ideas for Retreats - Structured Activities

- Officers create their own contract.
- Hold group discussions on topics such as role models, motivation, how to create a sense of ownership in the members, service leadership, team leadership, situational leadership, team goals, teen issues.
- Talent show
- Guest speakers
- “What Would a Leader Do?” cards (available from the National FFA organization in the Core catalog). The officers would read the scenario and discuss possible solutions.
- Extemporaneous public speaking:
Each officer draws from the envelope a topic or subject upon which they’re to speak for 1-2 minutes. Other ways to identify topics might be to use the headlines of the local newspaper, quotations, write 3 nouns on a slip of paper and the officer has to create a story using the three nouns.
Bring a bag of pennies and when each officer draws a penny, they have to talk about something that did or might have happened in the year of the penny.
Create a list of 12 topics. Each officer rolls a pair of dice and speaks on the topic listed by the number that is shown on the dice.
Use junk mail and have officers explain why you would benefit from that item.
- Watch a leadership movie such as “*Patch Adams*, *Gladiator*, *Master and Commander*, *Dave*,” or others (see reflection ideas) and discuss the characters in terms of leadership demonstrated, character, virtues, leadership styles, etc.
- Play “Fear Factor” with unusual foods and silly stunts.





Ideas for Retreats - Team Building Games and Initiatives

- **Back Stabbers** - Hand out three to five clothes pins to each participant. Indicate that players are to try and get rid of their pins by clipping them onto the clothing of any other player, who will also be trying to do the same. First one to do so wins.
- **Bean Bag Tag** - Give each participant a bean bag and instruct them to place it on top of their head. On your signal, the participants are to play a simple game of "Everyone is it." If a player's bean bag falls off, they are out. If tagged, they are also out.
- **Copy Cat** - Ask your group to form a circle. During your explanation of the rules, ask each person to choose someone in the circle to be their leader but not to tell anyone who their leader is. Explain that once the activity starts, if the person you chose as a leader moves or changes position in any way, you must do exactly as he/she does. Whenever she moves, you mirror him/her. Ask the participants to try to watch their leaders without staring directly at them so that the leaders won't know who (if anyone) is following them. Then prior to beginning, ask everyone to close their eyes and move to a different location. Then on your command, tell them to open their eyes and begin mirroring their leader.
- **Group Juggle** - Ask your group to form a circle arm length apart. Give one participant a ball or bean bag, and tell them to pass it across the circle to another player. Repeat this action until everyone in the circle has both caught and thrown the object. The ball or bean bag should end up in the hands of the participant who started it. Ask all players to remember who passed the object to them, and who they threw it to. The goal for the group is to complete that pattern in the shortest amount of time.

Trust Activities

- **Human Ladder** - Instruct group to pair up and face each other, forming two parallel lines. Designate one person as the "climber." Indicate a starting end and a finishing end. Prior to the activity prepare about 10-20 (2" diameter, 2-3' long) wooden poles or dowels. Give each participant in one of the lines a dowel. Ask them to extend the other end of the dowel to their partner, who should be directly across from them in the other line. Establish a front and back of the two lines. The pairs at the front of the lines should firmly hold their dowel waist high, and parallel to the ground. The next pair should hold their dowel about 4" higher off the ground, but still parallel to the ground. This structure should continue as you move further back in the two lines. The object is for the "climber" to climb up, and then back down the ladder that has been created with the dowels, trusting his/her teammates.
- **Trust Wave** - Divide your group equally and form two straight lines with each player standing opposite someone from the other line. The lines should be just far enough apart so that when the player's arms

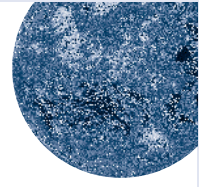


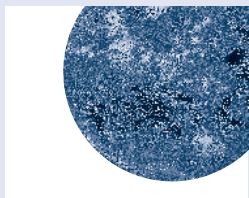
are fully extended at shoulder height and in front of them, their hands reach approximately the wrist of the participant opposite. The goal is for one player, also called the “runner” to start ten yards from the group and run between the two lines of players. The players in the lines raise their arms just before the runner reaches them and lower them as soon as the runner has passed.

- **Sherpa Walk** - Designate one participant to be the “Sherpa Leader.” Ask the rest of the participants to line up in a single file line, one behind the other. Then ask them to place their hands on the shoulders of the person next to them. Then blindfold that group of participants. The goal is for the “Sherpa Leader” to guide the blindfolded group or line in and around the activity area safely. The “Sherpa Leader” can also choose to guide the group over safe obstacles as well.
- **Trust Fall** - Identify a point (preferably a tree trunk, log, or ladder) about 2-4 feet off the ground with a clear area below it. Designate a “faller” and assign the rest of the group as “spotters.” Have the “spotters” line up in two parallel lines facing each other. Then have them extend their arms chest high in front of them inter-woven with arm of the “spotters” opposite them. Visualize it like a zipper. Then carefully guide the “faller” up to the high point. Have them turn their back to the group, and lock their arms and hands.
Make sure the “spotters” are ready, and then facilitate the safe fall. When the “faller” is ready he/she will fall backwards into the arms of the “spotters.”

Low-Risk Initiatives

- **Nuclear Flip** - Lay out a tarp or piece of fabric just big enough to fit your group on it. They should be very close to each other, and should have very little room to move or shift around. Inform them that the ground area outside of the platform is deadly nuclear material, and if they touch it, they will hypothetically lose the use of eye site (blindfolded), or use of communication (not able to talk), or the use of an arm or leg (indicate with bandana). Their challenge is to completely flip the platform, while remaining on it.
- **Inverted Circle** - Ask the group to form a circle shoulder to shoulder facing inward. Then use either bandanas or rope to tie the participant’s ankles together. Any given participant would have their right ankle tied to the left ankle of the person on their right, and their left ankle tied to the right ankle of the person to their left. Inform the group that their challenge is to invert the circle, so that the group is facing outward, while remaining tied together at their ankles.
- **Up Chuck** - Ask the group to form a circle arm’s length apart, facing inward. Give each person a ball or bean bag. On your signal, ask them to toss their object about 10-15 feet in the air, and to catch a ball they did not throw. Count the number of balls that are not caught, and encourage the group to better that number in the next round.





High-Risk Initiatives

- **Do-I-Go!** - Arrange four platforms (wood, carpet squares, fabric squares, etc.) each measuring about 2'x 2' at the corners of an imaginary square, and in the center of that conceptual square, hang a swing rope. Divide your group so that there are an equal number of participants standing on each platform. Indicate that the platforms are safe, but anywhere else on the ground is red, hot magma. Indicate that the challenge is for each person to move to another platform, so that each participant will end up on a different platform than the one they started from. Inform them that if they touch the magma, they must return to their original platform.
- **TP Shuffle** - Split your group equally in half, or in two teams. Prior to the activity, you should have found a long log lying either on the ground, or just above. Ask one team to line up on one end of the log, and one team to line up on the other. The challenge for the team is to switch ends of the log without any participant touching the noxious waste (a.k.a. ground) below.
- **Spider Web** - Prior to this initiative, you need to prepare a "spider-web" between two trees or poles, with enough holes in it for all your participants plus a few. The challenge for the group is to get their whole team through the spider-web without touching the web, or using a hole more than once.
- **Nuclear Crossing** - Prior to this initiative, you need to set-up the "Nuclear Crossing" area. To do so, you need to find a spot from a tree to hang a strong swing rope (works best if on slight hill). Then place a hula-hoop or other platform like object big enough to hold all your participants directly up the hill from the swing rope. From the platform you should be able to get a good grasp on the rope. Then place another platform directly down the hill from the swing rope. Again, you should be able to fully grasp the rope at this platform as well. The challenge for the team is to begin in the platform up from the swing rope, and get their whole team to the other, without touching the ground outside of the two safe platforms.

Resources

QuickSilver

Author: Karl Rohnke/Steve Butler

Publisher: Kendall/Hunt Publishing Company

Crowdbreakers and Games for Youth Groups

Publisher: Group Publishing Company

Silver Bullets

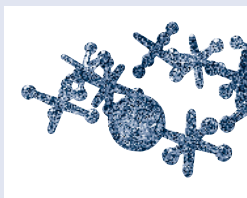
Author: Karl Rohnke

Publisher: Kendall/Hunt Publishing Company

Ideas for Retreats - Workshop topics

1. Tying a tie
2. Making handouts for your presentations
3. Resolving conflict on your team or in your chapter
4. Writing meeting minutes
5. Generating great ideas for skits, meeting activities, presentations
6. Effective listening
7. Planning an activity
8. Communicating without words (Non-verbal communication)
9. Introducing a speaker
10. Giving clear directions
11. Presenting awards
12. Leading an activity
13. Setting priorities
14. Professional dress
15. Solving problems
16. Clarifying personal value
17. Facilitating a meeting or discussion
18. Utilizing situational leadership
19. Setting personal or team goals
20. Writing a workshop
21. Developing a program of work
22. Relationship building
23. Shaking hands the proper way
24. Remembering names
25. Using graphics
26. Managing stress
27. Establishing and maintaining conversations
28. Encouraging others
29. Using a microphone effectively
30. Accepting constructive criticism
31. Utilizing proper travel etiquette
32. Using proper dining etiquette
33. Delivering a speech
34. Creating welcoming remarks
35. Writing a speech
36. Writing thank you letters
37. Practicing proper parliamentary procedure
38. Running an effective meeting
39. Writing business letters
40. Utilizing effective telephone etiquette
41. Delegating so that the work gets done
42. Managing your life
43. Using the internet
44. Using audio-visual equipment in your presentations
45. Taking great photographs
46. Creating an awesome scrapbook
47. Developing and delivering powerful key messages for your chapter and department
48. Designing attractive web pages





49. Creating partnerships with community and industry leaders
50. Creating a budget
51. Networking
52. How to build a powerful team
53. Writing committee reports
54. Managing your time effectively
55. Creating PowerPoint presentations
56. Running an effective meeting
57. Creating executive meetings that your fellow officers will not want to miss
58. Being responsible
59. Motivating members
60. Writing team or individual mission statements
61. Dealing with difficult members at your meetings
62. Improving self confidence
63. Creating a great first impression
64. Presenting powerful ceremonies
65. Expressing your opinion so that others listen
66. Creating super slide shows
67. Writing news releases
68. Getting your local newspapers to publish your news releases
69. Being a role model in your chapter
70. Opportunities in the FFA
71. Organizational structure
72. Characteristics of an effective team player
73. Types and uses of power
74. Leadership levels
75. Leadership styles
76. Qualities of an influential leader
77. Learning styles
78. Ag issues
79. Ag Ed issues
80. Great meeting activities - mixers, icebreakers, energizers, etc.
81. Group dynamics
82. Enhancing your creativity
83. Keys to personal success
84. Banquet ideas that work
85. Personal hygiene and attire
86. Maintaining a positive attitude
87. Humility
88. Cooperation
89. Flexibility
90. Commitment
91. Integrity
92. Risk-taking
93. Passion
94. Lifelong learning
95. Wisdom
96. Ethical leadership
97. Forgiveness
98. Gratitude
99. Acceptance of others
100. Teamwork

Sample Initial Retreat Agenda

Retreat Agenda

Day 1 Set the stage!!! This is going to be a life changing experience that is fun, beneficial and inspiring.

- 10 a.m. Depart from the school (conduct a mixer or icebreaker before you depart)
- 12 noon Eat lunch at a restaurant or picnic area along the way
(A special place with personality)
- 1 p.m. Arrive at the site and set up camp or settle into the facility
- 2 p.m. Orientation meeting
Conduct another mixer and/or energizer
Review the schedule
Establish a code of conduct for the retreat (better yet, facilitate the officers in the process using LifeKnowledge lesson HS.80 *Team Codes of Conduct*)
Make assignments (communicate any tasks or assignments that the officers are responsible for during the retreat.
Decorate the facility (you may have a crew that arrived early to do this)
- 2:30 p.m. Recreation (see recreation section for ideas)
- 4 p.m. Meal Madness activity (see meal ideas section for details)
- 6:30 p.m. Dinner and clean up
- 8 p.m. Personal collage activity - officers create a collage from magazine clips that express or represent who they are, what they enjoy, values etc.
- 9 p.m. Night hike (see structured activity section for other ideas)
- 11 p.m. curfew

Day 2 This is the “Me” day. The training sessions focus on *self awareness* - identifying their individual talents, skills, thinking preferences, or personality, etc.

- 8 a.m. Breakfast hosted by officer pair identified during the Meal Madness activity
A different pair would conduct a mini-workshop on an etiquette topic such as use of napkin. This workshop would be assigned during the orientation meeting and an information packet would be given to the officer pairs.
- 9:30 a.m. “What is Leadership” workshop (modify LifeKnowledge lesson plan HS.1 *Defining Leadership* for a small group)
- 10:30 a.m. Self Awareness workshop (modify LifeKnowledge lesson HS.9 *Understanding Values, Beliefs, Character, and Integrity* or see workshop section for other ideas)
- 11:15 a.m. Goal Setting workshop (use LifeKnowledge lessons HS.44 *The Benefits Setting Goals*, HS.45 *Goal Setting Strategies*, & HS.46 *Developing a Plan Using Goals*)

Sample Initial Retreat Agenda continued

- 12:15 p.m. Lunch hosted by officer pair
- 1 p.m. Swimming (see recreation section for other recreation ideas)
- 4 p.m. Personal Mission Statement Development workshop (use the procedure outlined in *Seven Habits of Highly Effective Teens* by Sean Covey or use LifeKnowledge lessons AHS.4 *Defining Personal Mission* and AHS.5 *Creating Personal Mission*)
- 6 p.m. Dinner/Supper
- 7 p.m. Brainstorming workshop (use LifeKnowledge lesson HS.98 *Brainstorming Solutions*)
- 7:45 p.m. Creativity workshop (use LifeKnowledge lesson HS.27 *Using Creativity*)
- 8:30 p.m. Program of Activity planning (see business section for ideas)
- 9:30 p.m. Group movie - "The Gladiator"
- 11 p.m. Curfew

Day 3 The focus of the third day is team. The agenda for this day includes a sequence of team building initiatives. This is the "We" day.

- 8 a.m. Breakfast
- 9 a.m. What is a team? (use LifeKnowledge lesson HS.65 *Defining Team*)
- 10 a.m. Team Building Initiatives:
 - Group Juggle - Group game
 - Back Stabbers - Group game
 - Copy Cat - Group game
 - Sherpa Walk - Trust Initiative
 - Human Ladder - Trust Initiative
 - Up Chuck - Low risk initiative
 - Inverted Circle - Low risk initiative
 - Nuclear Flip - Low risk initiative
 - Nitro crossing - High risk initiative
 - Spider Web - High risk initiative
 - Circle the Wagons (the team shares what they appreciated about each officer following the day of team building)
- 4 p.m. Free time
- 5:30 p.m. Dinner/Supper
- 6:30 p.m. Program of Activity planning (see business session ideas)
- 9:30 p.m. Silhouettes (see Reflection section for other ideas)
- 11 p.m. Curfew

Sample Initial Retreat Agenda continued

Day 4 The focus is servant leadership – about “them” – the members the officer serve

- 8 a.m. Morning walk
- 8:30 a.m. Breakfast
- 9:30 a.m. Servant Leadership workshop (use LifeKnowledge lesson HS.103 *Developing a Service-Leadership Attitude*)
- 12 noon Lunch
- 1 p.m. Special Leadership Skills Workshops
- 4 p.m. Recreation
- 6 p.m. Dinner
- 7 p.m. Program of Activities planning (lead by chapter officers)
- 10:30 p.m. Service Reflections (see Reflections section for other ideas)
- 11:30 p.m. Curfew

Day 5 Telling our story through effective public relations

- 8 a.m. Breakfast
- 9 a.m. Public Relations workshops (use LifeKnowledge lesson AHS.48 *Developing Partners for Your FFA Chapter* and AHS.49 *Promoting FFA Opening Doors*)
- 11 a.m. Pack up
- 12 noon Lunch
- 1 p.m. Depart for home



Sample 3-Day Retreat

Retreat Agenda

Day 1

- 8 a.m. Meet and conduct a mixer
- 9 a.m. Depart
- 11 a.m. Arrive and set up
- 12 noon Lunch
- 1 p.m. Orientation meeting
- 2 p.m. “What is Leadership” workshop
- 3 p.m. Self-Awareness workshop
- 4 p.m. Recreation
- 6:30 p.m. Dinner/Supper
- 7:30 p.m. Officer Duties workshop
- 8:30 p.m. Program of Work Planning
- 10 p.m. Structured Activity
- 11 p.m. Curfew

Day 2

- 8 a.m. Breakfast
- 9 a.m. “What is a Team?” workshop
- 10 a.m. Team Building Initiatives
- 3 p.m. Recreation
- 6 p.m. Dinner/Supper
- 7 p.m. Program of Activities session
- 9:30 p.m. Structured Activity
- 11 p.m. Curfew

Day 3

- 8:30 a.m. Breakfast
 - 9:30 a.m. “What is service leadership?” workshop
 - 10:30 a.m. Organizational planning (use LifeKnowledge lesson AHS.44 Organizational Planning and AHS.45 Leading Program of Activities Development)
 - 12:30 p.m. Lunch
 - 1:30 p.m. Program of Activities planning
 - 4 p.m. Depart
- Eat dinner/supper on road

Sample Initial Retreat Follow-up letter to officers

(Insert date)

(Chapter officer's names)

(Address)

Dear Bryan, Mary, Kelly, Breanna, Rich, and Debbie:

Way To Go!!!

Congratulations on a job very well done at our (insert name of retreat) I hope that you are as excited as I am about our team and the progress that we made at our retreat. Each of you are to be commended for demonstrating focus, maturity, and open-mindedness. Our members are truly blessed to have leaders such as you to serve them this upcoming year. They definitely made good choices when they voted last spring.

Specifically, here is what you demonstrated during our time together:

Kelly - awesome team player, compassionate, loyal, thoughtful, and cooperative - "Team Mom."

Mary - exemplary work ethic, motivating, great sense of humor (which was needed once in a while) - "The Task Master"

Rich - "Mr. Creativity," great ideas, powerful insight and vision, way to think outside the box
(continue for all officers)

Here are a few reminders from the decisions made and tasks assigned during our planning sessions:

All officers - type up your message to the members for the newsletter and Program of Activities

(2-3 paragraphs, double spaced, on disc)

Write a one paragraph biography for the web page

Meet at the agriculture department on Monday, August 1 at 10 a.m. to organize our officer area

Bryan - facilitate the November meeting

contact Mr. Superintendent regarding the School Board Meeting presentation

Develop the photographs from the retreat

Debbie - contact Eric Shilling (chair of the Car Wash Committee) regarding the executive meeting on August 12

Facilitate the December meeting

Write press release for the retreat

With Breanna construct "Welcome Back" bulletin board

(continue for all the officers)

I am sure proud of you all! I hope that you all know that. But it is not finished! The process continues. Find some way this week to support, encourage, and value your teammates. If you have questions, please call me at the office or at home. See you on Monday.

Sincerely,



Chapter 3

Individual Officer Growth



Individual Officer Growth

Serving as an FFA Chapter Officer provides a tremendous opportunity to grow and develop leadership skills and abilities. It can also be a time consuming activity for the chapter advisor who really works to grow the chapter officer team.

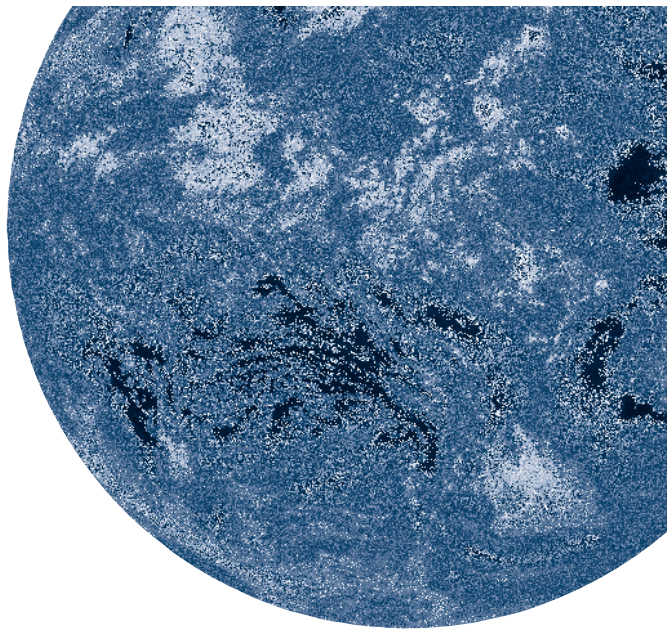
“How do I find the time to really help the chapter officers grow?” As advisor you must manage the process of officer growth, but the chapter officers must “own” the process. What do we mean by “owning” the process?

Simply put, they are in charge of their own learning. The advisor and officers create a plan for the officer’s growth throughout the year. Once the plan is in place, it is monitored through performance reviews, but the chapter officer is responsible for following through with the plan.

This requires the personal growth plan be developed completely, with specific actions and timelines for achieving the desired outcome. Following are some samples of personal growth plans.

Most important is to develop the plan at the start of the year and then follow through with it. Many times the plan gets lost in the hustle of activity as the year progresses. If it is to have value, a personal growth plan must be a living document that helps guide the developmental process the entire year.

Mportant



Sample of Chapter Officer Personal Growth Plan 1

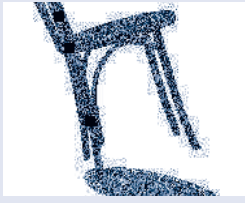
Chapter Officer Name _____ **Date** _____

Areas for Improvement	Improvement Strategies	Timeline	Progress Made

Sample Personal Growth Plan 2

Chapter Officer Name _____ **Date** _____

Personal Growth Areas	Performance Rating	Comments/Plans for Improvement	Timeline	Results
Duties of the Office	☐ Needs Improvement ☐ Average ☐ Mastered			
General Leadership Abilities	☐ Needs Improvement ☐ Average ☐ Mastered			
Teamwork	☐ Needs Improvement ☐ Average ☐ Mastered			
Presentation Abilities	☐ Needs Improvement ☐ Average ☐ Mastered			
Responsibility	☐ Needs Improvement ☐ Average ☐ Mastered			
	☐ Needs Improvement ☐ Average ☐ Mastered			
	☐ Needs Improvement ☐ Average ☐ Mastered			
	☐ Needs Improvement ☐ Average ☐ Mastered			
	☐ Needs Improvement ☐ Average ☐ Mastered			



Coaching information

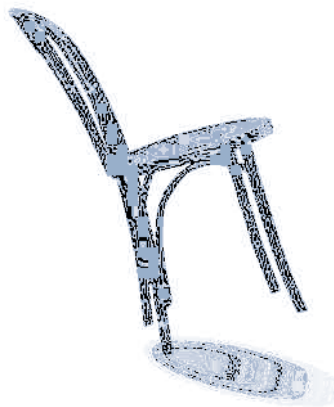
Once the personal growth plan is developed for the chapter officers, you must become a coach. Great coaches are everywhere – we see them in athletic competitions, speech competitions, and academic events – any where student performance is measured in competition, you'll find a coach.

But not all performance is based in competition. The personal growth plan for chapter officers is not comparing one officer to another; it's helping each officer find their unique talents and abilities. The plan helps officers build on their strengths while learning how to manage their weaknesses.

Your job as coach is to help the officers get started and stay on the path of personal growth. Conduct occasional performance reviews with your officers. Ideally, once a month, but at least once every two months, sit down with each officer individually and evaluate their performance.

Here are some topics to cover:

- Coaching sessions should be done one on one. Pick an appropriate time and place where you will not be interrupted.
- Keep it conversational - ask the officer how it is going – listen from their perspective.
- The officer should do most of the talking during the performance review. Your job as coach is to clarify and help the officer come to their own conclusions about improving their performance.
- Ask key questions when necessary to move the discussion to the individual performance level and focus on improvement.
- Have the personal growth plan available and use it to keep the conversation focused.
- Clearly identify measurable goals with definite strategies and timelines for achievement.
- Conclude on a high note – compliment them on an aspect of their performance that has exceeded expectations.



Coaching Model

This model provides a basic framework for a chapter officer and advisor coaching session. It may be adapted as needed.

Pre-Performance Review

- Prior to meeting with the advisor, have the chapter officer review the Personal Growth Plan and document progress toward established goals. The officer should also summarize areas of exceptional performance and any new areas they may need some additional help.
- Chapter officers may want to assemble examples of their best work to be placed in their portfolio.
- Establish a time that you can have at least 15-30 minutes of uninterrupted time with the chapter officer.
- The chapter advisor must review a copy of each officer's Personal Growth Plan prior to the performance review. Make notes about the officers performance since the last review. Be prepared so you don't have to think of what you what to say as the review progresses. This will also insure that you won't miss any points you want to discuss.

Performance Review

- Establish and maintain an atmosphere of trust and care for the review.
- Start the review with a conversation about their immediate past performance. Sample questions might be:
 - What have you learned about yourself since the last review?
 - What do you feel really good about since our last review?
 - What specific skills have you developed or improved?
 - Where do you believe you need the most learning and development?

Additional questions:

- What are the biggest challenges you have faced as a chapter officer?
- What have you learned about how you work with your fellow chapter officers?
- What do you want to achieve yet this year as a chapter officer?
- What is the most significant risk you have taken to grow your leadership skills?
- How do you let the other officers help you grow your skills?
- What has frustrated you about being a chapter officer?
- What are some new ways you can use your strengths to improve our chapter?





- What role do you most often play on the chapter officer team?
- How would you improve our chapter officer team?
- What have you done to grow the next generation of chapter leaders?

Closing questions:

- In what area of your performance do you want to achieve the most growth in the next month?
- What can I do to help you reach your goals and grow as a chapter leader?
- What goals have you set for the next month?



Chapter 4

On-Going Officer Development



mpower

The chapter officers are selected and installed. You've had your initial officer retreat. So now how do you keep the energy and motivation sustained throughout the year? How do you keep them working toward the goals of the chapter? How do you keep them focused on their personal growth plan?

The answer to all these questions is the same. Chapter officers need to have an on-going development program. We all need time to refocus our energies, to evaluate how we are doing, and take a good look at the goals we have set for our personal development.

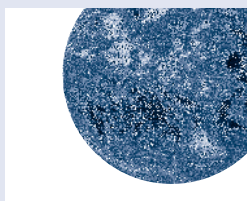
This on-going development program should be designed to meet your chapter officers' needs and timeline. Consider a mid-year retreat to light the fire again in your officers. Consider having mini-workshops at executive committee meetings or special developmental sessions. Perhaps letting the officers develop and present workshops would help meet their needs.

Consider all the options and organize the training accordingly. Remember to use "just-in-time" training to prepare the officers for special activities. These can be great refreshers of skills needed for exceptional performance.

This chapter about on-going development is focused on the entire team. Remember to align the team training with the needs identified in the officer's personal growth plan. Coupling the team and individual training will produce maximum opportunity for leadership development.

Mportant





Mountain Guide Certification

To become certified as a mountain climbing guide, there are a number of skills a person must develop to not only safely climb to the top of a mountain but to lead others there as well. There are also certain skills a student must build to efficiently carry out the duties of an FFA officer.

Mountain guides study and practice to earn their certification. They develop their skills through practical experience and must be prepared for any situation that they might encounter. Chapter officers also develop their skills through the practical experience of chapter office. They must also put their knowledge and experience to work to deal with any problems or situations they may encounter through the year.

This is a series of five individual workshops under the common theme of becoming a certified mountain climber. The series can be used as training for a retreat or can be broken into stand alone workshops under a common theme.

Upon completion of all five workshops, award some type of certification to the officers. This could be a certificate or other form of recognition.

The following “mini-workshops” are designed to help students develop skills that will enable them to be an effective officer:

1. Servant Leadership
2. Trusting and Appreciating
3. Accepting Responsibility
4. Professionalism
5. Running the Show (Parliamentary Procedure and Officer Duties)



1. Servant Leadership

Mountain Guide Certification

Materials Needed: Handout MGC 1 - Why Are You Here – one per officer, marker board/flip chart

Why Are You Here? Advisors often experience the “prestige” motivation for students becoming an officer. Students sometimes do not really look at the true reasons for being in a leadership position. Why Are You Here is designed to help students look at the idea of servant-leadership.

1. Give each student handout MGC 1. Explain to students: *How many of you have thought about why you really wanted to be an officer? Take five minutes and complete part one of this sheet and stop.*

At the end of five minutes, take a few moments and ask for one or two volunteers to share one of their reasons for being an officer. You may get answers such as prestige, it sounded like fun, to learn more leadership, looks good on a resume. After a few moments of this discussion, move on to the next section.

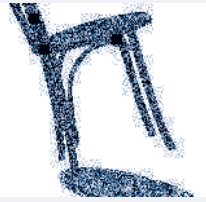
2. Explain to students: *Each officer has specific duties, such as the secretary keeps minutes of the meeting. Along with the duties, officers have other responsibilities. In section 2, list what you feel are your most important responsibilities. You will have three minutes. Go!*

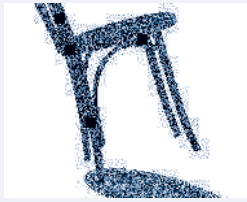
Examples: Specific officer duties, showing up to work, representing the chapter, helping get other members involved, recruitment, etc.

At the end of three minutes, ask one or two volunteers to share one of their responsibilities.

3. Servant Leader: Split team into groups of three or four. Have each group write a definition for Servant Leadership, share their definitions and then take 5 minutes to brainstorm what they have to do with leadership. You may begin.

At the end of five minutes, have groups share their ideas by writing them on a marker board or flip chart. The point to make is that true leaders are servants first, then leaders.





4. Next, instruct students to list three ways they will serve their team, chapter and community.

Explain: *In part B, list three ways that you can be of service this next year to your team, school or community. Give serious consideration as you make this list.*

5. After students have completed the personal service list, keep students in small groups and have them look at the word SERVANT. Give them five minutes to see which group can come up with the most words relating to service. Each word must begin with a letter from the word SERVANT. To add some motivation, you could assign points for each word and give an additional five points if the groups come up with a word for every letter of SERVANT.

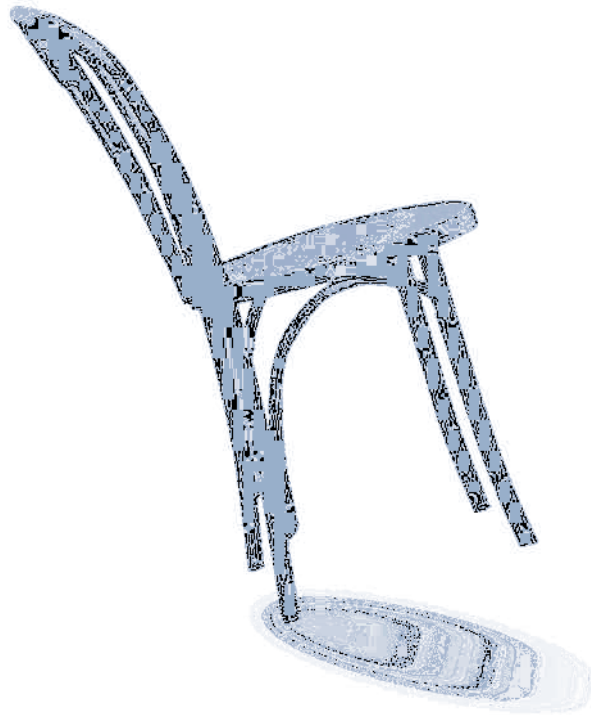
Examples: Selflessness, Encouragement, Respect, Volunteer, Appreciate, Neighborly, Thoughtful.

Further Training on Servant Leadership:

Refer to the following *LifeKnowledge™* lessons:

HS 7 – Using Your Community as a Laboratory for Learning

HS 103 – Developing a Service Leadership Attitude



MGC 1 - Why are you here?

Why Did You Want to Be an Officer? List the three most important reasons you wanted to be a part of this officer team. **BE COMPLETELY HONEST!!!**

A.

B.

C.

What Do You See as Your Most Important Responsibilities As an Officer? List two or three.

A.

B.

C.

Read the following quote:

“The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead.”

Robert K. Greenleaf, author of *The Servant As Leader*

Take a few moments and brainstorm some ideas of how this quote is related to being an officer and part of this team. List your ideas below.

What are three ways you personally will be of service to your team, chapter, and community?

1.

2.

3.

Look at the word SERVANT. Working with a partner, come up with one word that relates to service for each letter in servant.



2. Trusting and Appreciating

Mountain Guide Certification

Materials Needed: MGC 2 – Where’s My Trust Factor, MGC 3 – Pairs Walk – Trusting Your Teammates, areas for an obstacle course, materials needed to create obstacle course. Small sheets of paper approximately 2” x 3” (enough for one per team member), MGC 4 – Deposit Withdrawal Slips

A. Where’s My Trust Factor: A key component of any effective team is developing an atmosphere of trust. Students will begin this section by rating themselves on Trustworthiness and their Ability to Trust others. Handout MGC 2 to each student.

1. Explain to students: *“Being part of an effective team is learning to trust yourself and others. You will begin by rating yourself on Trustworthiness and your Ability to Trust Others. Your answers will not be shared unless you choose to. Being completely honest with yourself is vital to this evaluation. You will have 10 minutes to complete this exercise. Begin.”*
2. After completion of Where’s My Trust Factor, take a few moments to discuss the following questions with the team:

Give me an example of how ranking low in one of these characteristics can cause problems on an officer team.

Possible Examples:

- ✓ Not keeping promises to others is a quick way to destroy trust.
- ✓ Criticizing and tearing down others will alienate team members.
- ✓ Forgetting duties and always showing up late erodes trust.
- ✓ Not trusting other team members will be felt and they may not want to work with you.

3. What is the Team’s Trust Factor? Hand out pieces of 2” x 3” paper to each officer. Explain to group: “On the small blank sheets of paper, rank the following statement on a scale of 1 to 10, with 1 being no trust at all and 10 being extremely high trust. This is to be a secret ballot so do not let anyone see your vote and do not write your name on the ballot. After writing your score, fold the ballot and hand in.”

Statement: I trust that my team members will effectively carry out the duties assigned and that we will make a strong and effective team.

After students hand in ballots, add up the total scores from all ballots and divide by the number of ballots to come up with an average trust rating. This will provide a glimpse of the team feels about each other. It may prompt a need for further trust training.

B. Trust Activity – Pairs Walk – Trusting Your Teammate: See MGC 3 for instructions.



C. Personal Bank Accounts: In Sean Covey's book, *The 7 Habits of Highly Effective Teens*, he explains that each of us has a Personal Bank Account and Relationship Bank Accounts. In order for a financial bank account to be useful, we have to deposit money in that bank account. The same is true with Personal Bank Accounts and Relationship Bank Accounts. These accounts are emotional accounts and must receive deposits to build trust in ourselves and others. When students participate in this activity they become aware of the negative talk, put downs and hurtful things people say to each other. Be ready! You will start to hear students say things like "Hey, that's a withdrawal. How about a deposit?" Here's how the accounts work:

1. **Personal Bank Account:** We have our own Personal Emotional Bank Account. We make deposits to that account when we keep promises to ourselves, do something nice for ourselves such as take time to relax, engage in healthy recreation, learn something new, etc. We make withdrawals by "beating up" on ourselves when we do something wrong, tell ourselves we are stupid, engage in un-healthy activities, etc. If we take more withdrawals than we make deposits, the bank account becomes overdrawn and our self-confidence and self-trust erode. The object is to make more deposits than withdrawals and keep our account healthy and useful.
2. **Relationship Bank Account:** Like our personal bank account, we have accounts with other people too. It operates the same. You can make deposits to other person's accounts by such acts as genuine listening, sincere compliments, helping when needed, keeping promises and commitments, etc. You make withdrawals by being dishonest, talking behind their back, breaking promises, criticizing, making fun of them, not truly listening, etc. Again, the idea is to make more deposits so the trust level is built stronger and the relationship becomes more beneficial to both of you.

As with a financial bank account, if you become overdrawn on the account, the bank may close your account. People will do the same. After too many withdrawals, they will close the account on your relationship.

3. Discuss the two types of bank accounts above with students. Give some of the examples listed and ask students to come up with additional deposits and withdrawals they hear from their friends, around school, etc. and list them on a board or flip chart. Spend about 5-10 minutes on this.
4. Handout MGC 4 – Deposits and Withdrawals to each student. Give the following instructions: *"For one week, you are to listen for the deposits and withdrawals that you do to yourself and to others. You are to record them on the deposit/withdrawal sheet you have been handed. The Personal Bank Account side is for deposits and withdrawals to yourself and the Relationship Bank Account is for deposits and withdrawals to others. You will bring these to our next officer meeting and we will discuss what you experienced."*
5. The main point of this activity is to help students understand that by appreciating others, they will build bonds of trust and create more productive relationships.

Further Training on Trust and Appreciating:

Refer to the following *LifeKnowledge*® Lessons:

- HS 51 – The Importance of Building Relationships
- HS 61 – Earning Trust



MGC 2 - Where's My Trust Factor?

A. Rank the statements below using the following scale:

1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

Trustworthiness Score

- ☐ I keep promises to others
- ☐ I keep promises to myself
- ☐ I follow through and complete things I commit to
- ☐ I am accepting of myself
- ☐ I feel good about who I am
- ☐ I rarely criticize or tear down others
- ☐ I am able to keep confidential information confidential
- ☐ I rarely forget meetings and other activities
- ☐ I am usually on time for my commitments
- ☐ I listen to others and take into consideration their feelings and points of view

☐ Total Score

Ability To Trust Others Score

- ☐ I establish relationships easily
- ☐ I am confident others will treat me fairly
- ☐ I feel respected by most people
- ☐ I believe in the basic goodness of most people
- ☐ It is easy for me to be open in my communication with others
- ☐ I have positive relationships with most people
- ☐ I find it easy to ask others for help when I need it
- ☐ I have people in my life with whom I can share my deepest feelings
- ☐ I have someone I feel confident in going to for advice
- ☐ I trust my fellow team members to carry out their duties

☐ Total Score

Scoring Range: **High Level** = 35-40 **Medium Level** = 25-35 **Low Level** = 24 or less

B. Answer the following questions:

When looking at the two lists above, which areas do you need to improve?

Of the areas you feel need improvement, choose one or two you believe would be most beneficial to you.

MGC 3 Pairs Walk – An Exercise in Trust

Trusting Your Teammate

This activity is adapted from “Pairs Walk” which can be found in the book *Quicksilver* by Karl Rohnke and Steve Butler.

The main object of this is for people to learn to put their trust in another person. It will involve splitting the team up in pairs. One of the persons will be blindfolded and the other will be responsible for guiding the blindfolded person through the course. This can be adapted to indoor or outdoor situations.

1. Indoors: Set up an obstacle course in a room of your choice. You could use tables and chairs to set up a maze. Design of course is not important.

2. Outdoors: If you have an area that has natural obstacles, such as rocks, trees, fences, etc, you could set up a walking course in this area and mark it with flags, natural landmarks, etc. Again, how the course is designed is not the issue, so use your creativity!

3. Safety: It is essential that safety be emphasized in this activity. The person leading the blindfolded partner is totally responsible for the blindfolded person's safety. Setting up a challenging course makes this activity more interesting but it needs to be a course that is safe for the participants. If you are unsure about an obstacle, error on the side of caution and do not include it.

4. How it Works: To begin, start in an area where the group cannot see the course.

Split groups into pairs. A suggestion, draw names for partners; this will split up any pairs that are always together. Next, choose who will be blindfolded first and who will be the leader first.

- A. Tell them they are about to embark on a journey. One person will be blindfolded and one person will be sighted for the first half of the journey. They will switch roles for the second half.
- B. The sighted person is totally responsible for guiding the blindfolded person through the course. They are also responsible for the blindfolded person's safety. This is to be taken seriously!
- C. This activity is to be conducted in silence. The exceptions:
 - 1) If you come to an obstacle that poses a danger, you may break the silence to talk the blindfolded person past the obstacle.
 - 2) If the blindfolded person begins to feel so uncomfortable they want to stop.
- D. When you start, each pair may choose one of the following ways to go through the course:
 - 1) Holding hands.
 - 2) Lead person in front, blindfolded person in back with hands extended forward to shoulders of leader.
 - 3) Arm in arm.

Explain to pairs this is not a race and they should take their time to safely negotiate the course. The object is to simply lead each other through the course safely.
- E. Once the pairs reach the halfway point (designated in advance), the blindfolded person will remove the blindfold and give it to the sighted person, who will then become blindfolded. After this exchange, the journey continues.
- F. The path should not be deviated from to avoid unplanned obstacles.

MGC 3 Pairs Walk – An Exercise in Trust continued

- G. When the end of the course is reached, the blindfolds can come off. Everyone is to remain silent until all pairs have completed the course.
- H. NOTE TO ADVISORS: You will need to be present during this activity. It is a good idea to walk along the course in silence, spot checking to make sure that everyone is doing okay and to watch out for potential problems such as guides not doing their job, making sure people stay on the course, watching out for unforeseen dangers.

5. Debriefing: After everyone has finished the course, take a few moments to discuss the following questions with the group:

- ✓ What did it feel like to be guided?
- ✓ What did it feel like to be the guide?
- ✓ What did your guides do to help make you comfortable?
- ✓ What communication took place between you and your partner?
- ✓ Was there any difference between the first half of the journey and the second half, other than who was blindfolded? Was it easier, harder, go smoother, etc?
- ✓ What was the most challenging part of this activity?
- ✓ What is the relationship between this and leading the chapter?

Note: You may have to give some examples here:

Think about being a first year FFA member, sometimes you feel blind to what is going on. How can you use this exercise to help them? - *Communicate in a way to make them feel comfortable.*

When being the guide, you knew the person you were leading was depending on you. Your fellow officers and FFA members are also depending on you.

You had to work together for both of you to get through the course. As a team, you will have to work together to accomplish the chapter goals.

MGC 4 – Deposit Withdrawal Slips

Bank of _____
(Your Name)

Personal Bank Account Deposits

(Deposits You Make to Your Account)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Personal Bank Account Withdrawals

(Withdrawals You Make to Your Account)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Relationship Bank Account Deposits

(Deposits You Make to Your Account)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Relationship Bank Account Withdrawals

(Withdrawals You Make to Your Account)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



3. Accepting Responsibility

Mountain Guide Certification

Materials Needed: Handouts: MGC 5 - Where's My Focus, MGC 6 - Schedule Manager, White board/ flip chart and markers

A. Where's My Focus? A major challenge for many FFA officers is maintaining a balance relating to all of the activities they are involved in. There are some officers who have the luxury of FFA being their only activity to focus on, but these are few and far between. Officers that become over-booked seem to be more common. This activity sets students on the road to prioritizing and balancing their lives.

1. Give each officer handout on MGC 5. The object of this exercise is to help students look at demands on their focus and give thought to balancing their life and prioritizing choices. **Note:** It is not the purpose of this exercise to convince students to focus all their time on FFA. Being over focused on FFA or any one single activity can prevent students from broadening their horizons and developing their full potential.

Part 1 - Explain: *"Look at the items in section 1 that require your focus and attention. Each of them can have positive effects on your life. However, spending too much time in one area can have negative effects on the other areas. Analyze the list and circle any that you may be over-focused on. Take 2-3 minutes to complete this."*

Part 2 – Explain: *"Choose two of the areas from part 1 that either have caused problems or have the potential to cause conflicts with other areas requiring your focus. You have approximately three minutes to accomplish this."*

You may need to give students the following examples to help them generate ideas:

- Friends – Placing too much focus on friends may cause you to base your decisions on what they want and not what is best for you.
- Sports – Too much focus here can cause your performance in other areas such as school work to suffer.
- Other Organizations – It is easy to become involved in so many different organizations that you are not doing a good job in any of them.

Part 3 – Explain: *"In Part 3, you will read two scenarios that involve making tough choices. Sometimes we have to decide between two good things. Circle the response you would choose. When everyone is finished we will discuss your choices and reasons. You have five minutes, begin."*

After students have finished, spend about 5-10 minutes discussing choices. The main point to make is we often are faced with decisions that force us to choose between good activities. It is important to make those choices based on the best benefit to all concerned.



Part 4 – Students will be brainstorming during this section to come up with ideas of when it is appropriate for FFA officers to switch their focus from FFA to other activities and when it is not appropriate.

- a. Split officers into two groups. Instruct each group to come up with two ideas for when it is appropriate and when it is not appropriate to change focus from FFA to another activity. Give them 5-10 minutes to accomplish this.
- b. After time is up, ask one representative of each group to write their examples on the board or a flip chart. Spend about 5 minutes discussing the examples.

In order to get the groups started, you may want to give them the following examples.

Appropriate: The only day you can schedule a college interview is the same day an FFA meeting is planned. It is probably more important to go to the interview and have your fellow officers bring you up to speed when you return.

Not Appropriate: Your boyfriend/girlfriend wants you to go to the movies rather than attend the Jr. High Recruitment activity that you have helped your team plan.

B. Congratulations on Your Promotion to Schedule Manager! One thing that everyone receives in the same amount is time. We all have exactly 24 hours a day. There are many resources on time management; however we really can't manage time, we can only manage ourselves in the time we have. This activity will help students take a look at how they can manage themselves in the 24 hours they have.

1. Give students handout MGC 6 - Promotion to Schedule Manager.
2. Have students complete Part A. Ask students *“Do you see anywhere that you could save time and use it more productively?”* The object is to be totally honest in evaluating where you spend your time. Proceed to part B and list any areas that you have that you could save time.

Remind students that certain parts of the days are already scheduled, such as the school day and are beyond their control. Their focus should be on those items which they have the ability to change.

3. **Where Could I Improve the Most?** Before instructing students to begin this section, spend a few minutes in discussion with them about what areas may be of benefit. Obvious areas that will yield benefits would be more time with studies, or possibly exercising.

However, people also need recreation to unwind, relax and revitalize their minds and body. Friends also play a crucial role in a person's develop-





ment. It is possible you may have some students who are not spending enough time relaxing. Spend about 5-10 minutes with this discussion then instruct students to complete section C.

Possible questions to help generate discussion before completing section C:

- ✓ *How many of you could increase your grade point average by spending an extra 20 minutes per day on studies?*
- ✓ *How many of you spend time relaxing? What benefits are there of relaxing?*
- ✓ *What about spending time with family? How many of you eat at least one meal a day with family?"*

4. **Wrap-Up:** After completion of part C, spend a few moments discussing areas and benefits listed. The main idea to leave students with is this: **At this stage of their life, they are in charge of how they manage themselves during the time they have. Everyone has 24 hours a day and each person has the choice how to spend it.**

C. Tools To Help With Time Scheduling: Another challenge facing advisors and officer team members is staying on top of their schedule, meeting officer duties, etc. It is suggested that each officer has a personal planner. If you are on a tight budget, as many educators are, MGC 7 – Calendar and MGC 8 - Weekly Planner are provided. These sheets can be photocopied and placed in a three-ring notebook for each officer. They are simple yet functional.

1. MGC-7 Calendar Suggestions.

Option 1: MGC 7 calendar worksheet is a blank calendar sheet that officers will need to write the month in at the top of each page. They will also need to write in the dates for each month. It is suggested that at the beginning of their term of office they fill out the calendar sheets complete with all activities in which they will be engaged. As the year progresses and more activities are planned, these sheets would be available to write in the additional activities.

Option 2: Twelve calendar sheets have been produced in a Microsoft Excel file found on the CD. The months and dates will have to be filled in. This could be done in advance of the first training meeting. Also, existing dates could be typed in and then full calendar year could be printed for each officer. **Note: Each Excel file is protected. The password is FFA if you wish to modify this.**

Both of these options will allow an officer to quickly glance at the monthly activities to see the important events happening during that month.

2. MGC-8 – Weekly Planner Suggestions.

Option 1: As a supplement to the monthly calendar sheets, MGC-8 can be photocopied in enough quantities that each officer would have a planner for each week of the year. The Weekly Planner is blank and is flexible enough for officers to write down both FFA and non-FFA activities.



Option 2: As with MGC 7, MGC – 8 is an Excel file available on the CD and could be easily downloaded to each officer's home computer or school network file. If students prefer to fill out the weekly sheets on computer, this spreadsheet will do the trick. When using the file, students will need to keep the original blank and use the **File Save As** command to save their working sheet to another name. Example, the file they are writing to may be saved as Sept 1-7, 2004. This will always allow a clean original sheet to begin.

Examples of filled out MGC 7 and MGC 8 sheets are included with this workshop.

You will notice on MGC 8, there is a space for "Thought for the Week." A great place to get quotes is www.followyourdreams.com

3. If you prefer to purchase a commercial planner, one suggestion is to contact Premier Discover Agenda at www.premieragendas.com. This company specializes in custom designed planners for schools and organizations. For a professional business planner you could also search www.franklincovey.com.

Further Training on Accepting Responsibility and Time Management:

Refer to the following *LifeKnowledge*® Lessons:

- HS 13 – Understanding Responsibility and Accountability
- HS 14 – Personal Responsibility and Accountability
- HS 41 – Understanding the Use of Time
- HS 42 – Life Balance



MGC 5 - Where's My Focus?

Instructions: FFA officers are often involved in activities outside of FFA. Many of these activities are productive and good to be involved in. However, sometimes it is easy to fall into the trap of being over committed by being involved in too many things or becoming so focused on one area that other areas of your life suffer.

1. The following is a list of activities that may require your focus. Ask yourself, "Do I focus on any of these so much that it has a negative effect on other areas of my life?"

Circle the ones that you may tend to "over focused".

- a. Friends
- b. Sports
- c. School work
- d. Boyfriend/Girlfriend
- e. Part-time job
- f. FFA
- g. Other organizations
- h. Other _____

2. Choose at least two of the areas listed above and list a problem that each might create by placing too much focus on them.

Area _____ Problem _____

Area _____ Problem _____

3. Making Tough Choices: Read the following scenarios and circle which response you would choose. Be ready to explain why you made that choice. There is no right or wrong answer.

- A. You are involved in sports and practice takes place right after school for three hours a night. The officer team needs to plan a recruitment activity for Jr. High students. Everyone can get together at 7 pm on Monday night; however, your chorus instructor has slotted you to practice your solo for the district music contest at this same time and he has no other time slots available. The music contest is on Tuesday.

Your choices: _____

1. Tell your fellow officers you cannot attend the meeting.
2. Tell your music instructor you cannot practice that night.
3. Other options? (Explain if you have another option).

Why did you make this choice?

MGC 5 - Where's My Focus? continued

- B. You work after school from 4 p.m. until 8 p.m., Mondays and Thursdays. Tuesday night is usually open for you. The second Tuesday of each month are FFA meetings beginning at 7 pm. You are serving as secretary. On Tuesday afternoon of the meeting, your boss calls you and asks you to work a shift for another employee. You will have to work until 8 p.m.

Your choices:

1. Tell the boss you have a prior commitment to the FFA meeting.
2. Tell your fellow officers you can't be at the meeting
3. Other options? (Explain if you have another option.)

Why did you make this choice?

4. As an FFA officer, FFA should be one of your priorities. However, it is possible for several important priorities to conflict, placing you in the position of making a tough choice. It is possible that focus on each of your priorities may shift from time to time depending on the situation. Discuss with the other team members the following:

- A. As a group, come up with two examples when switching your focus from FFA to other activities would be appropriate.

Example 1:

Example 2:

- B. As a group, come up with two examples when switching your focus from FFA to other activities would not be appropriate.

Example 1:

Example 2:

MGC 6 - Congratulations on Your Promotion to Schedule Manager!

Introduction: As someone in a leadership position, you need to learn how to manage your chosen activities in the 24 hour time period you have.

A. Using the guide below, analyze where your time is spent during the weekday.

	<i>Amount of Time</i>
1. Going to school	_____
2. School related activities (sports, homework, music, drama, FFA etc.)	_____
3. Part-time job.....	_____
4. Friends (count time spent with persons other than at school)	_____
5. Visiting on phone or computer with friends	_____
6. Time spent with family	_____
7. Time spent alone (listening to music, reading, thinking)	_____
8. Watching TV, playing computer games, etc	_____
9. Sleeping	_____
10. Recreation	_____
11. Other:	_____
Total - must equal exactly 24 hours	_____

B. Do you see any areas where you are not spending your time productively? If so, list the number of the area below and write down how much time you could save in that area.

Area # ____ Amount of time I could save _____

Area # ____ Amount of time I could save _____

Area # ____ Amount of time I could save _____

Total Time saved: _____

C. Where Could I Benefit Most? Using the information from part A and B, choose an area that you feel you might need to spend more time developing. The amount of time available comes from the Total Time Saved in Part B and cannot exceed that amount. Also, list the benefit you would gain in each area.

Area # ____ Amount I would increase my time spent in this area _____
Benefit of spending this extra time: _____

Area # ____ Amount I would increase my time spent in this area _____
Benefit of spending this extra time: _____

Area # ____ Amount I would increase my time spent in this area _____
Benefit of spending this extra time: _____

Total – Must equal exact amount of time saved in part B. _____

Sample Calendar

Month:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Sample Calendar

Month:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8 FFA Banquet @ 7:30 p.m. CCHS Commons
9	10	11 FFA Meeting @ 7:30 a.m.	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 Leave for COLT @ 5:15 a.m.	28 COLT	29 COLT
30	31					

THOUGHT FOR THE WEEK	

NOTES AND OTHER THINGS TO DO

Sample Week Planner

Week: May 17-21

MONDAY
Post meeting agenda in Ag. Room Put FFA meeting announcement in school bulletin
TUESDAY
FFA meeting at 7:30 a.m.
WEDNESDAY
Art project due
THURSDAY
History report due
FRIDAY
Algebra final
SATURDAY
SUNDAY
Youth Group at 7:30 PM

THOUGHT FOR THE WEEK
When you were born, you cried and the world rejoiced. Live your life in such a manner that when you die, the world cries and you rejoice. Old Cherokee Saying

NOTES AND OTHER THINGS TO DO
1. Get paints to finish art project 2. Proofread history report

4. Professionalism

Mountain Guide Certification

Materials Needed: MGC 9 - Professionalism – Have I Got It, MGC 10 - Looking Professional, marker board and flip chart.

A. Professionalism – Have I Got It? It is important for an officer team to understand the importance of being professional both personally and in the public eye. Officers are ambassadors of the chapter and have influence on how FFA is viewed by chapter members, school officials and the public in general.

Give students handout Professionalism – Have I Got It? Explain to students: *“Using the handout I just gave you, rate yourself on the characteristics listed. After rating each one, total up your score and compare it with the rating scale at the bottom.”*

1. Give students about 5 minutes to complete this sheet. After they have completed scoring, ask students to review the characteristics they just rated and circle the three that would benefit them most by improvement.
2. Next, split students into two or three groups. Instruct them to come up with at least two benefits for them personally and two for the chapter of operating with a professional attitude. Give students 5-10 minutes. Have them post their answers on board or flip chart. Spend a few moments discussing the benefits among the group.

Possible Examples:

Personal: Be respected, people will want to work with them, increased employability.

Chapter: Develop respect in community and school for FFA, realize increased support, both moral and financial from community, provides an example for younger members to follow.

B. Looking Professional – Advisors sometimes run into “Battle of the Official Dress.” While many students just don’t like wearing ties or scarves, (who are we kidding, many advisors don’t like wearing ties or scarves!), the fact is official dress looks sharp and is recognized and respected by people in and out of the profession. Many students seem to step up just a notch when they are dressed up.

1. Give students handout on AS 10 – Looking Professional. Instruct them to read the introduction and then spend 2-3 minutes discussing it with them.
2. Next, instruct them to read the “If This Jacket Could Talk.” After they finish reading, choose one of the following two activities:

Ask students to work together and come up with additional statements the FFA jacket might make in the form of “You’re wearing.....” statements. Have students share the statements they create.

Instruct students to come up with positive comments they have heard from people outside the chapter about official dress or list potential benefits students see in wearing official dress in public. Have students share and discuss statements they create.



MGC 9 - Professionalism – Have I Got It?

Introduction: There are many titles that carry the term “Professional.” However, having a professional title does not mean you have professionalism. In David H. Maister’s book, *True Professionalism: The Courage to Care About Your People, Your Clients, Your Career*, he lists a number of characteristics of people who have “professionalism.” The following score sheet is adapted from that list. Rate yourself and see how close you are to having professionalism. Remember – be totally honest in your evaluation.

Rating Scale: 1 = Rarely 2 = Sometimes 3 = Usually 4 = Always

____ I take pride in my work

____ I reach out to accept responsibility

____ I don’t wait to be told what to do – I anticipate the need and show initiative to accomplish it

____ I do whatever it takes to get the job done

____ I get involved and don’t just stick to my assigned roles

____ I am always looking for ways to make things easier for those I serve

____ I really listen to the needs of those I serve

____ I am a team player

____ I can be trusted with confidential information and situations

____ I am honest, trustworthy and loyal

____ I am open to constructive critiques on how to improve

____ I care about the people I work with

____ **Total Score**

42-48 I’ve got it!

36-41 Almost there!

30-35 Working on it!

24-29 I am thinking about it.

23 and below What is it?

MGC 10 - Looking Professional

INTRODUCTION: As leaders of your FFA chapter, it is not only important to live professionalism, it is important to look the part as well. You may come into contact with FFA members who don't like to wear official dress for one reason or another. Perhaps they just don't like dressing up or maybe non-FFA members have made derogatory comments about the FFA jacket. As an officer, it is important for you to remember that official dress and the FFA jacket are the most recognizable symbols of FFA and are respected throughout our country. So the next time someone grumbles about the jacket, or makes a comment about blue corduroy, share this with them.

If This Jacket Could Talk

by Randy Vlasin

I know that to you, I may seem a bit old. I was officially adopted in 1933, which to many is ancient history. I hear the groans from some when advisors say "Everyone is to be in official dress." Perhaps that's because they really don't understand me. I am more than just a mass of blue corduroy and gold emblems. Before you put me on, I would like you to consider what you're really wearing:

1. You're wearing a living legacy that started with 33 young people in 1928 and has grown to nearly half a million students across this nation.
2. You're wearing an emblem of an industry that is number one in the world - American Agriculture.
3. You're wearing a uniform that is recognized by business people who operate our farms, main street businesses and Fortune 500 companies, as a symbol of excellence and leadership that is second to none.
4. You're wearing opportunity to create success through one of the most diverse and dynamic programs ever offered to young people.
5. You're wearing an advertisement of yourself, your school, community, state and country.
6. Most of all, you're wearing a symbol of everything that is good and decent about this great land we call America.

So when you put me on, either you wear me with pride and strive to represent all that I stand for, or don't wear me at all.

Here's wishing you a life filled with premier leadership, personal growth and career success.

Your FFA Jacket



5. Running the Show

Mountain Guide Certification

Materials Needed: MGC 11 Part 1 – Parliamentary Procedure and Officer Duties, MGC 12 – Parliamentary Procedure Jeopardy Questions (instructor only), MGC 13 Part 2 – Order of Business, MGC 14 Part 3 – Challenges of Chapter Meetings, MGC15 Part 4 – How Are We Going To Pay For All This?, Marker board and markers

A. Running the Show (Effective Meetings Part 1 – Parliamentary

Procedure and Officer Duties) - A key ingredient of an effective officer team is understanding specific duties and basic parliamentary procedure.

1. Split group into two or three teams (depending on size of officer team)
2. Give each student Part 1 – Parliamentary Procedure and Officer Duties.
3. Give students 30 minutes to study these information sheets. Explain to students: “You have 30 minutes to study together the information on these sheets. At the end of 30 minutes, we will play Parliamentary Procedure Jeopardy and see which team can score the most points.
4. At the end of 30 minutes, give teams three minutes to come up with a name for their team and list the names on the board. Keep score under these names for the game.
5. Parliamentary Procedure Jeopardy
 - a. Just like the TV show, students will pick the categories they want to try to answer. For example: Votes for 5 points or Motions for 10. After a team has chosen the category, the instructor will randomly pick a question from the list. You can do this by drawing a number or just selecting from the list. Do not ask questions in order as they follow the order of motions and officers on student sheets.
 - b. Each team may work together to answer the question. If the first team to choose the question misses it, the next team in line gets a chance to answer it. Rotate from one team to the next after each question is answered. If no team can answer the question, allow them to look at their sheets. The idea here is not about winning but about learning.
 - c. To make this more interesting and require students to develop focus, answers must be given in the form of a question instead of a regular answer. Example: This motion introduces an item of business. Answer: What is a main motion?
 - d. Allocate about 20 minutes for this game.



Further Training on Parliamentary Procedure:

Refer to the following *LifeKnowledge*® Lessons:
AHS. 47 – Creating Engaging Chapter Meetings

B. Running the Show Part 2 – Orders of Business

Hand out this sheet to all students. Briefly discuss the items with students and ask if there are any questions. It is suggested that they keep this sheet with their officer planners.

C. Running the Show Part 3 – Challenges of Chapter Meetings

Give students handouts on Challenges of Running Chapter meetings. This is a guide list to common problems experienced in chapters.

1. Give students 5 minutes to look over the sheet.
2. As a team, discuss what they see as the biggest challenges they face in running chapter meetings. Instruct them to circle different solutions on the sheet they feel could be implemented in the chapter. Allow time to discuss these solutions.
3. If needed, give students an additional 10 minutes to brainstorm some of their own solutions if they do not find acceptable solutions on the sheet.
4. Instruct students to write any new solutions down on the back of Part 3 handout.
5. Remind students that any new ideas need to be brought before the chapter for approval before officers implement them.

Fundraising – An activity that can certainly add to an advisor's time is fundraising. It is a necessary part of operating a successful chapter. Give students handouts on "How Are We Going To Pay for This?"

1. Give Students 5 minutes to look over the fundraiser sheet.
2. Give them 15 minutes to discuss potential fundraisers listed and brainstorm other ideas of their own. List the brainstormed ideas and have them select three and present to the chapter for a vote at the next meeting.

Further Training on Parliamentary Procedure:

Refer to the following *LifeKnowledge*® Lessons:

Program of Activities Evaluation – AHS. 44 – Organizational Planning

Community Service – HS. 104 – Opportunities to Serve Others

Recruitment – AHS. 46 – Recruiting FFA Members



MGC 11 - Running the Show

(Effective Meetings – Part 1 Parliamentary Procedure and Officer Duties)

Introduction: Running an effective meeting is about more than organization, proper procedure and covering items. It's about image as well. As an officer team, it is your responsibility to develop an image of professionalism and productiveness at your meetings. Knowing basic parliamentary procedure is the first step.

I. Introducing Motions

- A. When introducing most motions, a member should follow these steps.
 1. Rise and address the presiding officer by saying: "Mr./Mdm. President" or "Mr./Mdm. Chairperson."
 2. When recognized by presiding officer, the member begins with "I move that..." or "I move to..."

II. Basic Motions Every Officer Needs to Know:

Motion	Method of Presentation	2nd Req.	Debatable	Amendable	Type of Vote
Main Purpose: To introduce an item of business for discussion —	"I move that our chapter conduct an awards banquet."	Yes	Yes	Yes	Majority
Amendment (Note: An amendable motion can only carry two amendments.) Purpose: Modifies a motion by addition, substitution or deletion.	"I move to amend the motion by adding April 12th at 7 PM."	Yes	Yes	Yes	Majority
Refer to Committee Purpose: Takes an item of business from the floor and assigns it to a committee to gather further information and report back.	"I move to refer this item of business to a committee of three appointed by the president with instructions to report back at our next meeting."	Yes	Yes	Yes	Majority
Postpone Definitely Purpose: Postpones item of business to a set time and/or date.	"I move to postpone this item until our January meeting."	Yes	Yes	Yes	Majority
Extend or Limit Debate Purpose: To place controls on the amount of debate on a pending question.	"I move to limit debate to two more speakers, one pro and one con." or "I move to extend debate for 15 minutes."	Yes	No	Yes	2/3

Note: These are basic parliamentary motions that will cover most meetings. However, there are more motions and information pertaining to each not listed here. For further information, consult Robert's Rules of Order Newly Revised, 10th Edition.

MGC 11 - Running the Show continued

Motion	Method of Presentation	2nd Req.	Debatable	Amendable	Type of Vote
Lay on the Table Purpose: Lay pending question aside when something of immediate importance has risen.	"I move to lay this motion on the table."	Yes	No	No	Majority
Take from the Table Purpose: To bring back a motion that was previously tabled.	"I move to take from the table the motion to have fruit sales as a fundraiser."	Yes	No	No	Majority
Division of Assembly Purpose: To force a counted vote if result of a voice vote is in doubt	"I call for division of the assembly."	No	No	No	None
Point of Order Purpose: Used when a member believes there has been an error in procedure.	Member: I rise to a point of order. Chair responds: "State your point." Member: "Discussion is out of order since there was no second on the motion."	No	No	No	Chair rules
Recess Purpose: To provide a short intermission in meeting.	"I move to recess for ten minutes to allow for the counting of ballots."	Yes	No	Yes	Majority
Question of Privilege Purpose: To raise question relating to rights or comfort of members and requires immediate attention.	Member: "I rise to a Question of Privilege." Chair responds: "State your question." Member: "It is very warm, may we turn up the air conditioning?" Chair: Denies or approves request.	No	No	No	Chair rules
Adjourn Purpose: To bring the meeting to a close.	"I move to adjourn the meeting."	Yes	No	No	Majority

MGC 11 – Duties of FFA Officers

President

1. Preside over meetings.
2. Appoint committees and serve on them as an ex-officio member.
3. Represent the chapter in official and public relations functions.
4. Evaluate progress of Program of Activities.

Secretary

1. Prepare and present minutes of each chapter meeting.
2. Prepare and post the agenda for each chapter meeting.
3. Be responsible for chapter correspondence.
4. Maintain member attendance and activity records.

Treasurer

1. Receive, record and deposit FFA funds and issue receipts.
2. Present a monthly Treasurer's report at chapter meetings.
3. Collect dues and special fees.
4. Prepare and submit membership roster and dues in cooperation with secretary.

Reporter

1. Release news and information to news media.
2. Plan public information meetings with news media and other organizations.
3. Publish a chapter newsletter.
4. Prepare and maintain a chapter scrapbook.

Sentinel

1. Welcome guests and visitors.
2. Care for the meeting room and chapter equipment.
3. Assist the president in maintaining order.
4. Keep the meeting room comfortable.

Advisor

1. Supervise chapter activities.
2. Inform prospective students in leadership development.
3. Prepare students for involvement in competitive events.
4. Inform prospective students about FFA.

Note: These represent the six constitutional officers. However, many chapters have more than six. Some common officers and their duties are as follows:

Parliamentarian

1. In the absence of the advisor, advises on parliamentary procedure.
2. Assists other officers where needed.

Historian

1. Is responsible for the chapter scrapbook in place of the reporter.

FFA Student Council Representative

1. Serves as official FFA representative to the overall school student council.
2. Attends student council meetings and functions.
3. Builds rapport between student council and FFA.

Chamber of Commerce Representative

1. Serves as a liaison between FFA chapter and Chamber of Commerce.
2. Attends Chamber of Commerce meetings.
3. Builds rapport between Chamber of Commerce and FFA.

MGC 12 – Parliamentary Procedure Jeopardy

Votes for 5 points

1. Main motion – What is a majority
2. Amendment – What is a majority
3. Refer to Committee – What is a majority
4. Postpone Definitely – What is a majority
5. Extend or Limit Debate – What is a 2/3rds vote
6. Lay on the Table – What is a majority
7. Take from the Table – What is a majority
8. Division of Assembly – What is none
9. Recess – What is a majority
10. Question of Privilege – What is chairman rules
11. Adjourn – What is a majority

Officer Duties for 5 points

1. Presides over meetings – Who is the president?
2. Appoints committees and serves as an ex-officio member – Who is the president?
3. Represent the chapter in official and public relations functions– Who is the president?
4. Prepare and present minutes of each chapter meeting – Who is the secretary?
5. Prepare and post the agenda for each chapter meeting – Who is the secretary?
6. Be responsible for chapter correspondence– Who is the secretary?
7. Receive, record and deposit FFA funds and issue receipts – Who is the treasurer?
8. Collect dues and special fees. – Who is the treasurer?
9. Release news and information to news media - Who is the reporter?
10. Publish a chapter newsletter. – Who is the reporter?
11. Welcome guests and visitors – Who is the sentinel?
12. Care for the meeting room and chapter equipment – Who is the sentinel?
13. In the absence of the advisor, advises on parliamentary procedure – Who is the parliamentarian?
14. Is responsible for the chapter scrapbook in place of the reporter – Who is the historian
15. Serves as a liaison between FFA chapter and Chamber of Commerce – Who is the Chamber of Commerce Representative?
16. Attends student council meetings and functions – Who is the Student Council Representative?

Motions for 10

1. Introduces an item of business – What is a main motion?
2. Modifies a motion – What is an amendment?
3. Takes an item of business from the floor and assigns it to a committee to gather further information and report back – What is Refer to Committee?
4. Postpones item of business to a set time and /or date– What is postpone definitely?
5. Places controls on the amount of debate on a pending question– What is Extend or Limit Debate?
6. Lay pending question aside when something of immediate importance has arisen – What is Lay on the Table?
7. To bring back a motion that was previously tabled – What is Take From the Table
8. To force a counted vote if result of a voice vote is in doubt – What is Division of the Assembly?
9. Used when a member believes there has been an error in procedure – What is Point of Order?
10. To provide a short intermission in meeting – What is Recess?
11. To raise question relating to rights or comfort of members and requires immediate attention – What is Question of Privilege?
12. To bring the meeting to a close. What is Adjourn?

Pedigrees for 20

1. Main motion: What is a second, amendable, debatable?
2. Amendment: What is a second, amendable, debatable?
3. Refer to Committee: What is second, amendable, debatable?
4. Postpone Definitely: What is second, amendable, debatable?
5. Extend or Limit Debate: What is second, not debatable, amendable?
6. Lay on the Table: What is second, not debatable, not amendable?
7. Take From the Table: What is second, not debatable, not amendable
8. Recess: What is second, not debatable, amendable?
9. Adjourn: What is second, not debatable, not amendable?

MGC 13 – Running the Show

(Effective Meetings – Part 2 – Order of Business)

Introduction: An organized meeting has a set order of business. To help your team keep the meeting organized, the following is the proper order of business according to Robert's Rules of Order.

A. Order of Business

1. Opening Ceremony. Special Note: Helps to set a professional business tone to the meeting.
2. Minutes from the previous meeting
3. Officer's Reports (Example: Treasurer's report)
4. Standing Committee Reports (Example: Program of Activity Committees – Student Development, Chapter Development, Community Development)
5. Special Committee Reports.(Example: Land laboratory committee, banquet committee, etc.)
6. Special Orders (Example: Guest speaker, educational video, etc.)
7. Unfinished Business (Business left over from previous meeting)
8. New Business
9. Degree and Installation Ceremonies (Example: Greenhand & Chapter degrees)
10. Closing Ceremonies
11. Recreation

Note: Items 1, 9, 10 are special to FFA. Not every organization has opening and closing ceremonies or degree installation.

MGC 14 – Running the Show

(Effective Meetings – Part 3 – Challenges of Chapter Meetings)

Introduction: Even with the best goals, challenges with your chapter meetings will arise. Below is a list of challenges commonly faced and some suggestions on how to handle them.

1. Getting Members to Meetings

- ✓ Set up a point system that awards points for every meeting attended and give out High Point Award at the annual banquet.
- ✓ Set your meetings on the same day of every month. Example: First Tuesday of every month at 7:30 p.m. – This helps students to remember meetings.
- ✓ Place announcement in school bulletin two days in advance of meetings.
- ✓ Create a set of FFA meeting posters at the beginning of the year, have them laminated so you can write on them with erasable marker. Have a place for meeting date, time and location. Place these around school two days in advance of the meeting. Place one on the outside of the Ag. Education Room door, above water fountains, wherever students congregate in the halls.
- ✓ Run meetings efficiently so they don't drag on and cause them to be an experience of "drudgery and boredom."
- ✓ Door prizes – Example: Draw for a box of donuts, a gift certificate to a local restaurant or store. Keep this simple and within your budget.
- ✓ Plan recreation activities after meetings (if they are held at a time when recreation is possible.)
Examples:
 - Volleyball or basketball
 - Ice skating
 - Movie and popcorn
 - Scavenger hunt

Special Note: If your meeting times will not allow for recreation, be sure to plan several fun, recreational activities during the year. Keeping it fun keeps them coming back.

2. Getting Members to Show Up on Time

- ✓ Door prizes again: Only members showing up on time are entered for door prizes.
- ✓ For morning meetings, provide brownies, donuts, etc. for the first 24 members to arrive.
- ✓ Award lesser points to those who come late.

3. Encouraging Members (other than officers) to Move Motions

- ✓ Bring a bag of candy and toss a piece of candy to those who move legitimate motions.
- ✓ Enter names of chapter members moving motions for a drawing for a special prize at the annual banquet.

4. Maintaining Order

- ✓ Start with using parliamentary procedure and having organized meetings. This will take care of much of the problem.
- ✓ Assign students who are not paying attention to cleanup detail after the meeting.

MGC 15 – Running the Show

(Part 4 – How Are We Going To Pay For All of This?)

Introduction: Supporting the chapter financially is a challenge for FFA officer teams and the whole chapter. The following is a list of fundraisers. Some are traditional and some are not. The most important aspect of fundraising is finding what works in your community.

A. Various Fundraisers

1. Fruit, Meat & Cheese, Candy Sales
2. Labor Auctions – FFA members sell for 8 hours of labor. All proceeds go to chapter.
3. Dunking Booth at community activities – Use FFA members, school and community officials, etc. as the dunkees. Charge a set amount for 3 throws to try and dunk them.
4. Food booths or concession stands – These are a lot of work but can be lucrative.
5. Cow Pie Bingo – Takes a big area, works well at the county fair. Mark out 100 – 2ft squares on an open piece of ground and number each one with paint. Arrange them 10 rows wide and 10 rows long. Sell squares for \$5.00 each. Enclose it with cattle panels. Turn Bessy the cow loose after feeding her. A few hours later she makes a deposit on one of the squares. The owner of that square receives \$100.00. You can run this several days in a row at a county fair and sell all the squares each day.
6. Goat Insurance – A crazy fundraiser that is fun for the whole community. The object is to sell insurance policies to protect people from having a goat penned in the middle of their lawn. You collect money two ways. First, you encourage someone to nominate another person to receive the goat in their lawn for a nominal fee of \$5.00. That nominated person's name goes into a pot. Then you contact the nominee and ask if they want goat insurance for \$10.00 since they have been nominated and could potentially have a goat in their yard. The person who does the nominating can stay anonymous or not, it's up to them. This can start a hilarious chain of events with the chapter being the beneficiary of the insurance policy. At the end of the nominating period (to be set by the chapter) names of anyone who does not have goat insurance are placed in a hat and one name is drawn. That person receives the goat. Of course, if your insurance salesperson are doing a good job everyone will have insurance and a goat won't have to be placed. Although, to keep this going, you really do want a goat to show up somewhere or you kill your sales for next year!

Be Creative! There are many other ways of raising funds.

B. Involving the Members

1. Nothing attracts member's attention more than by allowing them to personally earn a little cash through the fundraising activity. Consider giving a percentage to your salesperson (ie - \$1.00 per box for every box of fruit sold. This can also be done in varying percentages and amounts with any sales item).
2. If the fundraiser doesn't lend itself to direct commission, award points for hours worked and pay so much per point or provide an award at the annual banquet.

Conflict resolution

MIXING OIL AND WATER

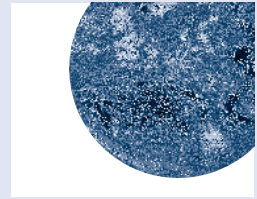
Introduction: Have you ever taken a drop of oil and attempted to mix it with water? It just doesn't work very well. Properties of the two are so different they just don't seem compatible. Have you ever had two or more members of an officer team that were just like the proverbial oil and water? No matter what you did, they just didn't mix and each time they were together there was tension and stress? Sound familiar? This is not an uncommon situation for FFA advisors to be faced with and it can be very stressful.

Before we proceed, let's take another look at oil and water. At first, it seems to be a mismatch. However, when we take our focus away from the fact their properties do not mix and look for strengths of each liquid, we can come up with a scenario where they work together quite well. An obvious example is an automotive engine. Oil's properties lubricate the internal parts that allow the engine to produce power. Water's properties cool the engine. Both are crucial for engine operation.

Sometimes, as an advisor, we have to develop this view with our students. Certainly it's challenging. An even bigger challenge is helping officers look at their fellow team members in this way. The following activities are designed to help team members with this endeavor.

Objectives:

- 1. Identify causes of team conflict.**
- 2. Identify and implement conflict strategies.**





I. Causes of Team Conflict

We have often heard people say, “Those two just have a personality conflict.” In some cases, this can be very true. Officer teams are rarely made up of students that all have the same behaviors. In some cases, these behaviors can cause conflict.

Materials Needed: Copies for each officer of Mixing Oil and Water activity, parts one through four, writing surface such as flip chart or marker board.

A. Mixing Oil and Water Activity: This activity will help your team members identify basic behavior style patterns and identify potential conflicts. Give students handouts on Mixing Oil and Water – Part One: A Look at the Mix.

Part 1: A Look at the Mix

Explain to students: *“In order to become an effective team, we must learn to understand each other. This activity is titled Mixing Oil and Water. Sometimes it seems like mixing oil and water when a team first begins to work together. Read the descriptions of the behavior styles found on part one of your handout. Circle the one you think is most like you.”*

You may also need to explain to students that it is possible to have some characteristics found in all four styles listed; however they need to pick the behavior style that is most like them.

Explain to students: *“As you read the descriptions, you may find a little of yourself in all of these. However, you need to pick one style that sounds most like you.”*

Note: To heighten the interest of your students, have them try to guess each other’s style as well as the advisor’s style.

Allow approximately 5-10 minutes for this part.

Part 2: Avalanche Warning! (Potential Conflict)

A. Students are elected as Parliamentarian to a “Sample Officer” team. Instruct them to review each officer and their behavior style. Students will also need to write their own style beside the parliamentarian office.

Explain: *“Using Part 2 of your handout, review each officer and their behavior style. Write your style beside the parliamentarian’s office.”*

“Next, read through the “Other Insights” section of this sheet to gain further information about your fellow officers.”

Give students 3 – 5 minutes to read about the sample officers.

B. Possible Conflicts: Students will identify possible sources of conflicts between officer pairings listed in section B. Divide students into pairs and instruct them to identify possible sources of conflict using information

about their behavior styles and other insights. Allow students 10 minutes for this portion of the exercise.

After placing students in pairs, explain the following: *“Notice in Part 2, section B of your handout the officer pairings that have potential for conflict. Working with your partner, identify the possible causes of conflict between each pair. Use information from Part One sample officer’s behavior style descriptions and other insights section. You will have approximately 10 minutes to identify and write down the potential causes of conflicts. Are there any questions? Begin.”*

After pairs have identified possible conflicts, bring pairs back together to share their answers. Explain: *“Each pair will now share their answers with the group. Write down any possible causes of conflict you did not already have listed.”*

Examples:

- a) Marci’s jealousy and take-charge attitude could cause a conflict with Sean.
- b) Sean’s lack of attention to details and organization could be a source of conflict with Jamie.
- c) Mark may be too opinionated for Juan, which may cause Juan to avoid working with him.

C. After identifying possible conflicts, students are to list which person on the sample team they feel would most likely have potential for conflict with them. Students will then share their answers with the whole team.

Explain: *“Now that you have identified possible causes of conflict between team members, list the sample team member you would have the most potential for conflict with and why. You have two minutes to complete this. Go.”*

After time is up give the following instructions. *“To help us develop a better understanding of our own team, each person will take 15-20 seconds to share which sample officer they would have the most conflict with and why.”*

To begin this you might pick the student with the longest last name. Continue going by longest to shortest name to pick who goes next. Continue until each officer is done. Allow about 5 minutes.



D. Effects of Conflict. Take 3-5 minutes and have team discuss how the possible the possible conflicts they have identified could affect the productivity of a team.

Example:

- a) Team members will feel uncomfortable working with each other and important chapter work would not be completed.
- b) Jealousy among team members can cause arguments and cause team members to be more focused on “how to get even” than how to accomplish team goals.

Explain: *“Take 3-5 minutes to discuss how the identified conflicts could affect the productivity of the team.”*

Part 3: Focusing on Strengths

A. After students have spent some time looking for the “possible causes of conflict” it is important to help them understand that everyone has a talent. In this section, pair students up (have them pair up with a different partner than they did in Part 2) and evaluate the behavior style of each of the sample officers from parts 1 & 2. Each pair should list one strength of each officer and explain how it could benefit the team.

Example:

- a) One of Sean’s strengths is his ability to inspire and persuade people. Benefit to the chapter could be recruitment of new members.
- b) Marci’s ability to take charge can be very good when decisions need to be made and action taken, such as organizing a banquet committee.

Instruct students after pairing them up: *“Working with your partner, write down one strength for each of the sample officers and list how that strength could benefit the chapter.” You will have 5 minutes. You may start now.”*

At the end of five minutes, bring group back together for 5 minutes of sharing the strengths and benefits of each team member.

B. Focusing on strengths. Spend 3-5 minutes on how focusing on the strengths of team members can be beneficial to the team.

Example:

- a) Focusing on a person’s strength helps you appreciate their abilities more. If every team member does this, it fosters a true “team atmosphere” and is more pleasant for everyone.
- b) When team members are aware of each other’s strengths, it helps to organize the work of the chapter by placing the right people with the right job.



Part 4: What I Want My Team to Know About Me

A. This activity is to help students become aware of their own styles and begin to develop a rapport among the officer team by helping them to know each other better. Give students approximately 5 minutes to complete.

Instruct students: *“Complete section A of Part 4 individually. When completed with the section, you will share your information with fellow team members. You will have 5 minutes to complete this.”*

To begin sharing, ask which student has a birthday closest to July 4th. Begin with that student and proceed to the next closest birthday and so on until everyone has shared their list.

B. After students have shared their information with each other, instruct them to list two new things they learned about other team members.

Instruct students: *“Write down two new things you learned about your fellow team members.”*

Part 5: Many Strengths, One Team

A. Organize officer team in a circle. Pass out Part 5 handout - Many Strengths – One Team to each team member. Each officer writes his or her name in the blank titled “Officer Name.” Next have every officer pass their sheet to the person on their right. Give students the following instructions:

“Look at the officer’s name on the sheet you have. Write down a strength you believe this officer brings to the team. Please keep your comments positive. When I say switch, you pass the sheets to the right. We will do this until everyone’s sheet has made it around to all team members. When everyone is finished, each team member will receive his or her own sheet with the comments from all of the team members.” You have one minute to write the strength down. Does everyone understand what to do? Okay, begin.”

Note: Advisors are also part of the team; you may want to participate in this activity as well. The advisor should list strength for each person to insure something positive for each student.

B. In this section, instruct students to write down two new things they learned about their team.

“In section B, list two new things that you learned about your teammates.”

Note: When finished with this exercise, students may want to place this information in their supply packs from the “Everest Challenge” activities that are part of this guide.



II Identifying Conflict Resolution Strategies: For this section, use LifeKnowledge™ Advanced High School Lesson 23 – Applying Conflict Resolution Techniques.

Part 1: Mixing Oil and Water – A Look at the Mix

Introduction: As a team member, you may experience tension between yourself and others who have different approaches to life. Learning to understand others can help you learn how to work with those different from yourself. Below are descriptors of basic behavior styles. Read the description and circle the one you feel most closely describes you.

Gladiators

Aggressive, challenge oriented and very direct in their communication (they say what is on their mind). Gladiators are competitive, decisive, and strong-willed. They are persistent, rarely give up and can be somewhat of a risk taker. Efficient use of time is important to them.

Decision making process: Gladiators look for the bottom line, make decisions quickly and move on.

Could be heard to say: “We are wasting time, can we just get to the point?”

Others may see them as: Demanding, domineering, impatient and have a need to be in charge.

Influencers

Enthusiastic, charming, confident and open-minded. Influencers are very social, out-going and talkative. They tend to be inspiring, persuasive, creative and very trusting of others. They have a positive sense of humor and an optimistic outlook. They dislike dealing with small details.

Decision making process: Influencers like to bounce ideas off of other people and hear their opinions before making a decision. They look at the big picture rather than each detail.

Could be heard to say: “I have this really awesome idea that will be incredibly fun!”

Others may see them as: Self-promoting, gabby, overly optimistic, unrealistic.

Relaters

Steady, relaxed, modest and friendly. Relaters are patient and understanding. They enjoy working behind the scenes and finishing what they start. Relaters are great listeners and loyal team players. They are logical, step-wise thinkers and like stable, predictable environments.

Decision making process: Relaters need time to think over and idea before they make a decision. Like the Influencer, they seek other’s opinions but will need more time to decide.

Could be heard to say: “Is it really necessary to change the way we do this? It has always worked before.”

Others may see them as: Inflexible, hesitant, unconcerned, and resistant to change.



Analyst

Precise, analytical and patient. Analysts are fact-finders who are objective, accurate and have high standards. They are the perfectionists. Analysts have a need for set procedures and need all facts possible when making a decision. They tend to be courteous and diplomatic.

Decision making process: Needs to have all necessary facts and details presented and enough time to analyze them before making a decision. Prefers to make decisions based on logic rather than emotion.

Could be heard to say: “I’m not really sure we have enough information to make a decision.”

Others may see them as: Over analytical, too critical, picky, pessimistic.

Part 2: Avalanche Warning! (Potential for Conflict)

A. You have been elected to the officer team as the parliamentarian. Below are the officers and their behavior style (refer to previous descriptions). Write in the style you think best fits you by the parliamentarian.

President – Sean – Influencer

Vice President – Marci – Gladiator

Secretary – Jamie – Analyst

Treasurer – Mark – Gladiator

Reporter – Samantha – Relater

Sentinel – Juan – Relater

Parliamentarian – You – (style) _____

Other Insights – Read the following descriptions of each officer:

Sean – A senior, very popular, well liked by many and fun loving. Enjoys being part of groups for the social interaction and recognition. Sometimes Sean is so busy having fun he loses track of time and always seems to be late to meetings. Sean is also involved in athletics, music, and drama. Sometimes he isn’t very organized and has a difficult time covering all of his bases.

Marci – A senior who is a competitive take-charge type of person and is good at focusing on what needs to be done. Marci very much wanted to be president and was hurt when Sean was selected instead of her. She feels Sean isn’t dedicated enough to hold the office of president. Sometimes Marci tries to run the meetings because she feels Sean doesn’t stay on track.

Jamie – A senior who is usually quiet, always seems to be thinking and is a good problem solver. Jamie is sometimes frustrated with Sean and Marci because they argue about everything rather than focusing on the facts and making logical decisions. Jamie rarely says anything about this and tends to become somewhat withdrawn rather than confront Sean and Marci about their arguing.





Mark – A junior who is gregarious, outgoing and very competitive. He likes to be in control but was willing to accept treasurer since he is a junior. Mark really has his sights set on being president next year. Like Marci, Mark is very good at focusing in on what needs to be accomplished. Mark can sometimes be opinionated and doesn't mince words when stating his thoughts. This sometimes irritates his teammates.

Samantha – A junior who is quiet, shy, yet liked by most. Her dedication to FFA and work ethic has won her the respect of her fellow team members. Samantha is always on time and readily volunteers for many different work committees. She is an excellent listener. Sometimes she doesn't always say what she really is thinking. Samantha does not like sudden changes in procedures and is bothered when people argue.

Juan – Junior – Quiet, reserved and modest yet he does have a competitive streak. Juan is very dedicated and is always around to help out. Like Samantha, Juan doesn't like sudden changes in the way things are done unless very good reasons can be presented. He feels that some of the officers are on the team for the glory and not the good of the chapter. He also thinks that Mark should be the sentinel and he should have been the treasurer.

B. Some of the team members have potential for conflict. Identify possible causes of conflict between each of the following:

Sean and Marci

Possible causes of conflict:

Mark and Marci

Possible causes of conflict:

Juan and Mark

Possible causes of conflict:

Samantha and Sean

Possible causes of conflict:

Jamie and Sean

Possible causes of conflict:

C. Which member of this team would you have the most potential for conflict with and why?

D. List one or two ways the potential conflicts listed above could affect the performance of the team? Share your ideas with the team.

Part 3: Focusing on Strengths

A. Review the style types of the officers listed in this scenario. Rather than focusing on potential conflicts, pay attention to what each officers strengths are and how these can benefit the team and chapter. List them below.

Sean: Strengths:
 Benefit to team and chapter:

Marci: Strengths:
 Benefit to team and chapter:

Jamie: Strengths:
 Benefit to team and chapter:

Mark: Strengths:
 Benefit to team and chapter:

Samantha: Strengths:
 Benefit to team and chapter:

Juan: Strengths:
 Benefit to team and chapter:



B. Explain how focusing on team members strengths instead of faults can be beneficial to the team and chapter.

Part 4: What I Want My Team To Know About Me

A. In order to help with conflict resolution and promote teamwork, it is beneficial to understand how other team members communicate, make decisions, and react to their environment. Review the four behavior styles from part A. After reviewing the styles, complete the following. Being totally honest is very important. After completing this section, you will share this with your teammates.

1. I am most like this style:

2. A style that I differ with most is:

- The reason I differ most from this style is:

3. One thing that really irritates me is:

4. I believe my main strengths are:

5. Something that very few people know about me is:

B. After sharing the above information with your teammates, list two new things that you learned about your teammates.

1.

2.



Many Strengths – One Team:

Officer Name: _____

Strengths I bring to the team

Examples:

Personal Communication

Servant Leadership

Building relations in the community

Time management

Improving the image of the chapter in our
school/community



Chapter 5

Effective Meetings



power

Executive Committee Meetings

You have done your job! The officers are ready to transition into practicing leaders. It is time to turn the leadership of the chapter over to the officers and the executive committee. The first executive meeting after the retreat is the place to start the process. Your work is not quite finished.

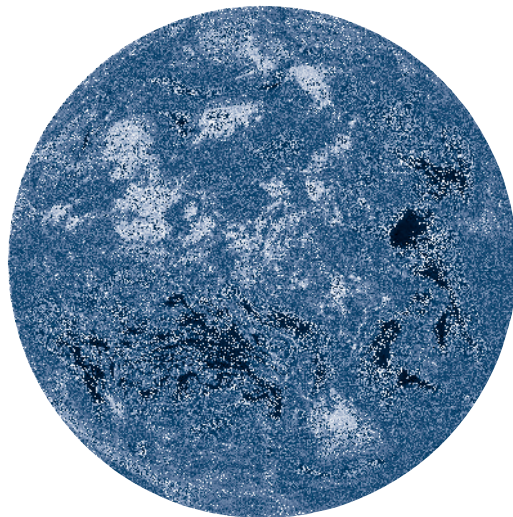
Regularly held executive meetings are the means by which activities are planned at the officer level. Members of executive committees include the elected chapter officers and committee chairs.

Attendance at executive meetings must be required for all officers. Remember - pay now or pay later. An evening or after school meeting once or twice a month will prevent poor performance by the officers and other chapter leaders and save you time and headaches down the road.

Here is where the development of potential officers formally begins. The committee chairs learn how executive meetings run as well as experience chapter operations at a higher level.

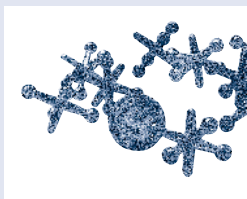
Here are a few guidelines for executive meetings

- Make them fun (See ideas in Chapter 2, Ideas for Retreats).
- Vary the time, location, agenda and other details to keep the meetings exciting.
- You might lead the first meeting before you turn the leadership of the meetings over to the officers (which is where you want the process to progress).
- Make certain as many of the officers as possible have responsibilities for planning or conducting the meeting or making the meeting special. You may want to rotate responsibilities to give all officers leadership development opportunities.
- Remember, you have to create an environment and atmosphere so the officers look forward to attending the meetings.



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Celebration Ideas for Executive Committee Meetings

- Committee chair recognition ceremony/celebration
- Make your own sundae
- After activity success party with decorations and refreshments fit for a party
- Root beer floats
- Group high fives
- Create a success tradition
- Thank you writing party
- Write thank you cards to each other
- Video the activity and watch it at the executive meeting- applaud the highlights
- Offer toasts for jobs well done (sparkling apple cider)
- Give out “warm fuzzies” to each officer for something that they did well
- Create a sticker recognition system where the officers can put them on their notebook or ????(like the football teams do on their helmets)
- Thumbs up awards
- “Can Do” awards
- White elephant gift exchange (officers bring a wrapped item from home and they exchange them at the end of the meeting)
- Bring a flower for each executive committee member and present it during the meeting
- Accountability partner recognition - each partner take turns praising their partner for jobs well done
- Candy bar awards, fun or real (ButterFingers for a dropped item or Almond Joy for someone who brought a positive attitude to the activity)



Chapter meetings

When you identify chapter meetings as a component of the chapter officer development your perspective changes on the total leadership development program. Chapter meetings are simply opportunities for the young leaders in the chapter to apply what they have learned in your classes, at previous meetings trainings and at the retreat. Those are the skills that YOU have instilled in them!!!

Chapter meetings are at the heart of all chapter operations. Chapter meetings are the venues where members exercise their voting power as a part of an organization, conduct chapter business, gain information about the chapter upcoming events and activities, socialize with other members, learn from special speakers and programs, recognize members and supporters, and have fun.

***Chapter meeting are at
the heart of all chapter
operations.***

So what is your role with regards to chapter meetings? Open the doors, smile, greet members, encourage and support the leaders, help problem solve, and cheer successes.

So how can you set the leaders and officers up for success? Advise!

Help the leaders to create a chapter meeting where:

- The members feel welcomed.
- The members feel a sense of ownership.
- The members want to come and contribute.

Things to remember regarding student motivation:

- Members just like all of us, want to know what is in it for them.
- Variety is the spice of life. Mix it up in terms of location, program, decorations, themes, speakers, etc.
- Although the members are all agriculture students, they have varying interests and ambitions.
- Feed them and they will come!

Get as many members directly involved in the meeting as possible:

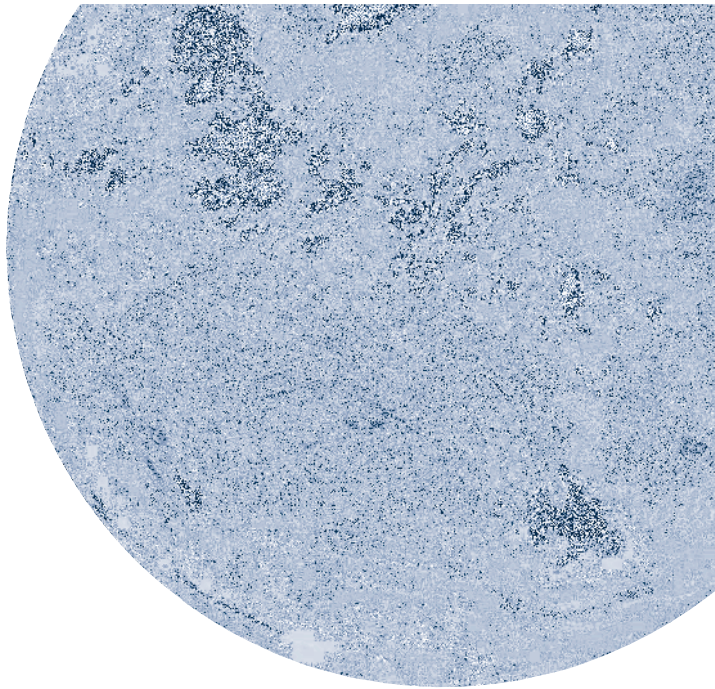
- Giving reports and announcements
- Welcoming committee - meeting and greeting guests and members as they arrive
- Set-up committee
- Recreation committee
- Refreshment committee
- Special features committee - introduction of guest speaker, running the audio/visual equipment, etc.



- The special program could be a competition with all members involved i.e. opening/closing ceremony contest, talent show, skit night, student presentations, or public speaking.
- Consider the idea of assigning a meeting to an agriculture class.

There are countless ideas and suggestions for effective meetings. But a little common sense goes a long way. Remember our core values. We are working with young people, leaders in progress and mistakes will be made and things will be forgotten.

The key is reflecting on the activities at the subsequent executive meeting and learning from the mistakes. A teachable moment is created and you as the advisor have a chance to teach a young person valuable life skills. Be patient! The making of a leader takes time and energy!



Sample form for Officer/Advisor Evaluations of Chapter Meetings

Please rate the level to which you agree with the following statements

(1 - do not agree, 2 - somewhat agree, 3 - do not know, 4 - agree, 5 - strongly agree)

- The meeting was well publicized. _____
- The agenda was posted at least one week prior to the meeting date. _____
- The agenda included features that attracted members. _____
- The targeted number of members were involved in the meeting? How many had a responsibility at the meeting? _____
- The meeting room was set up appropriately. _____
- The officers perform all ceremonies by memory and professionally. _____
- The business was conducted according to Roberts Rules of Order. _____
- The targeted number of members were present. _____
- Member evaluations were distributed and compiled. _____
- Thank you cards or letters were written and sent to all those who helped. _____
- The meeting room was cleaned and put back to it's original state. _____
- Specific officers perform their expected duties. _____
- There was evidence that the meeting was well planned. _____
- What features of the meeting were most successful? _____

- What changes do we need to make for next meeting or next year? _____

Sample Form for Chapter Activity Evaluation

Chapter Meetings

Activity: _____

Date: _____

Number of members participating: _____

Please rate the level to which you agree with the following statements

(1 - do not agree, 2 - somewhat agree, 3 - do not know, 4 - agree, 5 - strongly agree)

- The objectives for the activity were met. _____
- The leaders prepared adequately for the activity. _____
- The activity was well organized. _____
- The activity was effectively publicized. _____
- The activity was fun. _____
- I felt a part of the activity. _____

What aspects of the activity went well? _____

What changes would you suggest for next year? _____

Chapter 6

Solutions



power

Throughout the year, there are many situations that will occur that will require you as the chapter advisor to react. Timing is important as you deal with situations, but so is following appropriate policy and procedure. The following list outlines 30 of the most common problems identified by chapter advisors and some solutions for these situations.

Keep the following guidelines in mind:

Do's

Keep situations in perspective and know when a situation is over.

Be fair and consistent in dealing with chapter officers. Always follow established procedures.

Create a safe atmosphere when having a discussion with the chapter officers or with an individual officer.

Control your emotions during any situation. Remember they are students – take advantage of teachable moments.

Let the heat or anger of the moment pass before you confront an officer or group of officers. If a discussion gets heated and headed out of control, pause – take a break – breathe deeply – do what it takes to regain composure.

Have an officer code of conduct and written expectations for performance. This should be shared before officers are elected. Have the officer and parents sign before the election process.

Always follow school policy first. Keep your administration informed and seek their guidance.

Don'ts

Don't talk down to the officers or be cutting, hurtful or sarcastic.

Don't threaten without the ability to back it up with action.

Don't over react to a situation.

Don't take what they do or say personally and hold a grudge. Keep the conversation honest and meaningful. Listen to the officers when they are talking – seek first to understand.

Don't get into a power struggle or react to threats about who has more power or can cause the most trouble.

Don't assume you know the entire situation – listen to your officers and hear the small events and details that led to the situation.

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	<i>Situation</i>	<i>Potential Solutions</i>
1	Officers don't get along because they don't like each other's personalities	• Establishing open communication is essential. Many times this situation is based on something that has happened in the past to cause the rift. • Review the chapter goals for the year and the plans to achieve those goals. Conduct an assessment of current status of accomplishments toward the goals and how well the team has worked together to achieve that status. Get them refocused on their goals and the need to achieve them. Examine individual assignments as related to the goal. Keep them focused on the goals and working together to achieve them. • Conduct a personality style workshop using a personality assessment completed by each officer. Help the officers value their differences and similarities. Discuss how this information will help them work together. • If you do not have personality assessments available, conduct an officer workshop where each officer shares the type of work they are good at and enjoy; their work styles and what they value in others. Encourage open communication and chart the results of the discussion. Help them understand the uniqueness of their individual talent and how they can work together. • Conduct a workshop to help them find as many things in common as possible. Give them categories to explore their commonalities. These could be anything from favorite foods, favorite color, favorite sports teams, foods they dislike, what they value in others, how they like to be recognized, music they really don't like, etc. Create a chart of the results that show all the areas they are alike and how they are different. Have a discussion about what it means as they work together. • Have the officers share their strengths – things they do particularly well. Chart these and demonstrate how if they work together they can achieve more than if they work alone. • In a worst-case scenario, clarify the duties and responsibilities of each officer. Organize the team according to the officers that can work together. Assign tasks to keep groups of officers who can work well together – try to avoid putting officers together who obviously can't work together. Be honest with them and explain the reasons for assigning work accordingly. After a short time, try to reintegrate the officers and monitor carefully.

	<i>Situation</i>	<i>Potential Solutions</i>
2	Officers don't get along because of different leadership styles.	• If conflict starts to appear based on differences in leadership style, address the concern immediately. It's usually a lack of leadership knowledge that contributes to this situation. • Have the officers conduct a workshop on leadership styles and levels of leadership. Assign each officer a different style of leadership to research and share during the workshop. Determine the pros and cons of each leadership style and analyze the officer team accordingly. • Have the officers conduct a leadership style assessment and share results. Analyze the team according to strengths and weaknesses based on their team results. • Provide the officer team with scenarios that illustrate different leadership styles. Have the team analyze the scenarios and conduct a discussion of how they would address the issue. Use the "What would a leader do?" cards from National FFA Core Catalog. • Use scenarios to have the chapter officers role play different leadership styles. Make certain the officers portray a leadership style other than their own. Have a discussion of how the styles interacted and how to use the different styles of leadership to strengthen the organization. • Have the officers research communication strategies and determine what works with different styles of leadership. The officers should analyze their own communication abilities and how that interplays with their leadership style. • Have the officers analyze another team of leaders – possibly a local team, state leaders or even the Presidential Cabinet. Assign one officer to each person on the team being researched. Look for different styles of leadership and how they work together to accomplish their goal. Use the research to compare the leadership strengths of the chapter officer team and how they can work together using everyone's strengths.
3	Officers don't get along because of jealousy or resentment due to the election process or results.	• This needs to be addressed before it gets ugly! Open communication and an honest sharing of feelings are essential to resolve the situation. • Have individual meetings with chapter officers to determine the extent of the problem. Try to resolve through individual meetings. Make certain you explain any processes or results that are in question and that they are thoroughly explained and documented.

	<i>Situation</i>	<i>Potential Solutions</i>
		• Have a discussion with all officers about the meaning of responsibility and the expectations of their office. Point out the value that each individual officer brings to the team effort. Keep them focused on the chapter goals for the year. • Make certain the officers know the difference between positional leadership and servant leadership. Positional leadership can be shallow and unfocused – always looking out for the individual rather than the good of the organization. The servant leader is focused on the good of the organization and growing new leaders – it is not dependent on the position held. • Review the responsibilities of each office. Post the responsibilities in the classroom as a reminder. Conduct performance reviews of each officer using the office responsibilities as the focus of the discussion. Have the officer set goals she/he wants to accomplish while serving in the office. • Have the officers study famous leaders. Contrast leaders such as Mother Theresa vs. Enron executives. Analyze the motivation behind effective leaders versus non-effective leaders.
4	Officer not carrying his/her load	• All officers need to clearly know the responsibilities and expectations of the office. Make certain all responsibilities and expectations are shared in writing. Have the officers sign the document as a contract of expectations. • Establish the procedure for discipline in advance of any situations. Make certain the chapter officers know the protocol at the start of the officer year. Follow school policies and procedures. The school administration should approve all protocol. • Have the officers discuss “leaving a legacy” through their office. Have them write down how they want to be remembered, what work they want to be remembered for completing and what contributions are going toward chapter success. • Have the officers complete a writing assignment on “Who’s watching me this year as chapter ____?” Have the officers identify everyone that is watching and depending upon their performance as a chapter officer. Compare the writing assignments from all the officers and come up with a consolidated list. Post the list in the classroom.

	<i>Situation</i>	<i>Potential Solutions</i>
		• Have performance reviews for each officer throughout the year. The reviews should focus on their “ownership” of their work as a chapter officer. Discuss their other activities and their priorities. • Encourage the officers to pursue leadership development in other organizations and activities. Have them create a personal growth plan that outlines what they want to learn from each experience and what their priorities are for the year. They need to keep the responsibility of fulfilling their FFA chapter office as a high priority because of chapter members relying on their leadership abilities.
5	Officers’ skills are not well matched with the requirements of their office.	• Make certain all officer candidates know the responsibilities of each office prior to the election process. Post the actual responsibilities in the classroom and have them listed on the officer application that both the candidate and parents must sign. • Have candidates complete a skill test for those offices that require specific skills. • Rethink the election process to make certain the officer candidates have the skills required for the office for which they are slated or nominated. Use a nominating committee approach to match the officers and their skills. • Establish a junior officer team to assist the chapter officer team. The two officers working together have a better chance of completing the requirements of the office. • Match the chapter officers with an adult mentor to help teach them the skills needed for the office. These could be from the FFA Alumni, business people, teachers, parents, etc.
6	Code of conduct violations	• The code of conduct must be clear, complete and follow school policy and procedure. Have the school administration review the chapter officer code of conduct. Have the code of conduct adopted by the chapter at a meeting prior to the officer election. • Have all officer candidates and their parents review and sign the code of conduct prior to the election process. • Have an established protocol for dealing with violations to the code. Again, this needs to follow school policy and procedures. Make certain the chapter adopts the protocol and all members are aware of the consequences of violating the code of conduct.

	<i>Situation</i>	<i>Potential Solutions</i>
		• When a violation occurs, DEAL WITH IT, don't ignore or you will not have the credibility to enforce the code of conduct again. • Keep your school administration informed of every detail if a violation in the code of conduct occurs and how you plan to respond. Discuss procedures with school administration prior to confronting the chapter officer. Keep documentation in writing.
7	Chapter officer ego that has gone wild	• Provide direct feedback to the officer about their ego. Be honest about his/her behavior and your concerns. Help them see reality and how an overactive ego is affecting the other officers and chapter members. • Review the expectations and code of conduct. Help the chapter officer recognize the potential damage his/her inflated ego may have on other officers and chapter members. • Establish a personal growth plan with the officer that identifies areas of strength and weaknesses and a plan to maximize the strengths and manage the weaknesses. • Have the chapter officers study examples and learn about servant leadership as opposed to self-centered or ego-driven leadership. Have the officers apply the information learned to his/her own leadership style. • Conduct an officer retreat to revisit and reinforce their purpose for seeking a chapter office. Concentrate on the need to serve others and grow the organization. • Have the chapter officers review the responsibilities of each office and analyze how each is doing compared to the established responsibilities. Make certain they are not overstepping their responsibility and they are sharing the workload.
8	Overextended officers	• Have a discussion with the officer and help them evaluate his/her priorities. Make a list of all of their commitments and a timeline of responsibilities. Help them review the priorities of each commitment and strategies to follow through with each responsibility. • Establish a junior officer team or officer assistants to work with the chapter officers. This could be a great learning opportunity for the younger members and provide some needed assistance for the chapter officer. • Have a workshop or discussion on how to delegate responsibilities. Talk about the opportunity to help

	<i>Situation</i>	<i>Potential Solutions</i>
		others grow in their leadership abilities. Identify specific items that each chapter officer could delegate to assistants or other chapter members. • Analyze if the problem is an overextension of FFA activities or if the chapter officer is overextended in a variety of activities. Again, help them to prioritize and establish a written plan of how to meet all of their responsibilities. • Make certain each chapter officer knows the responsibilities of his/her office and the expectations of how they are to perform and carry out those responsibilities. This should be in writing and reviewed frequently to help the officers grow in their leadership ability.
9	The chapter officer has a poor image in school/ community	• Have a discussion with the officer and discuss the image issue. Try to analyze why the image of the officer is poor – what are the causes of the image? Analyze the results and create a plan to improve the officer's image. • Review the election process. If the officer's image is based on truth and she/he should not have been elected as a representative of the chapter, analyze the process to determine how to prevent future problems. • Create a plan for the officer to improve his/her image in the school and community. Help the officer understand the causes for the image problem. Review who they associate with, activities they participate in, behavior in school and in the community. Create new opportunities for the officer to improve their image including community service, other leadership opportunities, other strategies than can improve their image.
10	The chapter officer and the advisor(s) don't get along	• Have a private meeting with the chapter officer and "clear the air." Possibly have another teacher or administrator sit in on the meeting. Don't make it an adversarial meeting. Clearly lay the issues out in writing and come up with a solution for each. Make it a "win-win" situation. • Have a discussion to review the expectations for both the chapter officer and the advisor. Make certain both the chapter officer and the advisor have the opportunity for input. Analyze the current situation based on these expectations. • As the advisor – conduct a self-reflection on how you work with your chapter officer team. Is there any-

	<i>Situation</i>	<i>Potential Solutions</i>
		thing you are doing to antagonize the officers or get in their way? Do you favor certain officers over others? Do you follow established protocol in dealing with situations? Do you have clear expectations for all your officers? Make certain you are doing everything possible to work with your officers and help them grow their leadership abilities. • Keep the lines of communication open – have some discussions with the officers and try to get them to share any concerns they might have with you or with each other.
11	There is a lack of trust either between the officers or between the officers and advisor.	• Conduct a trust workshop for the officers – have them participate in some experiential activities designed to demonstrate and reinforce trust. • Have an honest discussion with the officers about trust – what are the barriers they feel, what do they feel good about – how can they build trust between the officers? • Have the officers research and identify the sources of trust and what erodes trust between people. Have the officers prepare and present the reports during a team meeting or chapter meeting. Conduct a follow-up meeting with the chapter officers and have them discuss how their research applies to their team. Have them identify behaviors and actions that will enhance trust between the chapter officers and those that will erode trust. Have the officer sign a commitment form to build trust. • Integrate trust activities into team retreats, team meetings, and take every opportunity to talk about trust. Have a guest speaker from local business discuss the importance of trust in their business and with their employees. • Conduct a review of chapter goals for the year and analyze where they are in the process. Talk about how they are going to have to work together to accomplish the goals and grow the chapter during the remainder of the year. • Put the officers that don't trust each other together to work on a project or activity. Monitor them carefully and identify any actions that inhibit trust. Use as a teachable moment to reinforce the necessity of trust as we work together to accomplish team goals.

	<i>Situation</i>	<i>Potential Solutions</i>
12	There is a lack of communication between officers.	• Establish clear expectations at the start of their year of service. This should include statements about communications between chapter officers as well as with the chapter advisor. Define what the expectation is and how it will be accomplished – email, newsletters, mailboxes - whatever method works best for the situation. • Identify communication styles of each of the officers and compare. Have them talk about how they like to receive information, how they like to brainstorm, how they deal with timeframes, etc. Also talk about accountability – do they like to have reminders? Who are the chapter officers best suited to be in charge of chapter communications? How will accountability for communication be maintained? • Establish new methods of communications. Try having officer mailboxes that must be checked on a regular basis, considering email to home addresses, reminder notes in lockers, finding methods that work and that can be monitored for success. Put officers in charge of helping make certain the new communication methods work. • Use written reports for officer reports, committee reports, etc. Have them posted in the classroom for accountability. • Schedule short officer meetings before or after school or during lunch period. Make them short – just informational updates and a chance for officers to report to each other and to the advisor on projects and activities. Require written reports if needed to speed up the process.
13	Chapter officers have formed cliques.	• Conduct a chapter officer team-building retreat. Emphasize the need for all officers to work together to accomplish the goals for the year. Have officers work in different groups and configurations during the retreat to relate better to each other. • Conduct team-building activities at various times during officer meetings, chapter meetings, etc. Emphasize activities that cause them to work together, or to talk with each other. Have them find all the ways all the officers are similar including how they like to approach work. • Strategically match people on different projects to encourage them to work with different officers. Continue this throughout the year. Provide public recognition at chapter meetings or in the classroom to encourage collaboration and have members see

	<i>Situation</i>	<i>Potential Solutions</i>
		officers working together outside their clique. • Match officers with younger members or junior officers to complete tasks. Having the distraction of a younger member may lessen the impact of the clique.
14	Chapter officers need motivation.	• Have a discussion with each officer to discover his or her personal passion. Determine what they enjoy doing, what they are good at, what they don't like, etc. Use the information to assign tasks and partner the officers together. During the discussion, identify clues to their personal motivation. • Understand that motivation is internal. As a chapter advisor you cannot motivate your chapter officers, you can only provide the stimulus to excite their personal motivation. Some examples of this are: • Public recognition of their work • A progress chart on chapter goals • A points chart posted in the classroom • Recognition for accomplishment at chapter meetings • Recognition provided via letter to officer parents • Recognition at a school assembly or with the school administration/board • Opportunities to grow more and develop personally • Opportunities to take on more assignments and work independently • Points toward grade in class • Have a pizza party or special social/recreational event for achievement of goals • Celebrate success throughout the journey • Special trips or rewards/recognition for achieving milestones or points • Reward their passion – keep the rewards personal and meaningful to the individual officer. One size does not fit all.
15	How to sustain chapter officer motivation	• Refer to the chart above for ideas. • Remember that motivation is not a one-time thing – it must be reinforced throughout the year. Keep their passion in mind and individualize the activities to enhance their motivation. • Use a chapter points chart or other form of visible accountability for involvement in activities and accomplishment of goals.

	<i>Situation</i>	<i>Potential Solutions</i>
		• Put the chapter officers in roles where you can guarantee success. Help them look good and create the desire for that same success in everything they do. • Celebrate success throughout the year, not just at the banquet or at chapter meetings. Look for unique ways to recognize chapter officers. Remember to reinforce their passion and what is important to them rather than to you as the chapter advisor.
16	Chapter officer meetings are ineffective	• Create and follow an agenda. Work with the chapter officers to develop the agenda and put them in charge of carrying it out. Your job should be that of advisor – not running the meeting. • Use the chapter officer meetings as a training tool. Conduct short trainings on parliamentary procedure, effective meeting management, working with groups – topics to help them be more effective as a chapter officer. • Post an agenda prior to the meeting for the entire chapter to see and contribute to – use the agenda to hold the officers accountable for their responsibilities. • Reward the chapter officers with special pizza party or other special touches to recognize their working to make chapter officer meetings more effective.
17	Helping officers maintain their chapter office as a personal priority	• Have open, honest discussions with each officer. Evaluate the priority they are giving their office in light of expectations and responsibilities. Put the results of the meeting in writing and have both the officer and the advisor sign as a performance contract. • Keep the code of conduct and other documents of expectations in front of the officers as a reminder of their commitment. • Partner them with a younger member of junior officer to help them with the responsibilities of their office. The younger member may provide some additional motivation for them to succeed in the office. • Provide instruction in time management and provide a time management tool such as a planner, PDA, etc., for the officers to use. Provide reinforcement through additional training and recognition for the officers using the system.

	<i>Situation</i>	<i>Potential Solutions</i>
18	Chapter officers are unreliable	• Establish clear expectations at the start of the year. Have the officers sign a code of conduct that defines the expectations and consequences of officer responsibility. • Deal with situations as they happen. Don't let situations where officers do not follow through repeat. Have a conversation with the officer, identify the issue and create a plan for corrective action. • Establish a "buddy" system for accountability. Pair the officers to monitor and check on each other's progress toward their assigned responsibilities. Have the "buddy" remind on deadlines, etc. Recognize the pairs (officer and buddy) that do great work together at a chapter meeting. • Post reminders on an officer bulletin board in the classroom. Use email reminders to home addresses for reminders to officers. Remember to use technology such as instant messaging, text messaging, etc.
19	Chapter officer parents are difficult	• Have a meeting with the parents of newly elected chapter officers at the start of the year. Outline the code of conduct, expectations and calendar of events. Have a discussion that focuses on mutual understanding of the role of the chapter officers and the expectations for performance. • Keep communication open and constant with the parents. Consider a newsletter or parental mailings to keep them informed through out the year. • If individual situations arise, have a meeting with the parents and the officer. Have the documentation of rules, procedures and expectations in hand for the meeting. Keep school administration informed of the procedures. Make certain that you are following school policy. • Keep your communication open with the student and continue to work to build a relationship with the student in spite of the parents. Remember, you are the advisor but also a teacher hired to provide an education for all students. • Be careful that you do not make exceptions or special consideration for certain parents. Be fair and equitable in all situations. Equal is not the same as equitable. Consider individual cases and situations in make decisions about working with the officer parents.

	<i>Situation</i>	<i>Potential Solutions</i>
20	Chapter officers act like “loose cannons”	• Work with their enthusiasm and communication ability to channel it toward more positive comments and promotion of the chapter and the FFA. • Don’t be afraid to call them on their behavior. If they are talking and acting in ways that are damaging the chapter or themselves, have a meeting and point it out to them. Create a written plan for the officer to help modify their behavior. • Reward and recognize positive behavior by the officers. As they progress in controlling their comments, reward them for the progress. • Have officers monitor each other. If an officer observes another officer acting like a “loose cannon,” they need to call them on it for the good of the chapter and the officer team. • Provide training on effective communication to the entire officer team. Identify positive and negative styles of communication. Incorporate personal communication strategies in their code of conduct or expectations for their officer year.
21	Chapter officers lack the ability to delegate effectively	• Conduct a workshop on effective delegation for the chapter officers. • Have the officers participate in a role-play or study scenarios about the role of delegation and how to do it effectively. • Have an effective committee structure in place and monitor the officers’ performance in delegating responsibility to the committees and leading the work rather than doing the work. • Demonstrate appropriate delegation ability in how you work with the chapter officers. Delegate with responsibility – give them a task and let them work with minimal supervision, yet meaningful communication. • If the issue is that the officer perceives no one wants to help – talk to the officer about their strategies in working with others. How do they ask for help? Do they need to control everything? Do they empower the members or keep the power themselves? • If the issue is that the officer wants to look good or get the credit – talk to the officer about great CEO strategies. Look at successful CEO’s – most surround themselves with the best people possible, give them direction and get out of the way. • Help them understand the role of chapter officers in helping grow the next generation of leaders for the

	<i>Situation</i>	<i>Potential Solutions</i>
		chapter. They need to delegate responsibility and allow members to try, make mistakes, learn and perform at a higher level next time.
22	There are performance issues with some chapter officers	• Establish clear expectations and a workable code of conduct for the chapter officers. Have a set procedure to follow when a situation occurs that aligns with school policy and procedure. • Deal with the performance issue at the time the situation occurs. Don't overlook for a while and then suddenly take action – it needs to be early and consistent interventions to help the officer grow and develop their skills. • If issues are prevalent, have a contract with each officer that identifies specific performance expectations. • Establish a code of conduct prior to election and make certain all the officer candidates know and understand who it will be implemented and what the repercussions are for any issues that may occur.
23	Chapter officers have difficulty with teachers, coaches and/or administrators	• Share the expectations of chapter officers and goals of the FFA chapter with teachers, coaches and administrators. • Provide advance communication to staff on upcoming activities well in advance so other teachers can plan accordingly. • Have the chapter officers plan and conduct an appreciation breakfast or lunch for faculty and staff. Use it as a time to share positive messages about officer leadership development and chapter activities. • Recognize supportive faculty and staff at the chapter banquet or other promotional activities. Give them a certificate or small gift for their assistance. • Have the officers make a presentation to the school administration and/or school board on the program of activities for the year. Have them talk about the educational value of the activities and demonstrate a plan for the year.
24	Chapter officers are caught up in a rivalry with other organizations such as 4-H or other CTSOs	• Create opportunities to work with organizations that are considered to be "rival." Look for commonalities of purpose and strive for a larger impact from a collaborative effort. • Keep the officers focused on the educational value of

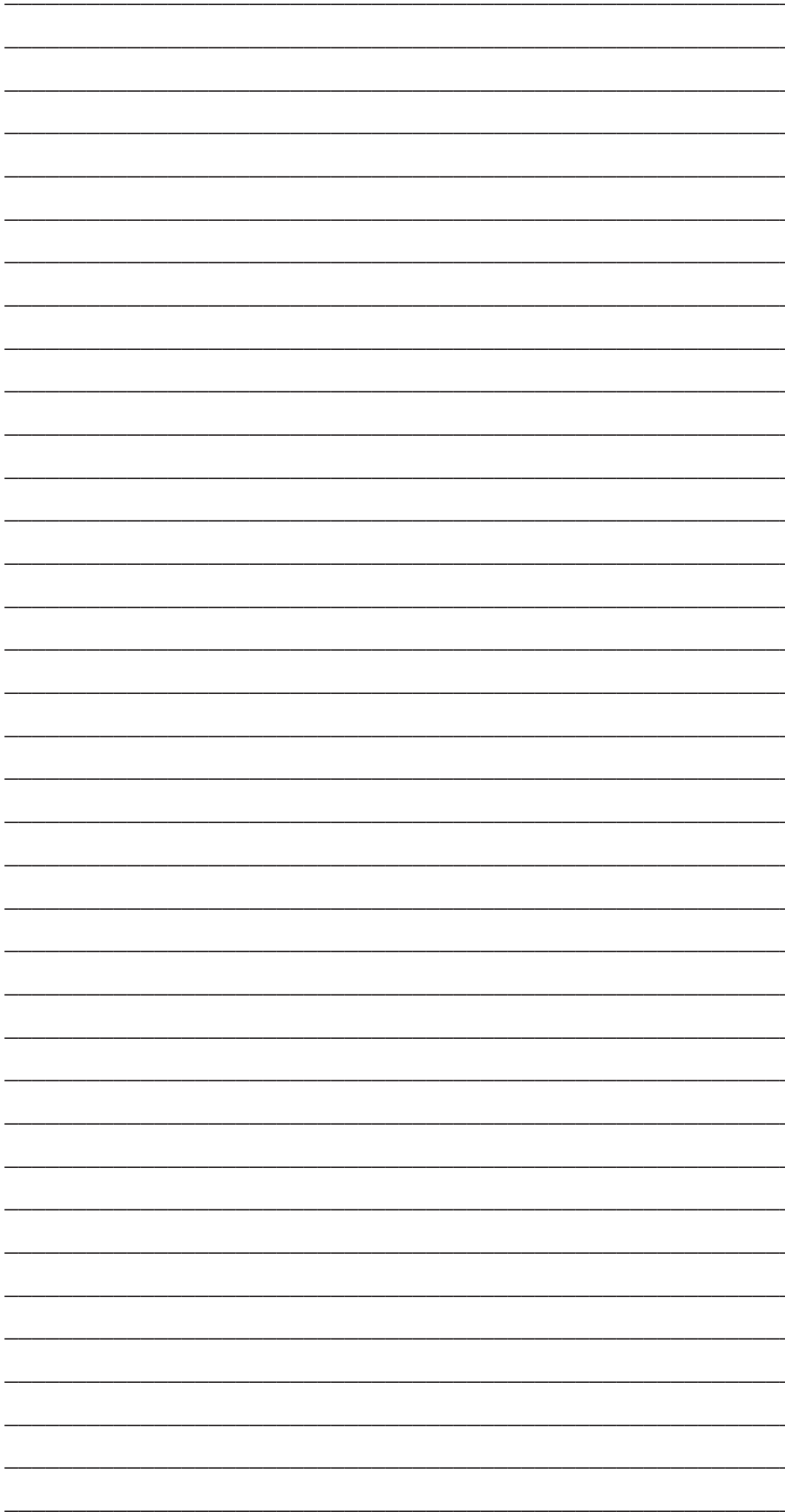
	<i>Situation</i>	<i>Potential Solutions</i>
		the activities for the participant and not on the recognition of the outcome. • Remind them of the impact of positive public relations on the total image of the FFA chapter. Positioning other organizations as rivals can be a dangerous position for the FFA chapter to take.
25	The chapter advisor is burned out	• Find new ways to do the activities that need to be completed for the chapter. • Empower the chapter officers and be OK with the results. Use every delegation or assignment as a learning opportunity for the chapter officers. They may not complete the project or assignment as you would have, but remember it is their organization. • The more time you put in at the start of the year in training and establishing expectations, the easier your job should be throughout the year. It is easier to reinforce learning and monitor expectations if you have set the stage properly at the start. • Consider the use of a junior FFA chapter advisor officer position. This individual should be able to perform some of the tasks the advisor would normally perform. • Get the FFA Alumni active in your chapter's activities. Make them responsible for managing themselves. Have one person serve as a point of contact to get other volunteers in place to assist. • Get the parents organized to assist, as needed. A strong parental group with a central point of contact can be a great asset in getting work done.
26	A chapter officer has made a serious mistake and needs to be restored to the group	• Have a private meeting with the officer and discuss the situation and potential consequences. Make certain the officer understands the impact on the entire chapter officer team. • The chapter officer should probably apologize to the team, depending upon the seriousness of the situation. Monitor this carefully. It could be done one on one with each officer or as an entire team. • Get the team refocused by having them concentrate on a goal or activity that will require them all to work together. Assign responsibilities that include all officers to illustrate the restoration to the team. • Do not just overlook the issue and hope it goes away. Some of the chapter team members may get over it quickly, but you don't want to take a chance that

	<i>Situation</i>	<i>Potential Solutions</i>
		some will harbor resentment. As the advisor, you may have to conduct a special team meeting where you simply listen to the other team members and “clear the air.” Remain in control of this meeting and don’t let it turn into a complaint session without resolution.
27	Handling the public relations of a chapter officer “messaging up”	• Show unity of the team by getting them involved in a chapter project and having them work together. • Keep your administration and possibly the faculty informed in the process. They can help to squelch rumors and provide accurate information. • Try to keep everyone focused on chapter goals and the personal growth plans of the individual officers. • Get positive news in the local media or school paper as soon as possible to get good news in the minds of the community people. It will cause the negative public relations focus to dissipate.
28	Managing for sustained success with a focus on quality of experiences for chapter officers and not the quantity of the experiences	• Have the officers develop a personal growth plan that encompasses the entire year, not just the first few months. Discuss often through performance evaluation reviews with each officer. • Establish new and more challenging goals as the officer progresses through the year. Continue to challenge their personal growth. • Evaluate the effectiveness of all officer training activities. Focus on quality of the experience. Get feedback from the officers as to where they learned and grew the most. Consolidate or eliminate those activities that are least effective.
29	Chapter officers do not respect each other	• Establish clear expectations at the start of the year that includes respecting fellow officers for the qualities each officer brings to the team. • Identify the strengths of each officer and share with the entire team at a retreat or chapter officer team meeting. Consolidate the strengths into a common chart for the entire team that illustrates the power of the team working together. • Remind each officer of the duties and responsibilities of their individual office and monitor their performance. Hold each officer accountable for his or her individual responsibilities and publicly recognize them for fulfilling these responsibilities.

	<i>Situation</i>	<i>Potential Solutions</i>
		• Have individual meetings with officers to discuss their behavior to other officers on the team. Identify specific behaviors that either represent disrespect or may be interpreted as being disrespectful by others.
30	Chapter officers are uncoachable	• Establish a personal growth plan for each individual officer. Conduct performance reviews on a regular basis to indicate the seriousness of their growth potential and importance of following their plan. • Expectations must be established to clearly identify desired behaviors including taking direction, advice and accepting construction critique on their performance. If officers do not change their performance, limit their involvement in activities where the deficiency exists. • Find the officer's passion and connect their officer assignments to their individual passion. • Reward improvement publicly and privately. Even small successes must be rewarded.

Notes





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