

Guide
to the
Michigan FFA
Officer Selection Process



INTRODUCTION

Congratulations of being selected as one of the 18 state officers candidates to potentially represent and serve the Michigan FFA Association throughout the coming year. If elected, we trust that your association with the Michigan FFA will be a pleasant, mutually beneficial and a challenging professional experience. We hope that you will find that the Michigan FFA provides you with the opportunity and incentive for personal and professional growth.

In order for you to better prepare you for your candidacy, this handbook has been prepared to acquaint you with our policies and procedures for the state FFA officer selection process. Please read it carefully. A handbook cannot answer all of your questions; it can only highlight certain key areas. After reviewing the handbook, please feel free to ask questions of the state staff or the Michigan State FFA Vice-President for the selection process. They will be pleased to assist you.

YOUR MICHIGAN STATE FFA OFFICER SELECTION HANDBOOK

To be a successful candidate, you need to know what the Michigan FFA Association expects from you and what you can expect from the Michigan FFA Association. In addition, an understanding of the selection processes will greatly improve your chances for success.

The intent of this handbook is to give you information about the roles, responsibilities and expectations for Michigan State FFA Officers. It also contains information on suggestions on how to prepare for the selection process, and how the nominating committee is selected, prepared and conducts the selection process.

Each year, the contents of this handbook will be updated to reflect the materials used in the most recent Michigan FFA State Officer selection process.

THINGS I NEED TO DO...

Date of Arrival

The Michigan FFA Association staff will make hotel reservations for all candidates with 3-4 candidates sharing a room. The Michigan FFA Association will pay for the candidates lodging and meals during the selection process.

The Michigan FFA staff will plan for all candidates to arrive Friday, February 15, 2019 by 5 p.m. and depart Sunday, February 17, 2019 no later than 3 p.m. If you have questions about your hotel reservations, please contact Michelle Sidel at 517/353-9221.

Preparation/Studying

We recommend reading through this guide - particularly mandatory functions, responsibilities and policies, and the basic history and knowledge of the Michigan FFA Association and National FFA Organization. During the interviews, the committee may choose to draw questions or information from this handbook.

State Officer Mandatory Functions

Mandatory Events for 2019

February

15-17 State Officer Interviews-State Level

March

6-8 State FFA Convention (Wednesday-Friday)

April

5-7 Base Camp

12 State FFA Career Development Events (Ag Skills Contests)-MSU

June

17-19 State Officer Checkpoint

July

21-25 Leadership Delegate Conference (President and VP)

29-30 Preparation at MSU for SLCCO

31-8/1 State Leadership Conference for Chapter and Regional Officers (SLCCO & SLCRO)

August

TBA Foundation Goodwill Tour

September

19 FFA Board of Directors Meeting

October

21-22 Fall Leadership Conference

27-11/2 National FFA Convention-Indianapolis, Indiana

November

6-8 Contest Date for Broiler Hens-Munsell's Poultry Processing

December

5 FFA Board of Directors Meeting

Mandatory Events for 2020

January

8-11	Regional Update
20	State Convention Practice
29-30	District Leadership Contests

February

6	State Officer Interviews-Regional Level
12-13	Regional Leadership Contest
14-16	State Officer Interviews-State Level
28-29	State Convention Practice

March

1-3	State Convention Practice
4-6	State FFA Convention
19	FFA Board of Directors Meeting

April

17	State FFA Career Development Events (Ag Skills Contests)-MSU
30	FFA Board of Directors Meeting

Other activities as required by the State FFA Association Office which include but are not limited to:

- Officers are required to attend monthly executive meetings.
- Officers are required to work in the FFA office a minimum of four hours per week during the school year.
- Officers are required to attend chapter visits as requested including but not limited to chapter banquets in April, May and June.

Being A State FFA Officer

The primary responsibility of a state officer is to serve the *Michigan FFA Association* in local, state, national and international activities in a way that will inform, motivate and inspire FFA members, advisors, state staffs, teachers and others to achieve the mission, strategies and core goals of the organization.

Responsibilities

State officers serve under the supervision of State FFA Staff of the *Michigan FFA Association* in accordance with official policy and budget limits. Some of the responsibilities (but not limited to) include:

1. Participate in training, orientation, continual self-improvement and evaluation of activities as directed by the Executive Secretary including, but not limited to the Blast Off Conference, the National Leadership Conference for State Officers, the State Presidents Conference and all retreats.
2. Participate in making visits to business and industry as directed by the Executive Secretary working in cooperation with the Michigan FFA Foundation staff.
3. Participate in chapter visits and banquets as directed by the state FFA advisor and/or Executive Secretary and as scheduled by the Executive Secretary.
4. Represent the *Michigan FFA Association* at other local, state, national and international activities as scheduled by the Executive Secretary.
5. Participate in the planning and conducting of the State Leadership Conference for Regional & Chapter Officers, working under the direction of the Executive Secretary and in cooperation with host coordinators.
6. Participate in the planning and conducting of sessions and other activities at the Michigan State FFA Convention as assigned by the Executive Secretary.
7. Keep up to date with all correspondence — written, email and voicemail.
8. Plan, prepare, read, study, listen, review and practice to continue improving public speaking, teaching and presenting skills.
9. Stay up to date on agriculture, agribusiness and agricultural education facts and issues.
10. Develop positive relationships with FFA members, advisors, staff, sponsors and the general public.
11. Develop and exercise an awareness and sensitivity for the diverse geographic, ethnic, religious and cultural groups represented in FFA membership and the general student population.
12. Maintain a positive attitude and enjoy your year of service with members, advisors, staff, sponsors and others.
13. Follow the spirit and intent of the State Officer *Commitment Form* (part of application process).
14. Perform other duties, processes and procedures as instructed by the Executive Secretary.
15. Attend and participate in all executive meetings held throughout the year.

Policies That Guide State FFA Officer Operations

Webster's College Dictionary defines policy as “a definite course or method of action selected among alternatives and in light of given conditions to guide and determine present and future decisions.” The Michigan FFA Association has established policies design to chart the course of the daily operations of the organization. These policies, reviewed throughout the year, include policies that influence the management of the State FFA Officers.

The following policies are excerpted from the Michigan FFA Association State Officer Application and Commitment Form. Please familiarize yourself with all of the policies including the following:

Michigan FFA State officers are committed to upholding a positive and professional image during their entire year of service. This includes communicating and representing the Michigan FFA Association *appropriately* 24 hours a day, 7 days a week during his or her time as an officer. To fulfill this role, an officer should strive to project a professional image, proper etiquette, positive media interaction and promote diversity and inclusivity.

Michigan FFA State Officers will forego all alcohol, tobacco and illegal substances at all times from the day the officer is selected until June 30th of the following year after their election. The Michigan FFA Association maintains a zero-tolerance policy on the use of these substances and not adhering to this policy will result in removal from office.

Attend all required meetings, activities and events as required by the Executive Secretary, State FFA Advisor and/or Michigan FFA Board of Directors throughout their year of service. In the event an officer is not able to attend a required function due to an emergency or a legitimate, worthwhile conflict as agreed upon by the state officer team and state staff, he or she has the *sole* responsibility of contacting the appropriate state staff personnel to receive approval for his or her absence prior to missing the function.

Avoid inappropriate relationships or contact with other FFA members—including other current state officers or minors within the organization without parental approval.

Avoid places or activities that in any way would raise questions as to one's moral character or conduct.

Use wholesome and appropriate language in all speeches and informal conversations.

Failure to adhere to the above policies can lead to immediate dismissal from your state officer position and responsibilities. Please refer to your application commitment form for additional rules and regulations.

Preplanning to Adapt Your College Experience

To successfully complete their year of service, State FFA Officers will be encouraged to take a lighter course load for their college studies during their term in office. Many candidates will be enrolled in high school during their run for office. If elected, the new officers will return home after the conclusion of the Michigan FFA State Convention. All newly elected officers will attend the mandatory State Officer Retreat scheduled in the latter portion of March. The second phase of the training will also occur in April.

The Michigan FFA Association **cannot** require any university or college to release a newly elected officer from their studies nor require officers to take a year out of college. It is up to each candidate for office to arrange with their professors to make up any class assignments or projects throughout your year of service. The best means to make this an easy process is to talk to *all* of your professors prior to enrolling or attending a class. Seek their support and provide additional information about FFA and its mission. Building a relationship with each of your professors prior to the beginning a new class will increase the likelihood of them wanting to work cooperatively with you after your election.

A Successful State FFA Officer

What is a successful State FFA Officer? It certainly is more than surviving a yearlong term in office. A State FFA Officer wears a variety of hats. They are elected officials expected to represent the student membership throughout their year of service. They are teachers of leadership and teamwork to state FFA officers and the general membership. They are motivational speakers who will inspire members and non-members to heights they did not think they could achieve. They are communicators and public relations specialist on behalf of the Michigan FFA Association building positive relationships with each activity. They are teammates to the other 11 State FFA Officers and to the staff of the Michigan FFA Association. Moreover, perhaps most importantly, they are learners eager to absorb and grow to the fullest extent possible to fulfill the aforementioned roles of their office.

Selecting the 10 candidates that will seek to serve in this capacity is a challenging task for the seven members of the Nominating Committee.

Each year, the state staff, current state officers and faculty review the election and training process for the Michigan FFA State Officers. The 2003-04 Michigan FFA State Officers participated in a pilot test of four enrichment trainings to provide the team with the needed tools and preparation to serve effectively the association and the members of Michigan FFA. Through each phase of the training, the state staff and the officers evaluated the process and provided feedback to improve the training and development of future state officer teams. After evaluating the process and the performance of the current state officer team, the state staff identified certain essential traits and skills needed for a successful, effective officer.

For officers to achieve the maximum impact and development from the enrichment training, certain behavioral traits and basic knowledge is needed prior to a state officer's election to serve as an effective leader for the Michigan FFA Association. Based on our findings, the following is the new process outlined for election procedures:

Interview Round Makeup

The state process will consist of the following components:

- Written Test (FFA History, State Structure & Programs, Officer Responsibilities, Basic Ag Facts) – To be administered on the first day of interviews.

- 4 Interviews
 - Personal One-on-One
 - Team Dynamics
 - Agricultural Education/Agricultural Issues
 - Committee's Choice

State FFA Officer Behavioral Competencies & Definitions

This year, the interviews will center on ten (10) themes that the Michigan FFA State Staff and current officers identified as skills and traits needed to serve successfully in the role of a Michigan FFA State Officer. After working closely with the 2003-04 Michigan FFA State Officers, the state staff and current officers evaluated the officers' year of service and the qualities needed to ensure the team's maximum success. From their initial conversation, the following ten traits were identified as qualities future nominating committee members should seek in next state officer team:

Connectedness	This person possesses the unique ability of making personal connections to audiences ranging from young people through adults, regardless of position or status. This trait allows the person to make an impact through relating to their audience – either through a group situation or personal one-on-one contact. These individuals are effective because of their ability to make others feel engaged.
Dedicated/Personal Drive	This person completes assigned responsibilities without constant monitoring with the ability of follow-through. They strive to be trustworthy, dependable and confident about their work habits. Their world is best described by the order they create.
Desire for Personal Growth	This person recognizes the importance of learning and growing for his or herself as well as for others. They seek opportunities to feel challenged on their beliefs and experiences with the ultimate goal for personal enlightenment and progress.
Heart to Serve	A person with the heart to serve seeks out extrinsic opportunities to give back to others. They are motivated by the desire to help others achieve, grow and become better because of their personal interactions.

Integrity	A person who places value on living and staying committed to the high standards of the ethics required for the position. They strive to do the right thing even when out of the presence of others.
Maturity	As a young adult, this person exudes confidence to think through decisions, represent him or herself professionally and respectfully, and be accountable for their own actions and team members.
Self-Awareness	This person routinely recognizes and analyzes their decisions, actions, value system, self-view, and personal biases. They seek constant improvement and self-improvement in their day-to-day interactions.
Task-Oriented	A person who can think through a process, create a plan and follow through with responsibilities of task or project. Others would consider this person responsible and reliable for completing their responsibilities and often going beyond the call of duty.
Value Personal/ Cultural Differences	This person recognizes the need to accept, understand and appreciate the personal and cultural differences of others. He or she seeks out opportunities to learn and/or surround themselves around others who possess differences in experiences, viewpoints, heritages and cultures. This person also seeks opportunities to relate and meet the needs of others who traditionally underserved or under-recognized.
Professionalism	This person maintains an image and demeanor appropriate before others. They strive to present themselves as prepared and knowledgeable of need information.
Relater	This person enjoys close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
WOO	A person strong in the WOO (Winning Others Over) loves the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

Candidates are encouraged to focus mostly on being themselves. The committee seeks to form a team with the right mix of qualifications, skills and talent to serve effectively the entire membership. Details of each of these behavioral themes are included in this booklet.

Preparing For the Selection Process

How to prepare for the state FFA officer selection process will vary with each candidate. Some will prepare in isolation while others will engage others to help prepare.

The greatest key in a successful journey of preparing yourself for the state FFA officer selection process is the knowing the beginning and the end points. If you have an understanding of who you are (knowledge, skills, attitude and talents) and your expectations as state FFA officer candidates, then you can map your own plan for the preparation journey. This section will describe what knowledge and skill level is expected in a newly elected state FFA officer as well as provides a partial list of resources you may want to consider in creating your preparation strategy.

Suggested FFA Preparation Material

- State Officer Candidate Handbook
- Most Recent Official FFA Manual
- FFA Student Handbook
- Food and Farm Facts from Farm Bureau

What You Should Know

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

FFA Knowledge

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

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

Mission Statement

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth** and **career success** through an integrated program of agricultural education.

Complementary clarifying statement of the mission for external audiences

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

Vision Statement

The National FFA Organization envisions a future in which

All agricultural education students will discover their passion in life, and build on that insight to chart the course for their education, career and personal future.

The National FFA Organization collaborates with teachers, state leaders and others to deliver an integrated program of agricultural education, which encourages students to explore opportunities, supports their discovery of natural talents and interests, and offers meaningful activities in which they can apply their skills and talents.

Therefore, the National FFA Organization will:

1. Make local agricultural education teacher success its primary focus, through model programs and activities that generate local program success.
2. Reaffirm its commitment to the integrated agricultural education delivery model as a synergistic way to deliver academic, professional and youth development content. Within this model, further improve for local students the role of experiential learning, the depth of personal engagement and the breadth of participation opportunities.
3. Promote the widespread use of community based planning and support to develop environments that make agricultural education and FFA successful.
4. Develop stronger programs and support for state leaders of agricultural education.
5. Offer programs and activities that are attractive to students of all ages (middle school through college), diverse backgrounds and broad career interests in the agriculture, food, fiber and natural resources industry.

Beliefs & Values

The National FFA Organization believes that ...

Students need an environment and experiences that promote personal growth ...

- Discovering personal talents, career interests, and building skills leads to growth.
- All students need to be accepted, experience success and be confident in themselves.
- Teachers educate and provide personal growth opportunities for each student.

- Practical, hands-on experience and activities are effective ways to build skills and character.

Within a supportive community, all students can ...

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

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

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

The National FFA Organization values...

Personal Growth	Community	Achievement	Agriculture
Self-confidence	Diversity	Leadership	
Teaching	Responsibility	Optimism	
Experiential Learning	Career Success	Meaning	

Fundamentals To Know About The Michigan State Association & National FFA Organization

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

- 1) What is the contribution of FFA within the program of agricultural education?
- 2) Why was the FFA organized?
- 3) What are some unique features of the FFA?
- 4) If a sponsor to the FFA who was also a supporter of the 4-H asks you “*What is the difference between the FFA and the 4-H,*” how would you respond?
- 5) What is the relationship of the state officers to:
 - a) State advisor
 - b) Executive Secretary,
 - c) The state FFA staff?
- 6) What are the roles and responsibilities of a state officer?
- 7) What is the relationship of the National FFA Organization to the United States Department of Education (USDE)? Explain.

- 8) It is essential that you have a thorough knowledge the following:
 - a) The history of the FFA.
 - b) The purposes of the FFA.
 - c) How the organization operates.
 - d) A program of activities and how it is developed.
 - e) The essentials of good officer training on the local and state levels.
 - f) FFA's portfolio of programs, products and services for members and teachers.
 - g) All ceremonies for FFA meetings and degrees.
 - h) The purpose, structure and staff of the Michigan FFA Association.
 - i) Parliamentary Procedure.
 - j) National FFA Week and other public relations and brand awareness efforts.
 - k) The FFA Code of Ethics.
- 9) How is the FFA financed?
- 10) What are the essentials of a successful chapter?
- 11) What are good guidelines for planning and conducting a program of activities?

Fundamentals to Know About the National & Michigan FFA Foundation

The National FFA Foundation greatly benefits FFA members. The following is the minimum that a candidate should know about the National & Michigan FFA Foundation.

1. When was the Michigan FFA Foundation, Inc., organized?
2. What are the purposes of the Foundation?
3. How is the Foundation financed?
4. What would you as a state officer do to increase the understanding of the Foundation by local FFA members?
5. How would you increase the number of FFA award winners who would take the time to write thank you letters to sponsors?
6. If you had *three minutes* to explain the importance of FFA to a corporate president, what would you say?

Agricultural Education Knowledge

The FFA provides students with many ways to learn more about agriculture as well as opportunities for self-improvement. The teacher of agriculture uses a shop to teach agricultural mechanics; he/she also uses the FFA as a "teaching tool" to teach leadership and to motivate students to set high goals and work to achieve them. With this comes pride and recognition for a "job well done." The following is a minimum of what a candidate should know and be able to discuss.

1. The Smith-Hughes Act and its role in establishing agricultural education in the public schools.

2. The problem-solving approach to teaching and its influence on agricultural education, SAE & FFA.
3. The evolution of the local agriculture program — from single-teacher, rural only to multiple types of locations and staffing patterns; from content focused only on production agriculture to today’s programs of multiple career clusters being provided.
4. The history of Supervised Agriculture Experience (SAE) and its role in the local instructional program.
5. What are the strategic goals for agricultural education statewide (see *A New Era in Agriculture* report from The Council)?
6. What efforts are being done to recruit and retain agriculture teachers?
7. Understanding of current research findings in agricultural education.
 - Current student enrollment trends in agriculture.
 - Supply and demand of agriculture teachers.
 - Percentage of agriculture students with SAEs.
 - Percentage of agriculture students who are paid FFA members.
 - Influence of FFA membership on student performance (see Purdue/Horatio Alger study).

Agriculture Knowledge

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

1. Understanding of basic agriculture-related statistics (*Agriculture Facts* will serve as the base reference).
2. Understanding of the major issues being faced by the American agriculture industry.
3. Understanding of the influence of global agricultural trade on U.S. agriculture.
4. Knowledge of the top leaders in the Michigan agriculture industry.

Practice Scenarios

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

1. How can chapter officers develop more enthusiasm and interest among fellow chapter members?
2. Where and how should beginning members start their participation in the FFA?
3. How can a member develop self-confidence?
4. How can membership be increased in a chapter?
5. Our chapter is located in an urban area. What are some SAE activities that can be done and have equal opportunities for attaining awards?
6. A member has just graduated from high school and suddenly realized the importance of leadership training. What can be done since the member will have fewer contacts with the FFA?
7. What advice would you give a Greenhand who wants to become a state officer?

8. What activities do state officers participate in during their term of office?
9. Why should a member continue in the FFA after graduation from high school?
10. How can a member become a good state officer candidate?
11. How did you get your start in the FFA and eventually become a state officer candidate?
12. Explain your SAE program and how you began it. How does your SAE relate to your future career goals?
13. What are chapters doing for fund raising activities?
16. How have you benefited from serving the organization as an officer?
17. A member's parents does not want their son/daughter to enter into an agricultural career, but the student does. What advice do you give?
18. What should an officer, or member, do when they see an FFA member smoke in public while wearing the FFA jacket? When the jacket is improperly worn?
19. What are the characteristics of a good FFA officer? A good member?
20. Who can be an alumni member and what can they do for FFA?
21. What should you do after receiving a FFA Foundation-sponsored award?
22. How do chapter members get their advisor to utilize all the opportunities provided by the FFA?
23. Our FFA advisor does not want to do or go to any FFA activities. What can we do to get him/her to do more?
25. What do chapters do that have the most successful chapter banquets?
26. A member has just been defeated in running for state office; what advice would you give him/her?
27. With the number of farms decreasing, why should agricultural education and FFA be offered in our local schools.
28. How would you describe the future of the agriculture industry? Of FFA?
29. Does every student need to have an SAE? Why?
30. A freshman student sees no benefit from joining FFA.
31. Why should universities have a Collegiate FFA chapter when there are other agriculture student organizations on campus?
32. What value does middle school agriculture instruction add to the local program?
33. Should home-schooled students be allowed to join the FFA?

Know Yourself

As stated at the start of this section, the greatest key in a successful journey of preparing yourself for the state FFA officer selection process is the knowing the beginning and the end points. The previous parts of this section (as well as the remainder of this handbook) have tried to illustrate the end point — what a state FFA officer needs to know and do to be successful. The beginning point is for you to determine. While many feel they know who they are, it does not hurt to get a “2nd opinion.” Can you answer all these questions?

- What is the first impression you make when you meet someone?
- What are your beliefs? Can you convey them without offending others of different beliefs?
- Can you write a letter or email that will influence the reader?
- How are your individual speaking skills? Are you direct? Warm & friendly? Humorous?
- Can you effectively relate your knowledge, skills and experiences to the topic being discussed?

- What are your skills in speaking to groups?
- How are your interviewing skills with various media?
- How well do you work in a team situation?
- Can you team-teach with someone?
- Can you accept and grow from criticism?
- Do you work better with students or with adults?
- Can you present an argument persuasively?
- Can you listen to and understand points made by another speaker?
- What are your best talents and how do you use and grow them everyday?
- How well can you complete a behavior interview process?

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

Suggested References

There is a seemingly countless array of references that a candidate for state FFA office could use in their preparation. Each candidate must consider which are best for his or her preparation plan and processes. The following is a list of references to consider. You will find that some of the listings offer similar information but both sources were provided as they vary in the style used to convey the information.

FFA

The following is a partial listing of publications on FFA.

- *FFA.org* (home of the National FFA Organization): <http://www.ffa.org>
- FFA Student Handbook (latest edition)
- Roberts Rules of Order (latest edition)
- Official FFA Manual (latest edition)
- Michigan FFA Association website <http://www.michiganffa.com>

Know Yourself

The following are a partial listing of books that relate to the roles and responsibilities of a state FFA officer and/or can help an individual discover their talents and passions.

- *Habitudes, The Art of Self-Leadership* by Tim Elmore
- *How Full is Your Bucket* by Tom Rath
- *Leadership 101* by John C. Maxwell
- *The Art of Leading Others* by Tim Elmore