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New Jersey State Officer Candidate Handbook

New Jersey FFA Association
New Jersey Department of Agriculture
P.O. Box 330
Trenton, NJ 08625
Phone: 877-AgEd-FFA
Fax: 609-633-2421
www.jerseyageducation.nj.gov

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INTRODUCTION

Every year, the New Jersey FFA Association elects student members to serve as State FFA Officers. These officers are selected on several competencies that enable them to serve in a variety of roles. State Officers represent the New Jersey FFA Association to business and industry representatives, government officials, school administrators, teachers, students, and parents. They provide workshops to members teaching about the FFA, leadership, team work, and personal growth. They provide speeches in various settings and inspire audiences to reach for new growth. The state officers are teammates who work together and with state staff to accomplish the goals of the New Jersey FFA Association. State Officers are above all dedicated to serving the New Jersey FFA Association and its more than 2,600 members.

Being a state FFA officer requires both dedication and motivation. This guide serves as a resource for State Officer candidates detailing what they can expect from the state officer selection process and their year of service. Also contained are key facts about the FFA, Agriculture, and Agricultural Education vital to the selection process and serving as a state officer.

THE JOB OF A STATE OFFICER

A state FFA officer will have a multitude of responsibilities throughout the year. State Officers travel many miles and meet many people. The year is challenging, but above all, rewarding. Knowing that you have made a positive difference in the lives of FFA members and the New Jersey FFA Association is gratifying. The personal growth gained as a State Officer will be of benefit for many years to come and many of the relationships built will continue into the future. Knowing the job, role, responsibilities, and functions of a state officer can help prepare for the selection process.

Role of State FFA Officers

Upon being elected, a State FFA Officer takes on numerous roles, including:

1. Being a member of the state executive committee which fulfills the specified functions of governance of the State Association.
2. Executing the State FFA Program of Activities and shall assist chapters in the execution of their Program of Activities.
3. Disseminating specific Agricultural Education and FFA information.
4. Motivating, inspiring and encouraging FFA members to participate in Agricultural Education and FFA programs to assist the member in their

advancement of agricultural knowledge and development of potential leadership abilities.

5. Maintaining positive relations with members, the agribusiness sector, the public and others interested in agricultural education.
6. Projecting a positive image as a leader among American youth representing those qualities FFA members and society in general accepts as a life style role model.

Responsibilities of State FFA Officers

1. Travel to state meetings in Trenton each month
2. Travel to FFA chapters around the state 2-3 times per month (certain times of the year)
3. Attend planning meetings in Trenton for LEAD, National Convention, State Convention, etc.
4. Assist at Career Development Events, including Fall, Spring, and Summer
5. Participate in state activities listed on the Calendar of Events
6. Represent New Jersey FFA Association at events of other state agricultural organizations as needed.
7. Attend SOLT, BLAST-Off, NLCSO and possibly SPC during the summer months
8. Chair and hold state level committee meetings
9. Visit the state as needed throughout the year to prepare and practice speeches, greetings, workshops, etc.
10. Design and refine materials for workshops, speeches, and chapter visits on your own time

Duties of State FFA Officers

The duties of all New Jersey FFA Association Officers are as follows:

1. Their primary duty shall be to promote and encourage participation by members and chapters in FFA activities.
2. Each State officer must be able to budget and devote time requested for carrying out the duties and responsibilities. Any State Officer who does not carry out their assigned duties and responsibilities can be requested to resign by the governing body.
3. Any state officer missing more than two FFA activities and/or executive committee member missing more than four FFA activities without an excused absence will be requested to resign. Excuses will be made directly to the State President or State FFA Advisor. They will be approved or rejected by the governing body at the meeting not attended.
4. Any officer who has not fulfilled their duties and obligations, or has violated the statutes within the state and national FFA constitutions and by-laws, and policies, or has violated any local, state, or national public law, will be subject to removal from office by the state executive board. When a violation occurs at an

official FFA function, the State Advisor or a supervisory representative of the New Jersey Department of Agriculture may request an officer's resignation.

5. Follow the State Officer Commitment Form/Code of Ethics outlined in the State Officer Application.
6. Prepare and submit a monthly mileage report of official FFA business.
7. Maintain a level of correspondence with FFA members, business and industry leaders, and others. Examples of correspondence include thank you notes to business and industry leaders, replies to FFA member e-mails, notes of encouragement to FFA members, etc.
8. Perform other duties as instructed by New Jersey State Staff

Duties of Each Office

The "job" of a state officer requires teamwork and dedication. While all state officers share in the work of the State FFA Association, each office does have certain obligations, as listed in Article IV, Section E of the New Jersey FFA Association By-Laws and summarized below.

The State President shall:

- Preside over the state FFA convention and monthly state association meetings.
- Complete the agenda for all state meetings by the 14th of every month and submit to the State FFA Office.

The State Vice President shall:

- Assume the duties of the president if he/she is absent at a meeting.
- Be responsible for the operation of committees.

The State FFA Secretary shall:

- Keep an accurate record of all meetings, listing of all committees and assignments, and attendance at all meetings.
- Complete state minutes by the 14th of each month and submit to the State FFA Office.
- Compile state convention proceedings by September 1st.

The State Treasurer shall:

- Report on the financial situation at all state meetings.
- Serve as a liaison between the State FFA Staff and the State FFA Executive Board concerning the state FFA budgets.
- Help prepare the audit of all financial records.

The State Reporter shall:

- Promote communication and cooperative activities between chapters and encourage chapters to have active public relations programs.
- Prepare news releases for State FFA events as well as newsletters and other forms of communication to chapters, officers, and advisors.
- Serve as photographer and recorder for State FFA Activities.

The State Sentinel shall:

- Have official paraphernalia present and properly positioned at all meetings.
- Arrange all meeting rooms for the best comfort and efficiency of the meeting.
- Welcome guests, visitors, and others to meetings.

The State Parliamentarian shall:

- Provide parliamentary advice at meetings, conferences, and the state convention.
- Give parliamentary procedure demonstrations at leadership training conferences and state meetings.

State Officer Year at a Glance

The following activities are what a state FFA officer will participate in throughout their year of service. Being a state FFA officer does require other activities not listed here, including additional training and work sessions as necessary. Thus, dedication and commitment are required as a State FFA Officer. State Officers schedule chapter visits based on best times between their schedule and that of the chapter they are visiting. Activities that a state officer may be asked to participate in or may choose to participate in include State Presidents Conference (July), NJ FFA Alumni Golf Tournament (June), Summer Career Development Events (July), Eastern Regional FFA Career Development Events (September), National FFA Convention (October), NJ Agriculture Convention (February), Livestock/Dairy Judging CDEs (April), and Agriscience Fair (April). In the chart below are activities that all state officers will participate in.

Monthly State Association Meetings	First Monday of every month
Monthly Work Sessions	Third Monday of every month
State Officer Leadership Training	First weekend in June
Building Leaders and Strong Teams of Officers (BLAST-Off)	Three days in June
National Leadership Conference for State Officers	Five days in July
Leadership Experience and Development Conference	Friday and Saturday in October
Fall Career Development Events	Third Thursday in November
State Officer Banquet Speech Workshop	Friday in January
State Officer Candidates School	Saturday in January
Advocacy and Legislative Leadership Day	Thursday in February
State FFA Officer Fuel Up Retreat	End of February/Beginning of March
National FFA Week	Week in February- State Officers will have various activities to attend
NJ FFA Horticultural Expo and Floral Design Career Development Event	End of February/beginning of March
Spring Career Development Events	Thursday in April
State FFA Convention	Five days in May

Qualifications of a State FFA Officer

Degree: Candidates must hold at least the Garden State FFA Degree at the time of election (Candidates can be receiving their state degree at the same convention that they are running for state office).

Membership: State Officers must be an active member during their year of service and must be on their home chapter's roster.

Competencies: State Officers are expected to possess many leadership skills, including: communication skills; ability to work in a team; knowledge of FFA, Agriculture, and Agricultural Education; organizational skills; character; passion for success; influence; and critical thinking skills.

POLICIES AND PROCEDURES

Travel Reimbursement

Throughout their year of service, state officers will be expected to travel up to several thousand miles for state meetings, chapter visits, and other state association business. To be reimbursed for mileage, state officers need to submit mileage records due at the beginning of each month, detailing the previous month's travel. Officers will be reimbursed on a variable rate, based on total mileage of all the officers. Reimbursement will occur mid-year, in December, and in June, at the end of the year of service.

State Officer Materials

State officers will be given various materials to help make their year of service successful. Since state office requires a large amount of driving, each officer will be given a membership to the American Automobile Association (AAA) if they do not already have one. Also, to help in scheduling, each officer will be given a planner to use. Officers will also receive business cards for providing contact information. Each state officer will be given various workshop materials, including a portable flip chart, post-it notes, and various other items. State Officers will also be provided with a USB key for use during the year containing sample workshop planning materials and templates. Other materials that state officers may receive include thank you notes, inspirational books, conference t-shirts, etc. For Chapter leadership conference and activities held by the state association, the state office will make available markers, tape, pencils, scissors, paper, glue-sticks, post-it notes, etc.

Officer Dress

When representing the New Jersey FFA Association, officers are always expected to be neat and reputable as to not discredit the association. Official FFA dress is

required at all official FFA events, unless otherwise stated. When not in official dress, but at an official event, state officer dress should include khakis and a New Jersey FFA polo shirt. At the beginning of the state officer year, each officer will be given a New Jersey State Association FFA jacket and a New Jersey FFA polo. Also provided are State FFA degree chains and charms, if needed. Officers should always ensure their dress is clean and ironed to give a neat appearance.

Officer Correspondence
It is important for state officers to maintain relationships with those whom they meet throughout the year, including members, advisors, business leaders, school administrators, and government officials. Thank-you notes, notes of encouragement, and congratulatory notes are a must for state officers. State officers should send thank you notes to conference presenters and sponsors for SOLT, NLCSO, SPC, and BLAST-Off. After chapter visits, state officers should send thank you notes to chapters and any administrators they meet. Thank you notes should be sent within one to two weeks of an event. State Officers should be generous in sending thank you notes.

Team Communication
Communication among the state officer team and with state staff will promote the success of the state officer team. Each officer should check his or her e-mail and voicemail on a regular basis. Officers should strive to be in contact with state staff approximately once a week in order to receive help with work, highlight events they have attended, or address concerns they have. State officers should also strive to maintain open communication with their team prior to each month's state meeting.

SELECTION PROCESS

Selecting state FFA officers is a challenging process. The selection process is based largely on eight officer competencies (communication, team player, areas of knowledge, organization, character, passion for success, influence, critical thinking) which are evaluated by the state nominating committee. The state nominating committee is comprised of highly qualified FFA members selected from a pool of applicants. The state officer selection process is conducted in a way to ensure each candidate is evaluated fairly.

According to Article VII, Section A of the New Jersey State FFA Constitution,

> *"The elected offices of the New Jersey FFA Association, Inc. shall be a President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Parliamentarian."*

Article IV of the New Jersey FFA Association By-laws states,

> *"All State Officer Candidates will be reviewed, evaluated and recommended for state office by a designated nominating committee, which shall consist of 6 delegates, two delegates from each FFA Region in New Jersey as stated in Article VII, Section A. The nominating committee process shall be coordinated and advised by the state executive committee chair, an alumni officer, or the State Advisor, and an additional state executive committee member when possible. The State Officers shall be elected annually from members holding the Garden State FFA Degree. A member may be an officer not more than two times. Once a member is elected president, he/she may not hold state office again, but may become chairperson of the executive committee. All state officers shall be elected annually by a majority vote of the delegates at the annual convention. In the case of an officer vacancy, the state executive board may reorganize its officer structure from existing officers. The state executive board may also fill any vacated position by opening an application process to all members who meet the minimum qualifications to hold a state office. Applications would then be reviewed by the board and positions would be filled by a majority vote."*

The New Jersey FFA Association Executive Board voted to transition to the National FFA Nominating Committee Process beginning with the 2006 State FFA Convention. More information on the national process is available at:

https://www.ffa.org/documents/no_selection_process_handbook.pdf

Scoring of candidates will be based on eight competencies as described at the link above under the title "Effective Officer Competencies" and referenced below.

Officer Competencies

There are eight officer competencies that exist as defined by National FFA. Each state officer candidate is scored on these eight competencies. These competencies are necessary as a state FFA officer. They are adapted from the National FFA Officer selection process, where they are used to elect National Officers. Each competency is broken down into a series of "builders," which are listed under the competency below. Builders are scored during certain nominating committee rounds on a scale of one to five, using only whole numbers. A one signifies the skill is not very present

and a five signifies strong evidence that the skill is present. The score received from each builder comprise the competency score.

<u>Communication:</u> Competency # 1

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

1.1 – Non-verbal skills: Uses appropriate tone; gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand signals, facial expressions, body language).

1.2 – Listening skills: Recalls information; is attentive; utilizes appropriate wait times; listens for understanding; finds connections in the conversation.

1.3 – Writing skills: Uses correct spelling and grammar; delivers a clear and concise message; uses various forms of written communication appropriately (including formal letters, thank-you notes and emails); varies writing style based on audience.

1.4 – Speaking skills in a variety of settings (including classrooms, board rooms, auditoriums, arenas, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students): Uses appropriate examples; engages and motivates various audiences; speaks articulately without notes; can speak extemporaneously with comfort and ease.

1.5 – Facilitation skills in a workshop setting: Accommodates different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, problem solving); seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; and uses transitions appropriately

<u>Team Player:</u> Competency # 2

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

2.1 – Team work: Easily transitions between leader and follower role; seeks to be a positive influence on group; is aware of personality styles; and successfully manages team dynamics.

2.2 – Acceptance of differing viewpoints: Fosters a safe and open environment; values diversity of opinion; and shows respect and empathy toward others.

2.3 – Put team before self: Empowers others; displays a spirit of humility; shares success with team members; and assumes responsibility for undesirable outcomes.

<u>Areas of Knowledge:</u> Competency # 3

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

3.1 – Agriculture knowledge: Ability to connect facts and issues and articulate how they impact agriculture locally and globally; discuss key and emerging trends with related statistics; passes along knowledge of the career opportunities through agricultural career pathway (as outlined by the National Association of State Directors of Career and Technical Education Consortium, www.careerclusters.org, including: Food Products and Processing Systems; Plant Systems; Animal

Systems; Power, Structural and Technical Systems; Natural Resources Systems; Environmental Service Systems; Agribusiness Systems); articulates the primary components of the integrated food chain from production to consumption.

3.2 – FFA knowledge: Ability to connect facts and issues and articulate how they impact FFA on a local, state and national level; discuss key and emerging FFA issues with related statistics; recall historic FFA events and understand their significance; recite and explain the FFA mission; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organizations ability to develop and to foster leaders for the industry of agriculture.

3.3 – American education and agricultural education systems knowledge: Can articulate the role of FFA as an intra-curricular component of agricultural education; and understands the relationship between FFA and the U.S. Department of Education career and technical education, federal funding and the issues connecting them.

Organization: Competency # 4

Demonstrates the ability to see the big picture, break large projects into smaller tasks, appropriately prioritize multiple demands, and use time management and organizational tools to produce quality results by identified deadline.

4.1 – Time management: Has and uses a time management tool; handles multiple tasks with competing timelines; is able to prioritize; meets deadlines while producing quality results, and monitors time effectively.

4.2 – Planning and prioritization skills: Handles both large and small tasks with ease; can break down large tasks into manageable components; has defined long-term and short-term goals; and the ability to prioritize and delegate; and can plan a balanced workshop of discussion and activities.

4.3 – Self-starter: Starts projects independently; meets deadlines independently; takes action when necessary.

Character: Competency # 5

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

5.1 – Reliability, integrity and trust: Does the right thing, even when it causes discomfort; takes responsibility for his/her actions; does what he/she commits to and more.

5.2 – Adaptable and flexible: Reacts well to changes; adjusts to new situations confidently.

5.3 – Positive attitude: Approachable and engages in conversation; demonstrates an optimistic attitude; has an enjoyable presence about them.

5.4 – Sincerity and compassion: Demonstrates concern for the genuine welfare of others; communicates true self with tact (passion or vulnerabilities).

5.5 – Maturity: Demonstrates an appropriate demeanor for the situation; uses mature language and mannerisms; demonstrates patience and self-control.

5.6 – Coachable, life-long learning: Seeks constructive feedback and uses in proactive manner.

5.7 – Work ethic: Demonstrates a sense of ownership; demonstrates a strong desire/drive for completion on all projects regardless of the circumstances.

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Passion for Success: Competency # 6

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

6.1 – Self-confidence: Demonstrates a strong desire to achieve in a fast-paced environment; willing to take risks to grow even when success is not guaranteed; desire to step outside of comfort zone; sticks to convictions and beliefs while demonstrating consideration toward others; and is well poised.

6.2 – Commitment to FFA: Supports and advances the FFA mission daily through his/her words and actions.

6.3 – Energetic disposition: Maintains and displays a high level of energy even in a stressful environment; generates a positive buzz; has the stamina to maintain a consistent level of performance during continuous activity.

6.4 – Initiative: Recognizes appropriate time to take action; quick to respond to new tasks (i.e., volunteers for tasks readily); willingness to act on tedious or less glamorous activities; aware of necessity to take action.

6.5 – Commitment to service: Identifies service engagements outside of FFA in which he/she have participated; articulates in detail his/her role in these outside service opportunities; shows a clear understanding of his/her community needs; and expresses the impact his/her service had on himself/herself and the community.

Influence: Competency # 7

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

7.1 – Supports and motivates FFA members and partners: Communicates the value of being a member and the opportunities available in FFA; demonstrates support of individuals and groups through recognition, awards, letters and personal notes.

7.2 – Mentors and coaches others: Generates ideas for professional improvement for members and officers, serves as a role model.

7.3 – Member representation: Carefully weighs impact of decisions on FFA and its members; isn't afraid to make tough decisions for the good of the organization.

7.4 – Builds Relationships: Employs strategies to learn about others; attempts to ask questions; shows enthusiasm; engages others; and finds common ground with others.

Critical Thinking: Competency # 8

Demonstrates the ability to seek solutions and resources when finding information.

8.1 – Solve problems: Considers other points of view when developing solutions; considers multiple factors and their impact when addressing a problem; eagerly and promptly solves problems.

8.2 – Think critically and conduct research: Actively seeks information on agricultural and educational issues; uses correct and valid sources of information; takes time to consider all options.

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Overview of the Interview Rounds

The Nominating Committee Process will consist of seven rounds. Of the rounds listed below, state officers candidates will only do either the Stand and Deliver Practicum round or the Facilitation Practicum round, as decided by the nominating committee. State officer candidates will know in advance of the round, which practicum the nominating committee chose. Below are the descriptions of each round and the areas that each round is evaluated on:

Written Exam – *30 minutes*

- All candidates will complete a written exam with 50 multiple choice questions. The composition of the exam will be as follows: FFA knowledge, Agriculture knowledge, Education & Agricultural Education knowledge, and Parliamentary Procedure.

Competencies Builders Evaluated:

3.1 - Agriculture Current Events and Issues

3.2 - FFA Current Events and Issues

3.3 - American Education and Agricultural Education

Writing Exercise – *30 minutes*

- The purpose of this activity is focused on the candidate's ability to convey knowledge and understanding in a written form.
- Activity is based on one of the hot topics provided prior to the process.

Competency Builders Evaluated:

1.3 - Writing skills when communicating with others

3.1 - Agriculture Current Events and Issues

3.2 - FFA Current Events and Issues

3.3 - American Education and Agricultural Education

Personal Round I –*5 minutes*

- In this round, candidates will "introduce" themselves to the nominating committee. Candidates can expect to answer two or three behavioral-based interview questions posted by the nominating committee and to share their goals, motivations and/or desire to be a state officer.
- This round will last no more than 5 minutes with all six nominating committee members.

Competency Builders Evaluated with questions:

1.1 - Non-verbal Skills
5.3 - Positive Attitude
5.4 - Sincerity/Compassion
6.1 - Self-Confidence
6.2 - Commitment to FFA
6.3 - Energetic
6.5 - Commitment to Service
7.1 – Supports and motivates FFA members/partners

<u>One-on-One Interview</u> *–30 minutes*

- This interview is focused on two objectives. First, this is an opportunity for the committee to develop a rapport and get-to-know candidates in a one-on-one setting. Second, this will provide an opportunity for evaluation of a number of targeted competency builders through structured questions and follow-up questions.
- This round will consist of six 5-minute interviews, each with a different member of the nominating committee.

Competency Builders Evaluated with questions:

2.1 - Work in team in pursuing common goal
2.2 - Acceptance of differing viewpoints
2.3 - Team before self
4.1 - Efficient time management
4.2 - Organizational skills
4.3 - Self Starter
5.1 - Reliability/integrity/trust
5.2 - Adaptable/flexible
5.6 - Coachable/Lifelong learning
5.7 - Work ethic
6.2 - Commitment to FFA
6.4 - Initiative
6.5 - Commitment to service
7.2 - Mentors and coaches others
7.3 - Member representation

Competency Builders Evaluated through Observation:

1.1 - Non-verbal skills
1.2 - Listening skills
5.4 - Sincerity/compassion
5.5 - Maturity
7.4 Builds relationships

***<u>Stand and Deliver Practicum</u>** – *30 minutes*

- This round will be 30 minutes in length.
- Twenty minutes is focused on the candidate's ability to plan, organize and prepare a spoken presentation. Candidates will prepare five minutes worth of comments on a given topic in a private room. Candidates will receive the topic and instructions regarding the setting and audience to which the comments will be directed. No materials will be allowed in the room during this time other than a pad and pen provided by the nominating committee.
- Five minutes is focused on the candidate's ability to deliver spoken presentation for content. Candidates will be stopped at five minutes regardless of where they are in their remarks.
- The remaining five minutes are focused on the candidate's ability to respond accurately to questions regarding the topic and presentation.

Competency Builders Evaluated:

1.1 - Non-verbal skills
1.4 - Speaking skills
3.1 - Agriculture Current Events and Issues
3.2 - FFA Current Events and Issues
3.3 - American Education and Agricultural Education
6.1 - Self Confidence
7.1 - Supports and motivates FFA members and partners
7.3 - Member representation
8.2 - Ability to think critically and conduct research

*__**Facilitation Practicum**__ – *30 minutes*

- The purpose of this round is to evaluate the candidate's ability to influence through facilitated presentation in front of a realistic audience.
- Candidates will have 20 minutes to plan, prepare and organize using materials provided. All materials will be provided to the candidate along with a sheet of instructions outlining the specific context and topic for the workshop. Candidates will have a private room to conduct their planning.
- Following preparation, candidates will move to the interview room where they will have 5 minutes to facilitate their presentation with the audience available.

Competency Builders Evaluated:

1.2 - Listening skills
1.4 - Speaking skills
1.5 - Facilitation skills
2.1 - Work in teams
2.2 - Acceptance of differing viewpoints
4.1 - Time management skills
4.2 - Organization skills
4.3 - Ability to plan and prioritize
5.2 - Adaptable/ flexible
5.5 - Maturity
6.1 - Self-confidence
6.3 - Energetic
6.4 - Initiative
7.4 - Builds Relationships

** One practicum area will be chosen each year (either the Stand and Deliver or the Facilitation) Candidates are encouraged to be prepared for both practicum areas.*

__**Round Robin Issues Conversation**__ – *10 minutes*

- This interview round focuses on evaluating the candidate's demonstration of the effective officer competencies while carrying on a conversation regarding key issues related to a stakeholder. Stakeholders during this round may include: administrators, agriculture instructors, teacher educators, sponsors, media and parents. This round will occur in up to two 5-minute interviews with consultants representing a different stakeholder.

Competency Builders Evaluated:

1.2 - Listening skills
3.1 - Agriculture Current Events and Issues
3.2 - FFA Current Events and Issues
3.3 - American Education and Agricultural Education Current Events and Issues
5.3 - Positive Attitude
7.1 - Supports and motivates FFA members and supporters
7.3 - Member representation
8.1 - Ability to solve problems
8.2 - Ability to think critically and conduct research

<u>Personal Round II</u> – *10 minutes*

- The purpose of this interview is to ask a final set of questions developed by the committee to address competencies such as character, passion for success, influence, and team player.
- Each candidate will have 10 minutes will all six of the committee members.

Competency Builders Evaluated:

5.1 - Reliability/integrity/trust	5.6 - Coachable/Lifelong learning
5.3 - Positive attitude	6.5 - Commitment to service
5.4 - Sincerity/Compassion	7.2 - Mentors and coaches others
5.5 - Maturity	2.3 - Putting team before self

Materials found in the National Officer Selection Process Handbook may be used and/or modified for state use.

PREPARING FOR THE SELECTION PROCESS

The best way to prepare for the state officer selection process will vary with each candidate. Some will spend time memorizing flash cards, while others will be well-prepared simply reading from various sources. Regardless of how a candidate prepares, there are certain areas which a candidate should be knowledgeable about. Below are basic knowledge areas that every candidate should be comfortable with, however candidates should not be intimidated by the length of the section.

FFA Basic Knowledge

The role of FFA in Agricultural Education

In 1950, the 81st Congress of the United States, recognizing the importance of the FFA as an integral part of the program of vocational agriculture, granted a Federal Charter to the FFA. In 1998, the 105th Congress of the United States reviewed and passed technical amendments. This shows through the revisions as Public Law 105-225. Public Law 105-225 is a revision of Public Law 81-740 which reflects technical changes.

The FFA organization is one of three components of agricultural education. FFA is a tool to help teachers teach and students learn about agricultural education. It motivates students to excel in the classroom and in their supervised agricultural experience. Thus, the three components of an agricultural education program are <u>classroom/laboratory instruction, supervised agricultural experience and FFA</u>.

The FFA provides students with dynamic ways to learn about agriculture and leadership, as well as opportunities for self-improvement. Just as an agriculture teacher uses a classroom or laboratory to teach hydroponics or agricultural

mechanics, he or she also uses the FFA to teach leadership and motivate students to set high goals and work to achieve those goals. With this comes satisfaction and recognition for a job well done. The FFA is integral to the instruction having its origin and roots as a definite part of the high school curriculum in agricultural education. An outstanding FFA chapter, under the *guidance of an advisor (agricultural instructor)* and a challenging program of activities, enriches the instruction in agriculture.

FFA 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 agricultural education.

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

Values of the FFA to its members

A. FFA creates interest in agriculture.
B. Students learn to be leaders.
C. Members find themselves and develop confidence.
D. FFA provides group activities in which members develop tolerance, understanding and learn to work together.
E. Members develop initiative and learn to accept responsibility.

F. Students may plan and work on activities they like and that are of value to them in a strong school organization that has high prestige.
G. It provides an opportunity for students to learn to express themselves and take part in public speaking.
H. Members learn to buy and sell cooperatively, finance their activities and practice thrift
I. FFA planned activities provide for recognition of achievement.
J. The members interest in improving their school and community is increased, resulting in pride and better citizenship.

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Questions to Know About the National FFA Organization & New Jersey FFA Association

Knowing the following will enhance your effectiveness as a State Officer. Italicized text indicates where information can be found for a particular question.

1. How does involvement in the FFA organization enhance a student's agricultural education?*(Student Handbook, Official Manual)*

2. Why was the FFA organized?*(Student Handbook, Official Manual)*

3. What are some unique features of the FFA?
   (Student Handbook, Official Manual)

4. What are the main values of the FFA to?
   A. The community E. Internationally

   B. The home F. The advisor

   C. The school G. The member

   D. Our nation H. To each member

   (Student Handbook, Official Manual)

5. If a supporter of the FFA, who is also a supporter of the 4-H asks you, "What is the difference between the FFA and the 4-H?" how would you respond?
   (FFA and 4-H Brochure)

6. Relative to the administration of the FFA, know the following:
   (Student Handbook, Official Manual, NJ FFA/Ag Ed Programs Directory)

   A. What and who is the State FFA Executive Board?
   B. What and who are the Program Leader for Agricultural Education/State FFA Advisor and State FFA Specialist?

7. What is the relationship of the State Executive Board to?
   A. State staff, including the State Advisor and State FFA Specialist
   B. The state association
   C. Chapter officers

8. What are the specific duties of a state FFA officer?
   (NJ State FFA Officer Application)

9. Referring to the Official FFA Manual what are your responsibilities to:
   A. Groups or persons in the state FFA association?

B. Groups or persons in the local FFA chapter?

10. With reference to the major agricultural organizations:
    A. Be familiar with several organizations such as:
        * NJ Farm Bureau *(http://www.njfb.org/)*

        * NJ State Board of Agriculture (*http://www.state.nj.us/agriculture/sboa/sboa.htm)*

        * NJ Department of Agriculture (*http://www.state.nj.us/agriculture/)*

    B. Be clear on the work each organization does for youth.

11. It is essential that you have a good understanding of or know the following: *(Student Handbook, Official Manual, www.ffa.org)*

    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. Leadership training programs.
    G. All ceremonies for FFA meetings and degrees.
    H. The National FFA Center, FFA Supply Services, FFA New Horizons Magazine.
    I. Parliamentary Procedure.
    J. National FFA Week and other public relations programs.
    K. FFA Mission Statement.
    L. FFA Emblem.

12. How is the FFA financed?
    A. Program Affiliation Fees
    B. New Jersey Department of Agriculture
    C. New Jersey Department of Education
    D. New Jersey FFA Foundation
    E. New Jersey FFA Alumni Association

13. What are good guidelines for planning and conducting a program of activities?
    (Chapter Planning and Recognition Handbook)

14. What is the cost of Program Affiliation and what benefits do members get with their membership?
    (Student Handbook, Official Manual)

15. What international opportunities are available to FFA members?

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Questions to Know About the State and National FFA Foundation, Inc.

The State/National FFA Foundation greatly benefits FFA members. Information about the National FFA Foundation can be found in the Student Handbook, Official Manual, www.ffa.org, and Your knowledge of the following is essential:

(Student Handbook, Official Manual, www.ffa.org)

16. When was the National FFA Foundation, Inc. organized?

17. What are the purposes of the Foundation?

18. How is the State Foundation administered?

19. How is the State Foundation financed?

20. The publications below are sponsored by the National FFA Foundation. Who do these publications serve?
    A. FFA Advisors . . . Making a Difference *(Advisors)*
    B. Convention Proceedings *(Advisors, FFA Members, State Staff, etc.)*
    C. The FFA New Horizons *(Students, Advisors, Alumni Members, etc.)*
    D. Alumni Newsletter *(Alumni Members)*
    E. Student Handbook *(Students, Advisors)*
    F. Advisor Handbook *(Advisors)*
    G. Bright Ideas *(State FFA Officers)*
    H. FFA Pulse *(Advisors, Alumni, Members, Collegiate, Supporters)*

21. What are the National FFA Foundation and NAAE funded programs that recognize outstanding Agriscience activities for teachers and for students? *(Student Handbook, Official Manual)*

22. The National FFA Foundation funds National FFA Career Development Events and awards.
    (Student Handbook, Official Manual, Career Development Event Bulletin)

    A. How do these events relate to local instruction in agriculture?
    B. How do these events differ from proficiency awards programs?
    C. What do career development events test?
    D. What is done to keep these events current with new procedures and standards in the industry?

23. The National Proficiency Awards Program recognizes individuals in most agriculture/agribusiness areas.
    (Student Handbook, Official Manual, Proficiency Handbook, Career Development Event Bulletin)

A. How should proficiency awards relate to Supervised Agricultural Experience Programs?
B. How do proficiency awards differ from Career Development Events in what's measured or tested?
C. Can a student win more than one proficiency award at the national level?
D. How do the proficiency awards program relate to the American FFA Degree Program?
E. How can this program be used in local recruitment efforts?

24. National Chapter Award Program: (Student Handbook, Official Manual)
    A. What is the purpose of this award program?
    B. What types of awards are presented?
    C. How are the national winners selected for each award?

25. If you are asked to present Foundation awards at a State Convention, what important points should you emphasize in your remarks?

26. What would you do as a state officer to increase the understanding of the State and National Foundation?

27. How would you increase the number of FFA award winners who take the time to write thank you letters to sponsors?

28. If you had three minutes to explain the importance of FFA to a corporate president, what would you say?

Questions to Know About the State and National FFA Alumni

The FFA Alumni Association consists of former members and others interested in supporting the agricultural education program/FFA. Knowing the following will enhance your effectiveness as a state officer. Information can be found in the Student Handbook, Official Manual, www.ffa.org, FFA Alumni Manual.

1. When was the National FFA Alumni Association chartered? State Alumni?

2. What is the relationship of the FFA Alumni Association to the National FFA Organization/New Jersey FFA Association?

3. Why was the FFA Alumni organized?

4. How is the Alumni financed?

5. What is a life membership?

6. Where would an FFA member find information on the FFA Alumni?

7. What are some major National Alumni activities?
    i. Scholarships to the Washington Leadership Conference
    ii. Sponsor of workshops during the National Convention

7. What are possible state and local Alumni activities?

8. What are the Alumni events and awards program?
    i. Outstanding Affiliate Award
    ii. Outstanding Achievement Award (recognition of Alumni members)
    iii. Legion of Merit Award (membership promotion award)

9. How do you organize or charter a local affiliate?

10. Does a member of a local FFA Alumni Affiliate have to be a member of the State and National FFA Alumni Association?

11. Who can be an alumni member and what can they do for the FFA?

12. Do you have to be a former FFA member to be a member of the Alumni?

Questions to Know about American Education and Agricultural Education

1. What are the three components of agricultural education?
(Student Handbook, Official Manual, SAE Handbook)
    a. Classroom Instruction
    b. Supervised Agricultural Education
        1. entrepreneurship
        2. placement
        3. exploratory
        4. Agriscience research
        5. agricultural service learning
        6. improvement
        7. supplemental
        8. directed school laboratory
    c. FFA Organization

9. How do the three components of agricultural education work together to form a well-rounded, strong program?
(Student Handbook, Official Manual, SAE Handbook)

10. How many Agricultural Education programs are in New Jersey? *(NJ FFA/Ag Ed Program Directory)*

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

12. What is the Perkins Act and what is Perkins funding used for?

13. What are NAAE, NASAE, AAAE, the National Council for Agricultural Education, and NJAAE? How does each of these organizations influence the direction of agricultural education?

14. What efforts are being done to recruit and retain agriculture teachers? (*www.naae.org*)

15. What is the largest problem facing agricultural education today? (*www.ffa.org*)

16. What are Curriculum for Agricultural Science Education (CASE), Science, Technology, Engineering, and Mathematics education (STEM), National Quality Program Standards?

17. Who is the US Secretary of Education?

18. Who is the New Jersey Commissioner of Education?

Fundamental Questions to Know About Agriculture

1. Who is the New Jersey Secretary of Agriculture?

2. Who is the US Secretary of Agriculture?

3. What role does the NJ Department of Agriculture play? The US Department of Agriculture?

4. What do the following Agricultural organizations do: Farm Service Agency (FSA), Foreign Agricultural Service (FAS), Food and Agriculture Organization (FAO), Farm Bureau, National Agricultural Statistical Service (NASS)?
5. What are the greatest risks facing agriculture today?

6. What is the Farm Bill?

7. How does biotechnology affect the agriculture, food, fiber, and natural resource industry?

New Jersey Agriculture Facts

- Food and agriculture are New Jersey's third largest industry, behind pharmaceuticals and tourism, bringing in billions of dollars in revenue to the state.
- In 2012, the state's 10,300 farms generated cash receipts totaling $1.12 billion.
- The nursery, greenhouse and sod industry remains the leading commodity group with cash receipts of $453.6 million. The fruit and vegetable industry receipts totaled $428.8 million, followed by field crops with $112.2 million. The equine industry brought in $46 million, while the sale of poultry and eggs generated $30.7 million. Dairy industry sales were valued at $27.5 million.
- Productive farmland covers 730,000 acres, approximately 13% of New Jersey's land area.
- The Garden State produces more than 100 different kinds of fruits and vegetables (fresh and processed).
- New Jersey is one of the top ten producers of cranberries, blueberries, peaches, bell peppers, spinach, cucumbers, tomatoes, snap beans, and squash.
- Growers also produce hundreds of thousands of dollars worth of specialty crops that add a unique flavor to the Garden State's bounty.
- Vineyards are a growing segment of the industry enabling the state's 46 vintners to develop a wide variety of award-winning New Jersey wines.
- Fish and seafood are also a valuable commodity with tons of bluefish, tilefish, flounder, hake, shellfish, and other species harvested annually.
- The commercial fishing industry adds about $211.7 million to the value of agriculture in New Jersey.
- Farmland preservation is the key ingredient in the formula to retain irreplaceable farmland. The State Agricultural Development Committee (SADC) administers the state's Farmland Preservation Program. The SADC is in, but not of, the New Jersey Department of Agriculture. Begun in 1983 and now considered a national model, the program has been instrumental in the permanent preservation of more than 205,000 acres of farmland.
- The Jersey Fresh Quality Grading Program is a voluntary program that helps Garden State farmers increase the sales of more than 100 New Jersey commodities.

Information compiled from the New Jersey Department of Agriculture website
http://www.state.nj.us/agriculture/about/overview.html

Other Questions You May Encounter While Serving as a State Officer

1. How have you benefited from serving the organization as an officer?

2. What is the difference between the FFA and 4-H?

3. A student's parents do not want their son/daughter to enroll in agricultural education. What advice do you give?

4. What should an officer or member do when they see an FFA member smoking in public while wearing the FFA jacket? When the jacket is improperly worn?

5. What should you do after receiving an award from the Foundation?

6. How do chapter members utilize all the opportunities provided by the FFA?

7. What kind of training did you receive as a chapter officer?

8. How do you prepare your speeches? Where do you get your ideas?

9. What do chapters do that have the most successful chapter banquets?

10. A member has just been defeated in running for chapter office, what advice do you give them?

11. How can chapter officers be positively encouraged to learn their parts for FFA ceremonies?

12. What is parliamentary procedure and why is it used?

13. What advice would you give a Greenhand who wants to become a state officer?

14. What are the characteristics of a good FFA officer?

Questions to Know About Yourself

Being yourself during the nominating committee process is the best way to be elected as a state officer. The following questions are areas that you may want to reflect on before entering into the officer selection process.

1. What is the first impression you make when you meet someone?

2. What are your beliefs?

3. Can you effectively relate your knowledge, skills and experience to a topic being discussed?

4. How well do you work in a team situation

5. What is your greatest accomplishment?
6. Can you accept and grow from criticism?

7. What are your working habits?

8. What are your best talents and how do you use them every day?

9. What do you hope to accomplish in the future? As a state officer?

10. As you look back over your experiences in the FFA, why did you join the organization and what has it meant to you?

11. Why are you running for State FFA Office?

12. What qualities in others do you admire?

References

The following are other resources that are helpful for preparing for state FFA office.

1. Internet
   A. NJ FFA Home Page: http://www.jerseyageducation.nj.gov/ffa.htm
   B. National FFA Home Page: www.ffa.org
   C. NJ Farm Bureau Home Page: http://www.njfb.org/
   D. American Farm Bureau Home Page: http://www.fb.com
   E. NJ Department of Agriculture Home Page: http://www.state.nj.us/agriculture/
   F. United States Department of Agriculture Home Page: http://www.usda.gov/
   G. USDA History of Agriculture site: http://www.usda.gov/history2
   H. New Jersey Department of Education: www.nj.gov/education/
   I. United States Department of Education: http://www.ed.gov/
   J. CASE: www.case4learning.org
2. FFA New Horizons Magazine
3. FFA Student Handbook
4. Official FFA Manual
5. Proficiency Award Handbook
6. FFA Alumni Manual
7. NJ Agricultural Education/FFA Directory
8. NJ FFA Officer Application
9. NJ Agricultural Fact Sheets
10. Career Development Event Handbook
11. SAE Handbook
12. Chapter Planning and Recognition Handbook
13. Roberts Rules of Order
14. Leadership and Personal Growth References
    A. *7 Habits of Highly Effective Teens* by Stephen Covey
    B. *21 Indispensable Qualities of a Leader* by John C. Maxwell
    C. *Developing the Leader Within You* by John C. Maxwell

State Office Candidate Development Form

I consider the following five focus areas as skills and required knowledge needed for my personal development and preparation in seeking State FFA Office:

1.
2.
3.
4.
5.

Outline up to three specific activities, exercises, or practices per month you would organize to develop the five focus areas you identified from above for your personal development and preparation:

March Proposed Activities/Exercises	April Proposed Activities/Exercises	May Proposed Activities/Exercises
1.	1.	1.
2.	2.	2.
3.	3.	3.

Name 5 resources/people I would seek to use in my preparation for State FFA Office and why?

Resource/Person (Person/Activity)	How will this resource/person assist me in preparation?

Is State Office for me?

What plans do you have after high school? College?

What do I need??

What about school?

Are there more opportunities beyond state office?

If you want to be a state officer, you'll need the following:

- Your Garden State FFA Degree (You are eligible if you have already earned your degree or if you will be receiving it at the convention you plan to run)

- A reliable form of transportation (You'll be doing a lot of traveling)

- Strong time management skills (You will be very busy)

- A willingness to work hard, be a dedicated team member, and strive for continuous improvement and success!

The experience of State FFA Office is not an opportunity to miss!

For more information, you can always talk to your chapter FFA advisor or one of the current state officers.

How can State Office work for your life?

- Your education is important! You can find a college or technical school in New Jersey (or close by) and still serve as an officer. You could also take basic classes at a community college, as a state officer, and later transfer those credits.

- Working and being a state officer provides a win-win situation for you and your employer. Your time as an officer helps develop you into a mature and professional employee.

- Career opportunities often arise for state officers because of their leadership position!