

New York FFA  
State Officer Selection Handbook  
2019-2020 Year of Service



A Guide for Nominating Committee Members,  
State Officer Candidates and FFA Advisors.

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**Introduction:**

The New York FFA Association serves more than four thousand, five hundred students in one hundred and twenty five schools teaching agricultural education. While the heart of the organization is at the local (chapter) level, each year six students are elected to represent the association at large. These State FFA Officers are called upon to represent FFA members and agricultural education programs in a variety of settings and with a great deal of significance.

FFA State Officers are afforded the opportunity to travel locally, across NY, nationally and even internationally. They will forge a network with leaders in agribusiness, education and the New York State government. State Officers also hold the responsibility of appropriately representing New York students and teachers in all of these settings. Their influence will help secure funding for the state association and its members and their performance as New York State FFA Officers is critical in this process.

In order to assure that the most deserving students are selected as officers, the officer selection process must be rigorous and relevant to their year of service. State Officer Candidates and Nominating Committee Members should both be well informed and passionate about the state officer experience, FFA, agricultural education and the selection process in general. This handbook is designed to educate candidates and committee members in a way that assures all students are enabled to perform to the best of their personal ability throughout the selection process.

The State Officer Selection process is designed to be equitable and to evaluate candidates on qualities they will need to use throughout a year of service. It aims to provide a challenging and rewarding experience for all candidates while providing a clear framework for ranking process participants.

## State Officer Job Description and Responsibilities:

State Officers are selected to **represent** all NY FFA members, all NY Agricultural Education students and all FFA chapters in the state of New York. They are required to possess a level of **maturity** that allows them to identify appropriate behavior and act professionally in all settings. State officers are expected to have a level of **self-confidence** and poise that transitions easily between situations where they may be loud and playful and those where they are engaging with government and industry leaders. State Officers must be proficient in a variety of forms of **communication**, including but not limited to: public speaking, facilitation, group discussions, written communication, online communication and basic conversation skills.

State Officers must master **time-management**. They are expected to balance academic and FFA responsibilities while missing school to travel to FFA events. State Officers are expected to miss a significant amount of school without compromising their assignments. While schools agree to be flexible when endorsing a state officer candidate, in no way does this flexibility indicate a lack of academic responsibility or need for respect for administrators and teachers. Additional initiative must be taken by an elected officer to communicate the value and relevance of their travels and to maintain positive relationships within their home schools. This same need to effectively manage time applies to extra-curricular and employment time commitments as well. FFA may not be the only activity an officer participates in, but it needs to be a “top-three priority,” meaning an officer may need to miss meetings or practices of other organizations for certain FFA events.

State Officers must be **committed** to upholding the responsibilities of their office. As a role model for over 4500 students in the state of New York, the success of a state officer is found in how they build relationships and accomplish goals for the association. With the increased accessibility, the internet has provided through social networking, officers must be mindful that they are living a life that **communicates the FFA brand** of strong, character-driven students who are respectful and ambitious both in person and ‘off-the-job.’

State Officers will receive training and coaching sessions that will help them to perform at their highest level. Successful officers will actively **seek improvement** and work to improve both as an individual and as a member of the state officer team. They will be **self-directed** to remain in contact with members of their team, district and the state office. They will exhibit a **passion for success** in the way that they **learn with curiosity** and strive to make **critical thinking connections** with members, partners and stakeholders.

In order to assure that officers are best equipped for their year of service and that socio-economic factors do not provide a barrier, NY FFA will provide financial reimbursements and provide officers with many of the items of apparel they will need during their year of service. While mileage is reimbursable, State Officers will need to have an understanding of how they can provide transportation for themselves during their year of service.

## State Officer General Calendar of Events:

(Dates are tentative. Unless otherwise mentioned, officers are required at events.

Dates that will require more than one day of school absence are bolded and in RED to bring them to your attention.)

<b>May 2-4:</b>	<b>State FFA Convention (Election!)</b>
<b>May 15-19:</b>	<b>Base Camp @ Oswegatchie (Can arrive the evening of the 15<sup>th</sup>)</b>
June 7-9:	Check Point 1 – Ithaca, NY Area
June 23-26:	NYAAE Teacher’s Conference (2018-19 Officer Team will attend this)
June 27-29:	Camp O Training @ Oswegatchie -- <b>TENTATIVE</b>
June 30- July 5:	Camp Week 1 (Line Officers are asked to work two camp weeks)
July 7-12:	Camp Week 2
July 14-19:	Camp Week 3
July 21-26:	Camp Week 4 (District Presidents week)
July 21-25:	State Officer Summit in Washington DC (All State Officers will attend, 26 <sup>th</sup> may be a travel day)
July 28-Aug 2:	Camp Week 5
July 29 – Aug 2:	Intense Agricultural Career Conference (6-7 days) <b>TENTATIVE</b>
Aug. 6-8:	Empire Farm Days (preferably three officers for all 3 days)
Aug. 9-11:	New York State FFA August Training- <b>TENTATIVE</b>
Aug 21-Sept 2:	New York State Fair in Syracuse (Officers are asked to try to work at least 4 days).
Aug 25:	Actions Influence Members Conference (AIM) <b>TENTATIVE</b>
<b>Sept 12-15:</b>	<b>Big E in Springfield, MA</b>
<b>Sept 15-17:</b>	<b>All American Dairy Show in Harrisburg, PA</b>
Sept 28:	Colt Conference
<b>Sept 30-Oct 4:</b>	<b>State Officer Tour -- TENTATIVE</b>
<b>Oct 27- Nov 3:</b>	<b>National FFA Convention (State Officers will travel with the state delegation. District Presidents travel with their chapters at their own expense).</b>
<b>December 3-4:</b>	<b>NY Farm Bureau State Annual Meeting (TENTATIVE)</b>
December:	Winter Retreat
<b>January 9:</b>	<b>NY Ag Society Forum (State President Required)</b>
Early-mid January:	International Leadership Seminar for State Officers (TBA – <b>optional</b> and on the officer’s own expense, estimated \$4000, 2 week international trip.)
<b>January 24-26:</b>	<b>212/360 Conference &amp; Governing Board – DATE TENTATIVE – All officers required.</b>
January 30- Feb 1:	Western NY Farm Show ( <b>DATE ESTIMATED</b> ) – Western NY Officers
February 3-4:	<b>State Leaders Experience – DATE TENTATIVE – All officers Required</b>
<b>February 27-29:</b>	<b>New York Farm Show (3 officers/day desired. Often school break). May be the week before.</b>
February 28:	New York FFA Alumni Toy Auction (evening only – 6 officers needed)
February 29:	NY National Officer Candidate Selection (1-2 officers needed)
<b>Feb/March:</b>	<b>District Competitions (Officers attend their district events)</b>
March or April:	State Officer Retreat (all officers – will try to have over a weekend or a school break)
March 14:	Sub-states – (All officers must attend, two line officers will attend each sub-state, DPs attend their regional sub-state).
April	State Office Selection Process (TENTATIVE and Not Yet Scheduled – Syracuse, NY)
<b>May:</b>	<b>State Convention Preparation &amp; Execution</b>
<b>May:</b>	<b>New York FFA State Convention</b>
<b>June:</b>	<b>NYAAE Teachers Conference (TBD)</b>
<b>June:</b>	<b>Capstone Event (TBD)</b>

\*Additional responsibilities may arise during the year, including chapter visits & business & industry tours. \*

\*State Officers are expected to schedule and visit all chapters in 1-2 FFA Districts.

\*State Officers write articles and contribute to the monthly, state officer developed and published NY FFA Newsletter.

## **State Officer Selection Process Description:**

The State Officer Selection process is designed to evaluate candidates on eight core competencies necessary for success as an officer throughout a five round slating process. Every task that officer candidates will be asked to do will be evaluated and contribute to their total score for the slating process.

**Core Competencies:** So what does it take to perform this job effectively? FFA has identified eight competencies, their builders and indicators required for fulfilling the job description of a state officer.

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

Example: Competency #1 - Communication

Competency Builder – identifies specific attributes or skills to further define the behaviors of that competency.

Example: 1.1 – Demonstrates non-verbal skills

Indicators – a description of how someone might demonstrate the competency builder.

Example: Uses appropriate tone, gives full attention (eye contact) ...

## **Detailed Competency Descriptions**

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

### ***Competency #1 - Communication***

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.

Communication Builders and Indicators:

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, boardrooms, 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; utilizes effective format in creating and delivering a facilitation outline (i.e., National FFA Magic Formula for Presentations, McCracken and Newcomb’s Instructional Plan Outline, etc.), and uses transitions appropriately.

### ***Competency #2 - Team Player***

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

Team Player Builders and Indicators:

2.1 – Teamwork: 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.

### ***Competency #3 - Areas of Knowledge***

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

Areas of Knowledge Builders and Indicators:

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](http://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); articulate 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; demonstrate 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 Energy career and technical education, federal funding and the issues connecting them.

#### ***Competency #4 - Organization***

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

Organization Builders and Indicators:

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.

#### ***Competency #5 - Character***

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

Character Builders and Indicators:

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.

## ***Competency #6 - Passion for Success***

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

Passion for Success Builders and Indicators:

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: Support and advance 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.

## ***Competency #7 - Influence***

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

Influence Builders and Indicators:

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: Generate 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; is not 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.

## ***Competency #8 - Critical Thinking***

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

Critical Thinking Builders and Indicators:

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.

Each question or task will be designed to assess a candidate’s level of possession of one or more of the following competency areas.

Areas of Knowledge (Agriculture, Agricultural Education & FFA) – 10%

Character – 20%

Communication – 15%

Critical Thinking – 10%

Influence – 12.5%

Organization – 10%

Passion for Success – 12.5%

Team Player – 10%

These qualities are each important, however some are more important than others are. These competencies are weighted in the evaluation process to account for their value.

**Application Process:** Each candidate must complete the online application by March 15<sup>th</sup> of each year. The application can be found at <http://www.nysffa.org/apps/2015/9/23/leadership-awards-applications>

#### **Selection Process:**

Email intent to run by March 1 to [dhill@cornell.edu](mailto:dhill@cornell.edu).

Application submitted online to State Office (**Including a writing sample**), by March 15. The topic for the writing sample is: **“With New York State FFA consistently adding chapters and growing its membership, this has increased the demand for agricultural education teachers while at the same time we are experiencing a shortage of agricultural education teachers across the country. What are some initiatives that we have taken nationally and at the state level to increase the number of people who are becoming agricultural educators? What might be some additional steps we could take to meet the demand?”**

Selection Process Interviews – TBD. **This information will be posted on the website and sent out on the list serve once a date and location has been determined.**

- Introduction
- One-on-One Interview Rotation
- Stakeholder Conversation Activity
- Stand and Deliver Speech
- Written Exam (Multiple Choice, 60 questions)
- Final, Personal Interview

## **Post-Selection Process:**

- **Announcement of the State Officer Slate will take a few hours after the last round of interviews.**  
\*(This could change if the process is moved to a different time of year)
- Slated Candidates, their parents and advisors are invited for a brief meeting to welcome the new team and discuss their year ahead. **Slated Candidates should not state that they are officially elected until after the delegates have voted during the business session at state convention.**
- Delegates vote for State Officers during the business session at State Convention.

**Contract between FFA State Officer Candidates  
And the New York Association of FFA  
QUALIFICATIONS AND PREREQUISITES**

State FFA Officers are required to perform on a vigorous and continuous basis. It is necessary, therefore, that those who aspire to become officers are highly qualified, able and willing to perform. Please read and study the major qualifications and prerequisites very closely. **When you are fully convinced that you will be able to carry out the responsibilities of an officer position, sign and return the State Officer contract to the state office. This contract must be postmarked no later than March 15.** Please make one copy of all items for your records.

**To be eligible for election to a State Office a candidate must:**

1. Be an active member of the New York State FFA Association.
2. Have attained the Empire Degree by the convention in which they are pursuing an office.
3. Be in a position to devote the necessary time required to carry out the duties of the office.
  - a. See calendar of events for example of travel commitments.
  - b. Schedule and visit all chapters in 1-2 assigned FFA Districts.
  - c. Write and submit monthly news articles about New York FFA.
  - d. Participate in providing content for monthly NY FFA Newsletters.
  - e. Devote time to personal preparation for upcoming FFA events.
4. Be in good academic standing (75% or better) and able to maintain scholastic responsibilities while balancing state officer commitments.
5. Have access to a reliable and regular source of transportation for all state officer activities.
6. During the year of service, State Officers will be:
  - a. A senior in a high school agricultural education program.
  - b. A graduate of a high school agricultural education program and involved in an SAE
  - c. A freshman in a recognized agriculture program at a post-secondary institution.

A state officer is normally involved in FFA activities that require **90 days away** from home. (State Officers travel more and District Presidents less). While many of these days occur in the summer and on weekends, State officers can expect to travel for educational FFA purposes multiple schooldays a month. Chapter visits, National Convention, National Officer Tour, State Convention and occasional other FFA and agricultural events will result in school absences. In addition, correspondence and record keeping will require a number of days spent on FFA at home. The State Association will reimburse the travel expenses of FFA Officers to approved State Association activities according to the reimbursement schedule.

**If elected to a State FFA Office, I will:**

1. Be totally dedicated to the total program of agricultural education and the FFA.
2. Be willing to fulfill the commitment of State Officer activities.
3. Be willing and able to travel to FFA activities specified in the state calendar.
4. Recognize that required state FFA activities will need to be a priority over sports and other events. Athletic coaches should be approached about necessary travel at the beginning of any sports season. State office is a full year, and not a seasonal commitment.
5. Be free from military commitments that would interfere with my year of office.
6. Become thoroughly knowledgeable of agriculture, agricultural education and the FFA.
7. Work untiringly through preparation and practice to develop myself into an effective public speaker.
8. Project a desirable image of FFA at all times and hold true to the standards of our organization.
9. Regularly and promptly write letters, thank you notes, reports and other pieces of correspondence that are necessary and desirable.
10. Submit reimbursement forms monthly. Understand expenses reported more than one month after the expense is incurred are ineligible for reimbursement.
11. Act as a steward of FFA members' dues money when making fiscal decisions.

12. Act as a representative of New York FFA members' best interest when serving on committees, as a delegate or on the FFA governing board. This will manifest itself in thoughtful discussion, participation in committee report generation and respectful consideration of agendas, policies and the NY FFA constitution.
13. Work constantly to improve my ability to carry on meaningful and enjoyable conversations with individuals of all ages and lifestyles.
14. Accept and seek out constructive criticism and evaluation of my total performance.
15. Keep myself up-to-date on current events.
16. Evaluate constantly my personality and attitudes and make every effort to improve myself.
17. Maintain and protect my health.
18. Serve as a member of the team and always maintain a cooperative attitude.
19. Be willing to take and follow instructions as directed by those responsible for me.
20. Contact the State FFA Director on a regular basis to communicate through obstacles or challenges that may inhibit my ability to perform state officer duties.
21. Follow the State Officer Code of Ethics:
  - a. To abstain from the use of all alcohol and tobacco products throughout my year of service – regardless of my age.
  - b. To abstain from the use of any illegal drug.
  - c. To treat all FFA members equally by not favoring one over another and by considering romance of any type as off-limits.
  - d. To behave in a manner that conveys and commands respect without an air of superiority.
  - e. To maintain dignity while being personable, concerned and interested in my fellow members.
  - f. To avoid places or activities that in any way would raise questions as to my moral character or conduct.
  - g. To consider girl or boyfriends as secondary to officer responsibilities when performing FFA activities or functions.
  - h. To use wholesome, tolerant and positive language in all speeches and informal conversations. All conversations and interactions with FFA members, teachers, state staff and public will remain professional at all times.
  - i. To be well groomed and maintain proper dress for all occasions.
  - j. To avoid participation in and actively discourage any conversations which belittle or downgrade fellow FFA members, officers or teachers at all times.

### **Suspension May Occur When:**

1. Officer fails to attend two officer meetings or two Governing Board Meetings.
2. Officer does not complete or show progress toward completion of chapter visit goals established at start of year.
3. Officer repeatedly fails to comply with distribution expectations for district newsletters.
4. Officer misses a required event without prior notice.
5. Officer does not attend National Convention without prior notice.
6. Officer fails to comply with any part of the Qualifications & Prerequisites, particularly the State Officer Code of Ethics.
7. Officer is engaged in activities that raise suspicion about adherence to the Code of Ethics (ex: is present at events with underage drinking or drug use).

### **Implementation of Suspension:**

A combination of the following people can temporarily suspend a student officer with notification of the student's advisor: NYS FFA Director, State FFA Advisor, Chair or Vice Chair of the Board of Trustees. A formal review will be set up by the Board of Trustees Executive Committee within 30 days of notice of temporary suspension.

### **Procedure as follows:**

1. Obtain Facts
2. Meet with FFA Director, State Advisor, Chair or Vice Chair of Board of Trustees.
3. Inform student's advisor, parents & administrator.
4. Review by executive committee.

**\*\*If a student is permanently suspended, they will be asked to return their Association FFA jacket, state FFA polos and any other materials the State Association may have provided the student in order to allow the student to best represent FFA as an officer.**

*I have read, understand and agree to all of the above listed conditions and qualifications. I also understand that a state FFA officer can be disciplined or removed from office if he/she fails to abide by the above listed conditions.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**(Signature of Officer Candidate)**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**(Signature of Parent/Guardian)**

**Certification by Candidate:**

I have read, studied and understand the above points. I hereby agree to conduct myself at all times in a manner befitting an officer of the FFA; to perform the duties and responsibilities of my office to the best of my ability; and to work for the good of the State Association. I understand that the State Board of Trustees will remove me from office at any time if I do not completely adhere to these established standards for State Officers. I have read “State Officer Selection Handbook” and understand my responsibilities. I have communicated to my parents the time commitment expected and discussed how state FFA office will be a priority during the year I am elected.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**(State Officer Applicant)**

**Certification by Parents:**

If my son or daughter should become a State Officer, I understand my cooperation will be needed in carrying out the responsibilities of the office. I understand that my child will be absent from home and from school at times. I recognize that the State FFA Association works hard to assure the trainings, experiences and contacts my son or daughter will receive will be a significant incentive and reward for their year of service. I have spoken with my child about making state office a priority if they are elected.

I recognize that my child will frequently travel with New York FFA staff and will represent the student association. If my child is elected, I will provide staff with any necessary health information and a consent form so my child may receive medical treatment if I am unavailable to provide consent. I also recognize that my child may be interviewed or photographed in his/her responsibilities as an officer and provide consent for use of their name and photo by the NY FFA Association on their website or in written publications.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**(Parent or Guardian)**

**Candidate Name and School:** \_\_\_\_\_

**Certification by School Administration:**

I am aware of the importance of my school’s agricultural education instructor in helping a student carry out his or her duties as a State FFA Officer. The agriculture teacher is expected to provide leadership and occasional assistance throughout the year as needed.

I certify that in my opinion, the candidate is qualified for a State FFA Office with a 75% or higher grade point average in all courses and that the candidate, as well as our school’s teacher of agriculture, will be permitted the necessary time and travel required in carrying out the duties and responsibilities of this office.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**(Superintendent) (High School Principal)**

**Certification by FFA Advisor/Agricultural Education Instructor:**

To be completed by advisors of all applicants:

I read and understand the qualifications and requirements for a State FFA Officer and have made sure my candidate has done the same. I have spoken with my candidate to be sure that State FFA Office will be viewed as a priority during his/her year of service and that their family is aware of the time commitment of the State Officer experience. In my experience with the candidate, I have found him/her to be self-directed, poised, eager and appropriate. My administration is aware of the candidate's pursuit of a State Office and the travel that will be required if they are elected. I certify that the candidate is an FFA member in good standing and is qualified for the designated office. The candidate is enrolled in agricultural education courses and has achieved the necessary degrees according to our chapter records. Because of my experience with this student, I recommend them for consideration for a place on the State FFA Officer team.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**(FFA Advisor)**

## **Introduction Round:**

In this round, candidates will have the opportunity to “introduce” themselves to the nominating committee. In this one-on-thirteen format, candidates should capitalize on this time by making their first impression a lasting impression. In addition, candidates can expect to answer three or four behavioral-based interview questions posed by the nominating committee and to expound on their goals, motivations and/or desire to be a state officer.

Candidates should come prepared with a 3min introduction speech. This speech should be written before they arrive for the selection process. Possible information to include:

- Any background information that they would like the committee to know about themselves
- Why they choose to run as a state officer candidate
- What are their goals for this process but also what their goals might be for the coming year

## Written Exam:

State FFA Officers are expected to be knowledgeable while representing FFA and Agricultural Education. As an assessment of areas of knowledge, every candidate will be required to take a 60 question multiple-choice test modeled after the National FFA exam administered to National Officer Candidates. It will target information state officers should have at their disposal in the areas of FFA, Agriculture and Agricultural Education. Resources may include the FFA manual, the FFA website, the FFA student handbook, Farm Bureau's Farm Facts, Current Events, etc.

## Sample Questions:

### *Agriculture:*

Which of the following is not a commodity for which NY agriculture ranks nationally in the top five producers?

- A – Cabbage
- B – Maple Syrup
- C – Dairy
- D – Onions\*\*\*

Approximately what percentage of Americans are employed within the agriculture industry?

- A – 2%
- B – 45%
- C – 19%\*\*\*
- D – 33%

On average, Americans spend what percentage of their income on food?

- A – 37%
- B – 25%
- C – 10%\*\*\*
- D – 42%

### *Agricultural Education:*

Agricultural Education is described as being based on a “3 circle model. These circles are:

- A – Regents Exams, Written Assignments & Lecture
- B – Technology, Field Trips & Mentoring
- C – Career and Technical Education, College Prep & Hands-On
- D – Classroom Instruction, FFA & SAE \*\*\*

A major source of funding for Career & Technical Education comes from the Federal Government through:

- A – Perkins' Funding\*\*\*
- B – USDA Grants
- C – New York Tech Prep Funding
- D – Teacher Salaries

How many students are enrolled in agricultural education on a national level?

- A – 1.5 million
- B – 4000
- C – 800,000\*\*\*
- D – 500,000

### *FFA:*

Which of the following is required for FFA membership?

- A – A SAE that aligns with a Proficiency Award area
- B – Enrollment in an Agriculture Class\*\*\*
- C – Participation in at least one CDE annually
- D – Community Service

Who was the 2010-2011 National FFA Eastern Region Vice President?

- A – Landon Schaffer
- B – Levy Randolph
- C – Tiffany Rogers\*\*\*
- D – Alex Henry

Which of the following is not a CDE on the National level?

- A – Senior Creed Speaking\*\*\*
- B – Senior Extemporaneous Speaking
- C – Livestock Evaluation
- D – Dairy Cattle Evaluation

## **One on One Interview:**

Candidates will have the opportunity to speak with each nominating committee member, individually, during a rotational one-on-one interview. In one-on-one conversations, committee members will ask candidates questions based upon FFA competencies. All candidates will receive the same questions from each committee member.

Nominating Committee members will be encouraged to phrase their questions as open-ended, experience-based inquiries. Regardless of how a question is posed, however, successful officer candidates will be able to use examples and experiences to provide evidence that supports their answers. It will be extremely rare that any personal interview question could be answered with a yes or no answer.

The goal of the personal interview is not to trick or confuse a state officer candidate. The intent is to get to know the best aspects of each candidate in order to best slate what is sure to be a very competitive group of young people.

Officer candidates are encouraged to take some time considering the eight competency areas they will be evaluated upon. Strong answers to personal questions will highlight experiences and strengths of the candidate – but they will still be clear, concise and powerful.

Questions to consider while preparing:

- Who are your role models and why?
- How have you handled conflict in the past?
- What is an example of failed communication?
- How do you stay motivated?
- Why do you want to be a state officer?
- What do you want to accomplish as a state officer?
- What characteristics do you think are critical for a leader to have?
- Do you consider yourself more decisive, or consensus seeking?
- What experiences have you had that have resulted in growth or change?
- When have you had to make a tough decision?
- What are some strengths that you can offer to the officer team? What will they do for FFA?
- What are some areas that you know you can improve in? How are you trying to improve?
- Where does FFA rank in your list of priorities?

### **Stakeholder Conversation:**

Candidates will have conversations with stakeholders regarding FFA, Agriculture or Agricultural Education. They will be observed by members of the Nominating Committee but will not interact with members of the Nominating Committee.

The ability to have intelligent, thoughtful conversations with others is a core skill State Officers must possess. Whether it is a casual, unexpected conversation with someone who notices the blue jacket, an interaction at an agricultural event with a stakeholder or the opportunity to meet with students, most of a State Officer's interactions will not be scripted. It is important that they can interact with all sorts of individuals socially, respectfully and intelligently. It is also critical that State Officers know and can deliver appropriate key messages in conversations with all audiences.

State Officer Candidates will be given a written prompt to read before going into the stakeholder conversation scenario in which they will have background information about the situation. Conversations will be timed.

The goal of this interview is not to trick or confuse a candidate – it is to see how candidates perform in social interaction with others. State Officer Selection Process staff are available for support of candidates and to answer any questions they may have throughout the process.

## **Stand and Deliver:**

Stand and Deliver is based upon the selection round of the same name in the National Officer Selection Process. Essentially, it is a modified extemporaneous speaking exercise with the topics being known in advance and the speech being relevant to state FFA office.

The ability to speak with poise and knowledge without a script is critical to success as a state officer. The Stand and Deliver component of the State Officer selection is designed to allow officer candidates the opportunity to showcase their public speaking ability, their critical thinking skills and their areas of knowledge.

State Officer Candidates will be able to consider two potential stand and deliver topics prior to arrival at the state convention selection rounds. A slightly more specific version of one of these topics will be provided to candidates during their specific, scheduled preparation time. Candidates will have 20 minutes to prepare a 3-minute speech on the selected topic.

Officers will be asked to begin their scheduled personal interview with their Stand and Deliver speech. They will enter the room and briefly introduce themselves to the committee before delivering their speech. Afterward, they will be asked up to two minutes of questions regarding their speech. Immediately after the speech portion, the personal interview will transition into a more interactive question and answer session between the candidate and the committee members.

### Sample Stand and Deliver Topics:

Content Area – FFA

Topic 1 – Career Development Events

Topic 2 – Leadership Development Conferences

Assigned Topic (to be revealed during 20 minute prep time) –

Topic 2 – Leadership Development Conferences.

*“After a chapter visit, the FFA advisor, Mr. Jones, asks you to speak quickly to the school board which is meeting just down the hall in the school auditorium. He has mentioned that his chapter would like to attend the upcoming FFA Leadership Conference – 360 – in Syracuse, but that his school board is hesitant to endorse any additional school field trips. Prepare a greeting to the school board that is no longer than three minutes and that emphasizes the value of students attending a leadership development conference not only to the students, but to the school itself.”*

Successful officer candidates will be able to reference specific examples, draw conclusions that are audience appropriate and exercise exceptional speaking and listening skills during the Stand and Deliver portion of the evaluation.

## **2019 Stand and Deliver Content Area – Agriculture**

**Topic 1 – Federal Farm Bill**

**Topic 2 – International Trade Policy**

## **Final Personal Round Interview:**

The Final Personal Round interview is based on the last Personal Round in the National Officer Candidate Selection Process. Candidates will interview with the full committee at the same time.

Nominating Committee members will be encouraged to phrase their questions as open-ended, experience-based inquiries. Regardless of how a question is posed, however, successful officer candidates will be able to use examples and experiences to provide evidence that supports their answers. It will be extremely rare that any personal interview question could be answered with a yes or no answer.

The goal of the personal interview is not to trick or confuse a state officer candidate. The intent is to get to know the best aspects of each candidate in order to best slate what is sure to be a very competitive group of young people.

Officer candidates are encouraged to take some time considering the eight competency areas they will be evaluated upon. Strong answers to personal questions will highlight experiences and strengths of the candidate – but they will still be clear, concise and powerful.

**Slating:**

After all scores have been tabulated for each officer candidate, each Nominating Committee member will receive the total scores for the candidates. These scores are the foundation for their slating recommendations. Slating is the process in which the Nominating Committee makes formal recommendations for which students should be considered for which office.

It is possible for the committees to slate candidates out of their ranked order according to score, but committee members must have strong evidence based upon something they have witnessed to do so. In 2014, the NY FFA Governing Board determined the number of slated candidates should be six. The Nominating Committee will slate six students in offices during the selection process, which will be the slate voted on by the delegates.

Only qualified State Officer Candidates may be slated. **If a student is not slated by the Nominating Committee, they are not eligible to be nominated from the floor for election.**

**State Officer Slate:** The State Officer Slate is important because it determines not only if a student is eligible to run for office, but it also determines which office they will hold. **In June of 2015, the Governing Board decided that the recommendation of the Nominating Committee in its entirety would be voted on by the delegates, which means only six candidates will be slated and they will be slated in the office of which they will hold, there will be no movement of positions on the slate.** State officers are to be slated by the Nominating Committee for the following positions:

State President – Serves, generally, as the team leader and the spokesperson for the association.

State Vice-President – Assists the president and works closely with committees

State Secretary – Keeps minutes of all meetings and is responsible for correspondence.

State Treasurer – Works with FFA Director for all reimbursements and payments.

State Reporter – Takes a lead with officer team press and PR initiatives. Is the primary individual responsible for the NY FFA Newsletter.

State Sentinel – Assists with meetings and maintaining state paraphernalia.

**All State Officers are considered equal and share most of the responsibilities toward teaching, speaking, representing and submitting articles. The similarities of the majority of the positions far outweigh the distinctions.**

**Election:**

Candidates will have special seating in the business session during state convention. During the business session, the State FFA President will handle the order of business according to the published agenda. Delegates will be instructed on how to vote and official role calls will take place to assure quorum has been attained. The major items of business during the business session include committee reports, potential amendments and the election of State Officers.

**Post-Election Responsibilities:**

After election, State Officers and District Presidents are required to schedule a meeting with their school superintendent and their FFA advisor to thank them for their support and to inform them of their new position. All elected students will be provided with a packet of information for their parents, administrators and employers. They will also receive a few “homework” assignments to prepare for Base Camp and Check point one (the first development conferences in the State Officer Training Continuum.)

ALL State Officers and District Presidents are required to attend trainings as listed in the state calendar included in this guide. State Officer Candidates are agreeing, by signing the state officer contract, that they will make FFA a priority and will be available for these critical trainings and events that serve NY FFA students and stakeholders. It is implied that the candidates have read and understand the time commitment of the officer experience.

If a State Officer Candidate believes they have a viable conflict, they are encouraged to contact State FFA Director at [dhill@cornell.edu](mailto:dhill@cornell.edu) or 607-254-2880.

## Resources for Candidates:

National FFA Website –

[www.ffa.org](http://www.ffa.org)

National FFA Recommended Officer Resources –

<https://ffa.app.box.com/s/o14vtvp8udl2110vnc7hdue9ybkd2fr/folder/57097325786>

- These are diverse resources and some may be more in depth than necessary for candidates.

American Farmland Trust –

<https://www.farmland.org/>

American Farm Bureau’s Farm Facts –

<https://www.dmsfulfillment.com/FarmBureau/DMSStore/Product/Products>

- This is a link to purchase Farm Facts... you may have this available from your county.

New York Farm Bureau’s Resources on Agriculture –

<https://www.nyfb.org/resources>

United States Education Department –

<http://www.ed.gov/>

- Know the climate of the education movement in the US, particularly anything to do with programs and goals for schools or Career and Technical Education

National Association of Agricultural Educators

<https://www.naae.org/>

Other resources include:

- FFA Manual & Student Handbook
- Current Events/ Major News related to Agriculture, Education or Student Leadership
- Leadership or Personal Growth texts
- School Guidance or English departments for assistance in preparing applications, resumes and written statements.
- FFA Advisors