



# Employment Skills

## Purpose

*The National FFA Employment Skills Leadership Development Event is designed for FFA members to develop, practice, and demonstrate skills needed for employment in the agriculture industry. Each part of the event simulates, as closely as possible, real-world activities that real-world employers use.*

## Event Rules

We recommend you review the complete rules, policies and procedures relevant to all National FFA Career and Leadership for Development Events as found in the [Guide to CDE and LDE Policies and Procedures](#). These rules and guidelines address eligibility, selection, certification, accommodations, waivers, emergency conditions, disqualification, penalties, appeals and more.

- All written materials, including a cover letter, resume, etc., will result from each participant's efforts.
- The job description, cover letter and resume must be uploaded by the designated deadline found at *FFA.org*.

## Evaluation

Participants will be placed in six interview flights in the preliminary round.

The top two individuals from each flight (based on the scores from submitted items, preliminary interviews, and follow-up correspondence) will advance to compete in the final round. The final round will consist of 12 competitors.

Scores from the preliminary round will not carry over to the final round. All finalists will complete a final face-to-face panel interview, the networking activity, and the telephone job offer activity.

## Event Format

The event is developed to help participants in their current job search (for their Supervised Agricultural Experience (SAE) programs, internships, and part-time and full-time employment). Therefore, materials submitted by the participant must reflect their current skills and abilities and be targeted to a job they would like to apply for. In other words, participants cannot develop a fictitious resume; they must utilize their actual experience. They are expected to target the resume toward a real job for which they presently qualify.

## Equipment

Participants are required to bring the following items to the event:

- Writing utensils.

Participants may be required to bring the following items to the event:

- Laptop or tablet capable of a Wi-Fi connection (Notification of this requirement will be in the event orientation packet.).

Participants are permitted to bring these items:

- Blank paper
- Copies of their resume and cover letter as submitted at the designated deadline for the event
- List of references
- Business cards
- Padfolio

The following items are **not** permitted:

- Letters of reference
- Samples of work
- Pictures
- Personal pages

## Items to be electronically submitted before convention

Participants will electronically submit the following in PDF format:

- Job description
- Cover letter
- Resume

States qualifying after the upload deadline will have ten days from the state qualifying event date to submit their documents. A penalty of 10 percent will be assessed for documents received after the deadline. If the document is not received by seven days after the deadline, the participant may be subject to disqualification.

Instructions for submitting electronic documents will be posted on the [Event Status Tracker](#) webpage under Key Resources, Declaration/Certification How-to Guides, and select [How to Upload a pdf for a CDE\\_LDE](#).

### *Job description*

- The job description is required for the judges to score sections of the event. The job description will not be scored but is a required submission.
- Participants who fail to submit this component will be subject to disqualification.
- The job description should include a description of the position the student is applying for, desired qualifications for the job, and work experience.
- Sources for job descriptions can be found in the newspaper or online through job searches and company websites.

### *Cover Letter (100 Points)*

The cover letter is to be typed, one page, single-spaced, left justified using Times, Times New Roman or Arial 10 to 12-point minimum font.

The letter is to be dated for the first day of the national event in Indianapolis and addressed to:

Mr. Mark Kline  
6060 FFA Dr.  
P.O. Box 68960  
Indianapolis, IN 46268-0960

### *Resume (200 Points)*

The resume should not exceed two pages in total. If necessary, a complete list of references may be included on a third page, but references are the only information to be included.

The resume must be non-fictitious and based upon actual work history.

### **Items to be completed before convention**

#### *Electronic Employment Application (50 Points)*

Participants will complete a standard electronic job application per instructions at the CDE/LDE website.

The application will be open online the two weeks before certification closes on Sept. 1 (ex. Aug. 17 – Sept. 1, 2023).

#### *Virtual Initial Screening Interview (200 Points)*

Students will complete a virtual screening interview via Zoom with two human resource representatives to simulate the initial screening process normally conducted by hiring firms that screen candidates for various jobs. The purpose of this screening interview is to determine if the student is qualified by asking questions to see if the applicant and their skills match the job requirements and if the credentials fit the position and the company. This interview can last up to 20 minutes. Students will sign up for potential interview times when they complete their electronic employment application.

#### *Follow-Up Correspondence #1 (75 Points)*

- Participants will submit follow-up correspondence via email after completing the virtual initial screening interview. Participants will receive the necessary information and instructions to compose the follow-up correspondence. Participants will have 30 minutes to complete the follow-up correspondence.

## Items to be completed at the on-site national event

### **Preliminary Round**

#### *Personal Face-to-Face Interview (300 Points)*

The personal face-to-face interview will be with a panel of judges. Each interview will last 15-20 minutes and will focus on more in-depth questions about students' skills, work experience, availability, expectations, and ambitions.

#### *Follow-Up Correspondence #2 (75 Points)*

- Participants will submit follow-up correspondence via a hand-written thank you note after completing the personal face-to-face interview. Participants will receive the necessary information and instructions to compose the follow-up correspondence. Participants will have 30 minutes to complete the follow-up correspondence.

### **Final Round**

#### *Final Face-to-Face Interview (500 Points)*

- This interview in the final round will be an interview with a panel of three judges who did not participate in the preliminary round. This interview will focus on leadership, problem-solving, decision-making, and organizational skills needed for the job. Each interview will last a maximum of 15 minutes.

#### *Networking Activity (100 Points)*

- Final participants will participate in a meal function with judges representing individuals within the organization to which students have applied. Each participant will respond to two-to-three direct questions that judges will ask, and then the discussion will be open to everyone. Students will be evaluated on how well they respond to the judges' questions, professional etiquette, mannerisms, attention to others, etc.

#### *Telephone Job Offer (100 Points)*

- Participants will participate in a follow-up phone call where they will receive a job offer. They will be scored on their ability to collect information and negotiate. They will also be scored on their response to the offer and overall impression.

### **Tiebreakers**

In the event of a tie in the preliminary round, the participant with the highest personal face-to-face interview score shall receive the higher rank.

If a tie still exists, the participant with the highest resume score will receive the higher rank.

In the event of a tie in the final round, the participant with the highest final face-to-face interview score shall receive the higher ranking. If a tie still exists, the participant with the highest resume score will receive the highest ranking.

## Scoring

Preliminary Round	Individual Points
Electronic employment application	50
Resume	200
Cover letter	100
Initial Contact Interview	200
Follow-up correspondence #1	75
Personal face-to-face interview	300
Follow-up correspondence #2	75
<b>TOTAL POINTS</b>	1,000
Final Round	
Final face-to-face interview	500
Networking activity	100
Telephone job offer	100
<b>TOTAL POINTS</b>	700

## Awards

Awards will be presented at the awards ceremony to individuals based on their rankings. Corporate partners help grow the next generation of leaders through supporting AFNR pathways awards.

# References

*This list of references is not intended to be all-inclusive.*

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- Past CDE materials and other resources are available on [FFA.org](http://FFA.org).
- Open Colleges – How to Write a Resume, <http://www.opencolleges.edu.au/careers/resumes/how-to-write-a-resume>
- 8 Subtle Ways to Ace the Interview, <http://www.businessinsider.com/subtle-ways-to-ace-the-interview-2015-2>
- 9 Tips to Help You Prep for a Virtual Interview, <https://learn.uvm.edu/blog/blog-business/nine-tips-to-help-you-prep-for-a-virtual-interview>
- Sending Your Thank You After the Job Interview, [http://www.job-hunt.org/job\\_interviews/job-interview-thank-you.shtml](http://www.job-hunt.org/job_interviews/job-interview-thank-you.shtml)
- How to Accept a Job Offer, <https://www.theforage.com/blog/basics/accept-job-offer>
- How to Negotiate a New Job Offer - <https://www.payscale.com/salary-negotiation-guide/im-negotiating-new-job-offer>
- The Professional's Guide to Negotiating a Job Offer - <https://www.learnhowtobecome.org/career-resource-center/negotiate-job-offer/>
- Tips for Networking Events, <https://grad.illinois.edu/sites/default/files/PDFs/NetworkingEvents.pdf>
- How to Network Effectively: 15 Tips You Can Start Using Today, <https://blog.hubspot.com/marketing/the-ultimate-guide-to-non-awkward-effective-networking>
- References from the career center at the land-grant university in your respective state.

# Cover Letter Rubric

## 100 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Format and General Appearance</b>	Does not exceed one page without overcrowding; margins are acceptable; font size and style are readable (10-12 pt); uses appropriate business format, date and address at top; addressed to appropriate person; appropriate signature block	Does not exceed one page without overcrowding; margins are acceptable; font size and style are readable (10-12 pt); uses appropriate business format, date and address at top; not addressed to appropriate person; inappropriate signature block	Exceeds one page; margins are inappropriate; font style is unreadable; font size is too small or too large; no signature; no date or address; no inside address; not in appropriate business format		X 4	
<b>Introductory Paragraph</b>	Clearly identifies position they are applying for; states how they heard about the position; states why they are interested in the position; uses wording to attract reader's attention	Identifies position they are applying for; does not state how they found the job; vaguely describes why they are interested in the job; introduction is bland and not attention catching	Does not clearly identify position they are seeking; no description of how you heard about the position; does not grab the reader's attention		X 4	
<b>Skills and Experiences</b>	Identifies two to three qualifications for the job; indicates how their education has prepared them for this job; states they are interested in the position; skills and experiences are consistent with resume; refers to resume	Identifies one to two qualifications for the job; indicates how their education has prepared them for this job; provides a vague explanation of why they are interested in the job; skills and experiences are somewhat consistent with resume; refers to resume	Does not identify relevant qualifications for the job; does not indicate how their education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume		X 4	
<b>Closing Paragraph</b>	Thanks reader for taking time to read their cover letter; provides appropriate contact information; makes appropriate provisions for follow up	Thanks reader for taking time to read their cover letter; provides appropriate contact information, but leaves reader to pursue a follow up	Does not thank reader for reading their cover letter; does not mention a plan for follow up; does not provide any contact information		X 3	
<b>Spelling/ Grammar/ Punctuation</b>	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document		X 5	
<b>TOTAL POINTS</b>						



# Resume Rubric

## 200 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

Indicator	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Contact Information</b>	Includes name, address, email address and phone number; name stands out on resume; provides professional e-mail address	Name does not stand out; email address is too casual	Missing name, address, email address or phone number; email used is inappropriate or unprofessional		X 3	
<b>Education and Relevant Coursework</b>	Contains complete information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; GPA listed in correct format (if appropriate), includes appropriate honors and awards	Contains information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; inappropriate GPA listed, includes appropriate honors and awards	Information not listed in reverse chronological order; important information missing; information not listed in correct format		X 7	
<b>Relevant Experience and Skills</b>	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments; results are quantified; bullets are listed in order of importance	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences	Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed		X 10	
<b>Achievements and Honors</b>	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reverse chronological order	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors; listed in reverse chronological order	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed		X 5	

Indicator	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>References</b>	Listed appropriate references and provided complete contact information for references	References are listed, but not all are appropriate or not all contact information for references is included	Inappropriate references are listed; no references listed; no contact information listed		X 2	
<b>Spelling/ Grammar/ Punctuation</b>	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document		X 5	
<b>Format and General Appearance</b>	Does not exceed two pages without overcrowding; margins are acceptable; font size and style are readable (10–12 point); headings reflect content and content substantiates headings; resume is targeted to job	Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style are readable (10–12 point); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job	Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large		X 8	
<b>TOTAL POINTS</b>						

# Electronic Employment Application Rubric

## 50 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

Indicator	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Consistent with Resume</b>	Name, education, experience, and other personal information matches information provided on resume	Name, education, experience, and other personal information generally matches information provided on resume	Name, education, experience, and other personal information do not match information provided on resume.		x 2	
<b>Grammar/Punctuation/Spelling</b>	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document		x 3	
<b>Form Completed</b>	Entire application was completed with "N/A" indicated where appropriate	Majority of the application was completed with few blank fields	Several blank spaces and missing information; "N/A" used inappropriately		x 2	
<b>Overall Impression</b>	Application was consistent and appropriately highlighted candidates' qualifications for the position	Application was consistent and generally highlighted candidates' qualifications for the position	The application was not consistent and did not highlight candidates' qualifications for the position		x 3	
<b>TOTAL POINTS</b>						

# Initial Screening Interview Rubric

**200 POINTS**

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Appearance and First Impression</b>	Introduced self when joining the call; sat at comfortable distance from camera; background was free from distractions; dressed appropriately; spoke clearly and articulately with no hesitation; used appropriate tone, spoke at right pace to be clear, pronounced words clearly; exhibited confident tone, did not demonstrate nervousness	Incomplete introduction; sat at comfortable distance from camera; background was appropriate with minimal distractions; dressed appropriately; spoke clearly and articulately, but with some hesitation; used appropriate tone, spoke at right pace, but showed some nervousness; pronunciation of words was usually clear, but sometimes vague	Did not introduce self upon joining call; sat too far or too close from camera; background was distracting; dressed too casually for interview; did not use appropriate tone, frequently hesitated when speaking; pace was too fast; appeared nervous; pronunciation of words is difficult to understand or was unclear		X 5	
<b>Response to Questions</b>	<b>Used appropriate language for career:</b> Cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound “canned”; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a “theme” that overall describes their abilities	<b>Seemed to know terms associated with career:</b> Some holes, cited several relevant examples; but list is incomplete, knew about career, but conveyed incomplete picture; unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed and somewhat disorganized; provided some depth to description of job skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	<b>Knew some of the language of position, but used incorrectly or did not show understanding of terms:</b> Unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume; responses seemed “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities		x 14	
<b>Communication Skills</b>	<b>Persuasive:</b> Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked. <b>Confident:</b> Exhibited self-confidence with body language and verbally	<b>Persuasive:</b> Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. <b>Confident:</b> Exhibited some nervousness, but covered well; voice and body language showed some uncertainty <b>Appropriate volume:</b> Did	<b>Persuasive:</b> Answered yes or no to most questions; did not expand on skill set <b>Confident:</b> Did not appear comfortable, nervous, slouched in chair <b>Appropriate volume:</b> Hard to hear answers or volume too loud			

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
	<p><b>Appropriate volume:</b> Spoke with proper volume to be heard clearly; not too loud, not too soft</p> <p><b>Enunciation/Grammar:</b> Avoided words like “git” versus “get” and “agin” versus “again”; used proper words when speaking (didn’t use 10-dollar words when a five-dollar word would do)</p> <p><b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts</p> <p><b>Sincerity:</b> Expressed true interest in the position they were seeking</p> <p><b>Poised:</b> Avoids distracting mannerisms, such as drumming fingers or overuse of “um” and “you know”</p> <p><b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward situation through responses</p> <p><b>Non-Communication Skills:</b> Maintained optimal eye contact; used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement; exhibited poise (cool under pressure)</p>	<p>not modulate volume to express answers, could hear sometimes; but was quiet when unsure of response and hard to hear</p> <p><b>Enunciation/Grammar:</b> Some language not appropriate for position applied, used some slang and exhibited some “dialect”</p> <p><b>Concise:</b> Some questions answered in a rambling fashion, but point made; thoughts were logical but somewhat disorganized</p> <p><b>Sincerity:</b> Seemed interested in the position they were seeking</p> <p><b>Poised:</b> Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “um” or “you know”</p> <p><b>Discretion/Tact:</b> Most professional in tone and shared information that created little, if any, awkwardness</p> <p><b>Non-Communication Skills:</b> Maintained appropriate eye contact; seemed nervous under pressure, which impacted poise, pleasantness</p>	<p><b>Enunciation/Grammar:</b> Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”</p> <p><b>Concise:</b> Rambled and used run on sentences; answers were poorly organized and thoughts not clearly expressed</p> <p><b>Sincerity:</b> Seemed uninterested in the position and distracted</p> <p><b>Poised:</b> Demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc.; Excessive use of “um” and “you know”</p> <p><b>Discretion/Tact:</b> Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional</p> <p><b>Non-Communication Skills:</b> Interview lacked engagement as evidenced by lack of eye contact with camera; appeared very nervous, not poised (cracks under pressure)</p>		x 14	
Conclusion	<p><b>Posed appropriate questions of interviewer:</b> e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p><b>Appropriate thanks and exit:</b> Asked for contact information, ended call appropriately and smoothly (thanked caller, said good-bye);</p>	<p><b>Questions posed were somewhat appropriate:</b> Some had no relevance to interview; incomplete inquiry of the next steps in the interview process; asked for contact information, ended interview professionally, but seemed uncertain how to end the interview and leave meeting</p> <p><b>Somewhat thanks interviewer and exit:</b> Ended call somewhat appropriately (not sure what to do) or without thanking caller.</p>	<p><b>Asks no questions:</b> Questions asked (if asked) have no relevance to next steps in the interview process; ended interview abruptly or awkwardly; exited interview unprofessionally</p> <p><b>Did not thank interviewer and exit:</b> Ended call awkwardly and abruptly; did not thank caller or say good-bye, just hung up;</p>		x 7	
<b>TOTAL POINTS</b>						

# Preliminary Personal Interview Rubric

**300 POINTS**

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Appearance</b>	<b>Professionally dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, conservative accessories	<b>Dress appropriately:</b> Just not as professional and “put together”; shoes clean, but not polished; conservative accessories	<b>Very disheveled:</b> Dirty shoes, not wearing black shoes, inappropriate accessories		x 6	
<b>First Impression</b>	<b>Greeting:</b> Appropriate salutation and firm handshake <b>Introduction:</b> States name <b>Body language:</b> Smiling and pleasant, does not sit until invited, confident in manner	<b>Greeting:</b> Confident but uneasy, soft handshake <b>Introduction:</b> States name only when asked <b>Body language:</b> Rarely smiles, cologne or perfume is distracting	<b>Greeting:</b> Does not use salutation, very informal <b>Introduction:</b> Fails to introduce self, fails to shake hands with interviewer <b>Body language:</b> Obnoxious cologne or perfume, chewing gum		x 9	
<b>Response to Questions</b>	<b>Used appropriate language for career:</b> Cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound “canned”; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a “theme” that overall describes their abilities	<b>Seemed to know terms associated with career:</b> Some holes, cited several relevant examples; but list is incomplete, knew about career, but conveyed incomplete picture; unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed and somewhat disorganized; provided some depth to description of job skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	<b>Knew some of the language of position, but used incorrectly or did not show understanding of terms:</b> Unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume; responses seemed “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities		x 18	
<b>Communication Skills</b>	<b>Persuasive:</b> Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked. <b>Confident:</b> Exhibited	<b>Persuasive:</b> Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. <b>Confident:</b> Exhibited some nervousness, but covered well; voice and	<b>Persuasive:</b> Answered yes or no to most questions; did not expand on skill set <b>Confident:</b> Did not appear comfortable, nervous, slouched in chair <b>Appropriate volume:</b> Hard to hear answers or			

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
	<p>self-confidence with body language and verbally</p> <p><b>Appropriate volume:</b> Spoke with proper volume for room to hear clearly; not too loud, not too soft</p> <p><b>Enunciation/grammar:</b> Avoided words like “git” versus “get” and “agin” versus “again”; used proper words when speaking (didn’t use 10-dollar words when a five-dollar word would do)</p> <p><b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts</p> <p><b>Sincere:</b> Expressed true interest in the position they were seeking</p> <p><b>Poise:</b> Avoids distracting mannerisms, such as drumming fingers or overuse of “um” and “you know”</p> <p><b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward situation through responses</p>	<p>body language showed some uncertainty</p> <p><b>Appropriate volume:</b> Did not modulate volume to express answers, could hear sometimes; but was quiet when unsure of response and hard to hear</p> <p><b>Enunciation/grammar:</b> Some language not appropriate for position applied, used some slang and exhibited some “dialect”</p> <p><b>Concise:</b> Some questions answered in a rambling fashion, but point made; thoughts were logical but somewhat disorganized</p> <p><b>Poise:</b> Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “um” or “you know”</p> <p><b>Discretion/tact:</b> Most professional in tone and shared information that created little, if any, awkwardness</p>	<p>volume too loud for room</p> <p><b>Enunciation/grammar:</b> Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”</p> <p><b>Concise:</b> Rambled and used run on sentences; answers were poorly organized and thoughts not clearly expressed</p> <p><b>Sincere:</b> Seemed uninterested in the position and distracted</p> <p><b>Poise:</b> Demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc.; Excessive use of “um” and “you know”</p> <p><b>Discretion/tact:</b> Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional</p>		x 18	
Conclusion	<p><b>Posed appropriate questions of interviewer:</b> e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p><b>Appropriate thanks and exit:</b> Asked for business card, thanked interviewer, stood, and shook hands prior to exiting room</p>	<p><b>Questions posed were somewhat appropriate:</b> Some had no relevance to interview; incomplete inquiry of the next steps in the interview process; asked for business card, thanked interviewer, and shook hand, but seemed uncertain how to end the interview and exit</p>	<p><b>Asks no questions:</b> Questions asked (if asked) have no relevance to next steps in the interview process; ended interview abruptly or awkwardly; exited without thanks or shaking hands</p>		x 9	
<b>TOTAL POINTS</b>						

# Follow-Up Correspondence Rubric (E-mail)

## 75 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
<b>Format</b>	Follow-up was directed to the appropriate person with an appropriate salutation and title. The level of formality and tone was appropriate for the type of correspondence.	Follow-up was directed to the appropriate person with an appropriate salutation and title with minor errors. The level of formality and tone was generally appropriate for the type of correspondence.	Follow-up was not directed to the appropriate person. No salutation or title was included. The level of formality and tone was not appropriate.		x 3	
<b>Content</b>	Effectively expressed appreciation and appropriately reiterated their qualities; expressed interest and appropriately stated provisions for follow-up	Attempted to express appreciation and generally reiterated their qualities; generally expressed interest and attempted to state provisions for follow-up	Did not attempt to express appreciation; did not attempt to reiterate their qualities; did not attempt to express interest or state provisions for follow-up		x 5	
<b>Grammar/ Punctuation/ Spelling</b>	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.		x 4	
<b>Overall Impression</b>	Follow-up was appropriate length, provides complete follow-up information, follows appropriate netiquette guidelines (avoids ALL CAPS, sarcasm, and exclamation points)	Follow-up was appropriate length, provides most follow-up information, follows appropriate netiquette guidelines (avoids ALL CAPS, sarcasm, and exclamation points)	Follow-up was too short, no follow-up information provided, does not follow netiquette guidelines (uses ALL CAPS, sarcasm, exclamation points)		x 3	
<b>TOTAL POINTS</b>						



# Follow-Up Correspondence Rubric (Thank-You Note)

## 75 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
<b>Format</b>	Follow-up was directed to the appropriate person with an appropriate address and salutation. The level of formality and was appropriate for the type of correspondence.	Follow-up was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality and was generally appropriate for the type of correspondence.	Follow-up was not directed to the appropriate person. No address or salutation was included. The level of formality and was not appropriate.		x 3	
<b>Content</b>	Effectively expressed appreciation and appropriately reiterated their qualities; expressed interest and appropriately stated provisions for follow-up	Attempted to express appreciation and generally reiterated their qualities; generally expressed interest and attempted to state provisions for follow-up	Did not attempt to express appreciation; did not attempt to reiterate their qualities; did not attempt to express interest or state provisions for follow-up		x 5	
<b>Grammar/ Punctuation/ Spelling</b>	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.		x 4	
<b>Overall Impression</b>	Follow-up was appropriate length, writing was neat and legible, completed appropriate sections of thank-you note, envelope addressed correctly	Follow-up was appropriate length, writing was somewhat legible, completed appropriate sections of thank-you note, envelope addressed correctly	Follow-up was too short, writing was illegible, did not complete appropriate sections of thank you note, envelope addressed incorrectly		x 3	
<b>TOTAL POINTS</b>						

# Final Personal Interview Rubric

**500 POINTS**

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Appearance</b>	<b>Professional dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, conservative accessories	<b>Dress appropriate:</b> Just not as professional and “put together”, shoes clean, but not polished	<b>Very disheveled:</b> Dirty shoes, not wearing black shoes		x 10	
<b>First Impression</b>	<b>Greeting:</b> Appropriate salutation and firm handshake <b>Introduction:</b> States name <b>Body language:</b> Smiling and pleasant, does not sit until invited, confident in manner	<b>Greeting:</b> Confident but uneasy, soft handshake <b>Introduction:</b> States name only when asked <b>Body language:</b> Rarely smiles, cologne or perfume is distracting	<b>Greeting:</b> Does not use salutation, very informal <b>Introduction:</b> Fails to introduce self, fails to shake hands with interviewer <b>Body language:</b> Obnoxious cologne or perfume, chewing gum		x 15	
<b>Response to Questions</b>	<b>Used appropriate language for career:</b> Cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound “canned”; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a “theme” that overall describes their abilities	<b>Seemed to know terms associated with career:</b> Some holes, cited several relevant examples; but list is incomplete, knew about career, but conveyed incomplete picture; unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed and somewhat disorganized; provided some depth to description of job skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	<b>Knew some of the language of position, but used incorrectly or did not show understanding of terms:</b> Unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume; responses seemed “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities		x 30	
<b>Communication Skills</b>	<b>Persuasive:</b> Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond	<b>Persuasive:</b> Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.	<b>Persuasive:</b> Answered yes or no to most questions; did not expand on skill set <b>Confident:</b> Did not appear comfortable,			

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<p><b>Communication Skills cont.</b></p>	<p>question asked.</p> <p><b>Confident:</b> Exhibited self-confidence with body language and verbally</p> <p><b>Appropriate volume:</b> Spoke with proper volume for room to hear clearly; not too loud, not too soft</p> <p><b>Enunciation/grammar:</b> Avoided words like “git” versus “get” and “agin” versus “again”; used proper words when speaking (didn’t use 10-dollar words when a five-dollar word would do)</p> <p><b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts</p> <p><b>Sincere:</b> Expressed true interest in the position they were seeking</p> <p><b>Poise:</b> Avoids distracting mannerisms, such as drumming fingers or overuse of “um” and “you know”</p> <p><b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward situation through responses</p>	<p><b>Confident:</b> Exhibited some nervousness, but covered well; voice and body language showed some uncertainty</p> <p><b>Appropriate volume:</b> Did not modulate volume to express answers, could hear sometimes; but was quiet when unsure of response and hard to hear</p> <p><b>Enunciation/grammar:</b> Some language not appropriate for position applied, used some slang and exhibited some “dialect”</p> <p><b>Concise:</b> Some questions answered in a rambling fashion, but point made; thoughts were logical but somewhat disorganized</p> <p><b>Poise:</b> Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “um” or “you know”</p> <p><b>Discretion/tact:</b> Most professional in tone and shared information that created little, if any, awkwardness</p>	<p>nervous, slouched in chair</p> <p><b>Appropriate volume:</b> Hard to hear answers or volume too loud for room</p> <p><b>Enunciation/grammar:</b> Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”</p> <p><b>Concise:</b> Rambled and used run on sentences; answers were poorly organized and thoughts not clearly expressed</p> <p><b>Sincere:</b> Seemed uninterested in the position and distracted</p> <p><b>Poise:</b> Demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc.; Excessive use of “um” and “you know”</p> <p><b>Discretion/tact:</b> Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional</p>		30	
<p><b>Conclusion</b></p>	<p><b>Posed appropriate questions of interviewer:</b> e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p><b>Appropriate thanks and exit:</b> Asked for business card, thanked interviewer, stood, and shook hands prior to exiting room</p>	<p><b>Questions posed were somewhat appropriate:</b> Some had no relevance to interview; incomplete inquiry of the next steps in the interview process; asked for business card, thanked interviewer, and shook hand, but seemed uncertain how to end the interview and exit</p>	<p><b>Asks no questions:</b> Questions asked (if asked) have no relevance to next steps in the interview process; ended interview abruptly or awkwardly; exited without thanks or shaking hands</p>		x 15	
<b>TOTAL POINTS</b>						

# Networking Activity Rubric

## 100 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>First Impression</b>	Exhibited a clear, polite introduction; used correct posture and body language	Had an introduction; somewhat exhibited correct posture and body language	Did not use proper posture and body language		X 2	
<b>Communication Skills</b>	Clear, confident, sincere, and concise; avoided rambling; was very engaging in the conversation and stayed very detail oriented	Rambled at times; attempted to engage in conversation; fairly detail oriented; fairly confident, sincere, and concise	Lacked confidence; insincere; rambled; struggled to engage in conversation and vague		X 6	
<b>Making the Connection</b>	Clearly connected career interest to company/person; found commonalities with company/person; posed appropriate questions; made positive comments about company/person	Attempted to connect career interest to company/person; found commonalities with company/person; posed questions; made positive comments about company/person	Struggled to connect career interest to company/person; found commonalities with company/person; posed questions; made positive comments about company/person		X 6	
<b>Overall Impression</b>	Demonstrated courtesy to everyone involved in the networking activity, engaged in appropriate small talk, maintained focus through entire networking activity, demonstrated appropriate table etiquette skills when eating	Was courteous to most individuals in networking activity, engaged in appropriate small talk, was generally focused through entire networking activity, most table etiquette skills while eating were appropriate	Exhibited discourteous behavior to individuals in networking activity, engaged in big talk (deep conversations), unfocused through entire networking activity, table etiquette skills while eating were inappropriate		X 4	
<b>Conclusion</b>	Proficiently used appropriate thanks; exchanged contact information; left positive impression upon exit	Attempted to use appropriate thanks; exchanged contact information; left neutral impression upon exit	Struggled to use appropriate thanks; failed to exchange contact information; left negative impression upon exit.		X 2	
<b>TOTAL POINTS</b>						

# Telephone Job Offer Rubric

## 100 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Response to Offer</b>	Expressed appreciation; upbeat; sincere; shows excitement for the offer	Seemed caught off guard; attempted to be sincere; showed excitement for offer	Unengaged; insincere; showed little excitement for offer		X 4	
<b>Gathered Appropriate Information</b>	Provisions for follow up expressed; posed appropriate questions (start time, date, who to report to); got contact information	Somewhat expressed provisions for follow up; attempted to pose appropriate questions (start time, date, who to report to); asked for contact information	Poorly expressed provisions for follow up; did not pose appropriate questions (start time, date, who to report to); did not ask for contact information		X 5	
<b>Negotiating Points</b>	Negotiating points appropriate; exhibited appropriate poise and professionalism while negotiating points; accepted results with an appropriate response and maturity	Negotiating points were posed but were a little inappropriate; exhibited some poise and professionalism while negotiating points; accepted results with a mostly appropriate response.	Negotiating points were inappropriate/ none were stated; did not exhibit appropriate poise and professionalism; was disgruntled with results.		X 8	
<b>Overall Impression</b>	Exhibited poise; was pleasant; professional; courteous; ended call appropriately	Exhibited poise with some nervousness and attempted to be pleasant and courteous; Ended call with a thank you or just said bye	Seemed nervous; forced conversation; just hung up.		X 3	
<b>TOTAL POINTS</b>						

# Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Event Activities Addressing Measurements	Related Academic Standards
<b>CS.05.01. Performance Indicator: Evaluate the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).</b>		
CS.05.01.01.c. Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one's plan of action.	All components	
CS.05.01.02.c. Implement one's personal plan of action for obtaining the required education, training and experiences and evaluate progress to identify opportunities for improvement and necessary adjustments.	Networking Personal interview Resume	
CS.05.01.03.c. Evaluate, update and improve a set of personal tools to reflect current skills, experiences, education, goals, etc., and complete the processes needed to pursue and obtain a career in an AFNR pathway.	All components	
<b>CS.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.</b>		
CS.05.02.01.b. Assess personal skills and align them with potential career opportunities in AFNR pathways.	Application Cover letter Resume	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Interviewing Networking	
<b>CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.</b>		
CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Interview	
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Application Cover letter Interview Resume	
<b>CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</b>		
CRP.01.02.01.c. Make and defend personal decisions after analyzing their near- and long-term impacts on self and others.	Interview	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Interview	

**CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.**

CRP.01.03.01.c. Devise strategies for involvement in professional service opportunities at work and in the community (e.g., coaching/mentorship, presentations at meetings, etc.).	Application Interview Resume	
CRP.01.03.02.c. Devise strategies for personal involvement in civic service at work and in the community (e.g., volunteer at food pantry, community clean-up, join organizations or committees, etc.).	Application Interview Resume	

**CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.**

CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Round 2 interview	
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Round 2 interview	
CRP.02.02.01.a. Identify opportunities to apply technical concepts to solve problems in the workplace (e.g., identify how to: increase sales, better customer service, reduce inputs, reduce waste, ensure sustainability, etc.).	Preliminary and round 2 interviews	
CRP.02.02.02.a. Identify opportunities to apply technical concepts to solve problems in the community (e.g., identify how to: ensure safe routes to schools, reduce vandalism, reduce air pollution, etc.).	Preliminary and round 2 interviews	

**CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.**

CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Preliminary and round 2 interviews	
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Initial phone, preliminary and round 2 interviews Networking	

**CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.**

CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Cover letter Follow-up correspondence Resume	
CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	All written documents	

**CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.**

CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Preliminary phone and round 2 interviews Networking	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Preliminary phone and round 2 interviews Networking	

**CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.**

CRP.10.01.01.c. Plan a career path based on personal interests, goals, talents and preferences.	All components	
CRP.10.01.02.c. Match potential career opportunities in career clusters with personal interests, talents, goals and preferences.	All components	

**CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.**

CRP.10.02.01.a. Categorize career advancement requirements for potential careers (e.g., degrees, certification, training, etc.).	All written components	
CRP.10.02.02.a. Identify methods for setting goals for personal improvement and continuous growth in a career area (e.g., SMART goals, training, professional development, etc.).	All written components	

**CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.**

CRP.10.04.01.c. Select and use appropriate tools to pursue career advancement opportunities and assimilate feedback from the process to identify improvements for the future.	All interviews Networking	
CRP.10.04.02.c. Apply skills to complete common processes involved in pursuing a career and assimilate input and feedback from experts (e.g., mentors, teachers, business persons, etc.) to improve.	All components	