Wisconsin Association of FFA
Leadership Development Events

FFA Employment Skills

District Level	Sectional Level	State Level

Wisconsin FFA Center
Revised December 2018

Wisconsin Association of FFA Leadership Development Events

The Wisconsin Association of FFA makes available seven events for Wisconsin FFA members to participate in. These seven competitions include Creed Speaking, Prepared Public Speaking, Extemporaneous Public Speaking, Parliamentary Procedure, Discussion Meet, Quiz Bowl and Employment Skills.

Levels of Competition

Local Competitions: Leadership Development Events begin at the local level. All local competitions are under the direction of the local FFA advisors who set local policy for how members are selected to represent their FFA chapter. Each local chapter is allowed to send two competitors/teams to the district competition except for Parliamentary Procedure where only one team is allowed.

District Competitions: District competitions should be held between January 20 and February 20 at the school of the designated district host. There will be 30 district competitions held. District competitions are typically held immediately after school at the host chapter's school. These competitions depending on the number competitors and efficiency of the competition may last until 6:30 - 7:00 p.m. All competitors must follow the rules in each of the specific speaking competitions as set forth by the Wisconsin Association of FFA. Two individuals/teams will be selected to advance to the sectional competition for each of the events.

Sectional Competitions: Sectional competitions are held during the month of March at the school of the State Officer from the corresponding section. There will be 10 sectional competitions held. Sectional competitions are typically held immediately after school at the host chapter's school. These competitions depending on the number of competitors and efficiency of the competition may last until 6:30 - 7:00 p.m.

All competitions must follow the rules in each of the specific speaking competitions as set forth by the Wisconsin Association of FFA. One individual/team will advance in each event to the state level of competition.

State Level Competitions: State level competition is held in conjunction with the State FFA Convention. The state competitions will be coordinated by the State FFA Executive Director with the help of event managers and the state FFA president. All competitors must follow the rules in each of the specific speaking competitions as set for by the Wisconsin Association of FFA. Each competitor will begin at the semi-final level. There will be one representative from each section. From the semi-finals, four individuals/teams will be selected to advance to the final round.

At the state level, it is determined on a rotational basis of which sections compete against each other. One year the even and odd sections will be grouped together. The following year Section 1-5 and Section 6-10 will compete in the semi final round. Thus the next year it would rotate back to the even and odd sections competing in the semi-final round.

National Level Competitions: The following competitions advance to national competition at the National FFA Convention - Creed Speaking, Prepared Public Speaking, Extemporaneous Public Speaking, Parliamentary Procedure and Employment Skills. Individuals/teams selected as State Winners will advance to the National Competitions. All rules set forth by the National FFA Organization must be followed at this level. All competitors must be certified by the State FFA Executive Director by July 1. If an individual is unable to compete at Nationals, the State Runner-Up would be offered the opportunity to compete.

It is the responsibility of the state winner to coordinate their travel to the National FFA Convention and the national competition. Each state winner will receive a packet of information with the national competition details after they are fully certified to compete through the National FFA office.

Hosting District and Sectional Leadership Development Events

All FFA chapters are expected to host a district event when it becomes their turn in alphabetical rotation (by Post Office Box Town/City) within their district. If, for any reason, a chapter feels that they cannot host when it

is their turn, a chapter may request to the State FFA Executive Director and State FFA Board of Directors to be skipped in the rotation. If a school who is scheduled to host a district competition has a new instructor, that chapter would automatically be skipped over, so a new instructor does not have this responsibility placed on their shoulders during their first year of teaching.

The underlined chapter in each district on the annual list of updated chapters is the host school and in charge of the district event. The event may be held at an alternate location if mutually agreed upon by the chapters in that district, but the underlined chapter is still in charge of the event. State officers will be available to assist district hosts as long as their schedule works out with the scheduled event date.

It is the responsibility of the district host to determine the date of the event, notify chapters in their district, select judges for each competition and coordinate all material provided to them in the District Speaking Event Host materials posted on the Wisconsin FFA website and provided by the Wisconsin FFA Center.

The sectional speaking competition is hosted by the current state FFA officer and their advisor in each of the 10 sections. It is the responsibility of the state FFA officers and their advisor to select a date, notify chapters in their sections, select judges and coordinate all material provided to them in the Sectional Speaking Event Host materials posted on the Wisconsin FFA website and provided by the Wisconsin FFA Center.

Philosophy of National FFA Career and Leadership Development Events

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education. The primary goal of career development events is to develop individual responsibilities, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each career development event:
• include problem solving, critical thinking and teamwork skills, where appropriate.
• encourage appreciation for diversity by reducing barriers to participation among members.
• develop general leadership and recognize individual and team achievement.
• promote concentrated focus on future needs of members and society.

The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA career development events. National career development events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. Career development events and awards are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop career development events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. National FFA Career Development Events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Career development events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. In order to maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agrisciences, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to maintain the nation's agricultural edge.

The National AFNR Career Cluster Content Standards were developed as part of the National FFA 10 x 15

project to provide state agricultural education leaders and teachers with a forward thinking guide for what students should know and be able to do through the study of agriculture. The National AFNR Career Cluster Content Standards should be used as a guide to develop well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete copy of the AFNR Career Cluster Content Standards please visit www.agedlearning.org.

National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into all national award and recognition programs for the benefit of the members, school administration and agriculture as a whole. Details outlining the incorporation of the standards in career development events can be found at the end of each event chapter in the National FFA CDE handbook.

Eligibility of Participants

A. Each participant must be a current, bona fide, dues paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year in which the participant is competing.

B. The participant in FFA Leadership Development Events must:

1. Be a high school FFA member; high school refers to grades 9-12. (A graduating senior is considered eligible to compete in state and national career development events up to and including his/her first national convention following graduation.)
2. Be a middle school FFA member; middle school refers to grades 7 and 8 for those competitions indicated as eligible for middle school participation.
3. Have qualified as a 7th, 8th or 9th grade member to participate in the Creed speaking event.
4. While in high school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.

The National FFA Constitution provides flexibility to meet the needs of students enrolled in non-traditional programs. For this purpose a student needs to be enrolled in at least one agricultural education course during the year they participant in an event.

5. If a student moves to a different chapter or a different state once a he/she has qualified to move to the next level of competition in a career development event, that student may be allowed to compete in the event with the school he/she qualified with during the qualifying year.

C. A chapter is allowed to have 2 members from their chapter participate in all individuals competitions as well as 2 teams in the quiz bowl competition. Only 1 team per chapter is allowed to participate in the Parliamentary Procedure competition.

D. FFA members are allowed to compete in no more than **two** individual events and **one** team event at the District level of competition during the current school year. Once a member has won a State Level Competition in a particular event, they cannot compete in that event again. No student may participate in more than one National level FFA Career Development Event each year if they advance to that level.

E. A state speaking competition winner may not compete again in the same speaking event in succeeding years. A student may not participate more than once in the same official National FFA Career Development Event if they participate in the National Level Competition.

F. Members of the state winning team may not participate in any team parliamentary procedure event in subsequent years. However, a team's secretary may serve as a demonstrator, or a demonstrator may serve as the team secretary in one subsequent year.

G. Members cannot compete in other district or sectional competitions other than their own. If a member cannot attend a scheduled district or sectional event, the member cannot go to another district or section to compete. District and sectional hosts can do whatever possible to accommodate members who may have a

conflict with the event date, but the host is not required to hold a separate competition for those individuals. Due to the nature of this competition, inclement weather, illness or other events could interfere with the event date. However, to readjust the scheduled competition is very difficult and the competition will go forth as scheduled, unless all the schools in that district or section agree to accommodate these individuals.

Disqualification

A. Participating in more than 2 individual and/or more than 1 team event. Breaking of this rule will also disqualify the entire team if the infraction occurs with the team event.

B. Not submitting the proper bibliography for a prepared manuscript.

C. Proof that plagiarism has occurred.

D. Any communication, verbal or non-verbal, between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event. This includes sharing questions asked during competition or other information that would give someone a distinct advantage in the event. The only exception to this would be communications between team members during the team activity portion of a given career development event.

E. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.

F. Event superintendents may stop any participant if they deem their manner to be hazardous either to themselves or others. Such action shall deem the individuals disqualified for that section of the career development event.

G. Participants who start an event and do not complete the event without notifying event officials at the time of departure will be disqualified. This can affect the overall team rank and position. In some events this will also disqualify the entire team.

H. Participants will not be allowed to utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.

I. No participant shall gain access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the national event.

Confidential Information

Labeled as Confidential Information is the necessary information to complete the various speaking events which only the judges can view. This information includes Creed questions, Extemporaneous Speaking topics, Parliamentary Procedure items of business, abilities and questions, selected Discussion Meet topics and Quiz Bowl questions.

This Confidential Information is generated from the office of the Wisconsin FFA Executive Director and provided to district and sectional hosts as well as the state FFA convention event managers and superintendents. Once a competition is completed ALL Confidential Information must be returned to the Wisconsin FFA Center. Advisors and competitors are not allowed to reproduce this information.

If a host, advisor, member or other individual is found copying or using this information for any other purpose than the actual competition, further action will be taken by the Wisconsin FFA Board of Directors. Disqualification of the individual or the chapter of the individual in question may occur if confidential information is abused and not properly handled as is ethically appropriate and as requested by the Wisconsin FFA Center.

Awards

The State FFA Association will provide awards for district winners and runners-up funded through the Wisconsin FFA Foundation, Inc. as funding is available.   Awards will also be provided to sectional and state winners. More award plaques, pins and money can be provided to contestants as more sponsors are found through the Wisconsin FFA Foundation, Inc. Speaking competition projects are currently available for funding.

Advancement to Next Level of Competition

In order for an individual and/or team to advance to the next level of competition (ie. from district to sectional; from sectional to state), an individual and/or team must be present at the qualifying competition in order to advance even if there is only one or two individuals or teams entered to compete. They must technically "qualify" onsite to advance to the next level. When qualifying as a team, the team must have the minimum number of participants on the representing team at the competition in order to qualify to advance.

A team is allowed to make the necessary substitutions throughout the various levels of competition, however, they must always have at least the minimum number of team members and not exceed the maximum number of members on a team in order to advance.

If either the first or second place individual/team depending upon the level of competition cannot compete in the next level of competition, the next individual/team in line will be asked to compete.

Contestants will advance from their respective districts to the Sectional Event. If a district does not produce two contestants eligible to send on to the sectional event in any event, those spots will be given to contestants from another district who did not receive first or second place. If there is one spot open to fill and two contestants from different districts both in third place, both 3rd place contestants/teams from the different districts would advance resulting in 7 contestants/teams in the Sectional Event.

• **Example 1:** District 1 had only one creed speaker. District 2 had two creed speakers and District 3 had three creed speakers. The third place contestant from District 3 would now have the chance to participate in the sectional event because District 1 left a spot vacant.

• **Example 2:** District 1 had only one creed speaker. District 2 had three creed speakers and District 3 had four creed speakers. Both third place contestants from District 2 and 3 would now have a chance to participate in the sectional speaking event and the event will have a seventh contestant. **Should one of these 7 creed speakers cancel the sectional creed speaking event would revert to 6 participants. If a 2nd creed speaker cancels the 4th creed speaker from District 3 could then advance (provided deadline had not passed). The Sectional Creed Speaking Event would still have 6 participants.***

Vacancies can be filled from other Districts up to one week prior to the Sectional Speaking Event date. Vacancies can be filled from within the same district up to the Sectional Speaking Event date.

It is the responsibility of the District Host Chapter to provide the necessary materials to the FFA Center for this to become a reality at their Sectional Event.

District Host chapters need to make sure the following judges' materials are returned to the FFA Center as quickly as possible:
1. Final ranking (1st, 2nd, 3rd, 4th, etc.) of each participant in every event
2. Sum of the Rank for each contestant/team that participated in Creed, Prepared, Extemporaneous, Discussion Meet, Employment Skills and Parliamentary Procedure events
3. For Quiz Bowl the Chapter Head-to-Head Tally Score Sheets for all brackets that were used

If these materials are not returned to the FFA Center, members in your district that placed 3rd and possibly even 4th will not be given the opportunity to fill the vacant 2nd and/or 1st place individual/team speaking events advancing to the Sectional level.

Substitutions

Substitutions are allowed on the quiz bowl and parliamentary procedure teams when moving from one event level to the next. Students can be replaced or added on a team with students who may have not have competed at preceding levels of competitions. However there must always be the number of students that fall within the eligibility requirements of that team (3-5 members for quiz bowl and 5-7 for parliamentary procedure).

If an individual in an individual speaking event is unable to advance to the next level of competition, the student must inform the Wisconsin FFA Center and the next student that was ranked in the competition will be invited to participate in the next level of competition. No substitutions from a chapter are allowed in individual events.

Proper Official Dress

Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career development events. (Please reference the latest edition of the Official FFA Manual.) Proper Official Dress is required for all speaking competitions with an exception in the Junior High Quiz Bowl Competition at the District and Section Levels.

Proper Official Dress consists of the following:
Males: Official FFA Jacket zipped to the top, black slacks, black socks, black dress shoes, a white collared-shirt with official FFA tie.

Females: Official FFA Jacket zipped to the top, black skirts or pants are acceptable, white-collared blouse with official FFA blue scarf, black dress shoes with a closed heel and toe, black nylon hosiery. The skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than two inches above the knee, excluding the kick pleat. (Taken from the FFA Official Manual page 21).

In looking proper in the Official FFA dress, a member should:
- Look neat in their appearance with shirts tucked in and ties and scarves tied properly.

Policy has been updated that an "open door" to those who want to view competitions is allowed. However, no one can enter or leave the room during a participant's performance. If an open door procedure is used at the event site, there **MUST** be a holding room for competitors in the Creed and Quiz Bowl competitions as the same questions are used for all participants.

If a district event wishes to have a more closed door policy that would have to be decided by the advisors in attendance at that event. What this would mean is that for individuals who wish to watch a member/team compete, that once the person watching enters the room to listen to a competitor, they must stay in the room for the entire competition. No one is to leave the room once they have heard a competitor except for the contestant themselves or no audience is allowed.

Accessibility for All Students

All special needs requests must be made to the District, Sectional and State level hosts/coordinators so that appropriate documentation and arrangements may be considered. Last minute notification may cause problems for the host to provide the needed arrangements. Students needing an interpreter or other professional service are asked to have their home school provide such an individual who would accompany the participant to the competition.

Rules and Procedures Review

State FFA rules for speaking competitions will be reviewed annually by the State FFA Executive Director to keep current with any changes forwarded from the National FFA Organization. Rules and procedures may be revised to address concerns or changes in the various events.

Every five years, a group of FFA advisors will review all speaking events for any changes to the current speaking events. These recommendations will be presented to the State FFA Board of Directors for acceptance or rejection. The State FFA Board of Directors has the right to forward any rule changes to the delegates at the State FFA Convention for a final vote.

The State FFA Board of Directors will give final approval of the addition of any new speaking competitions either forwarded from the National FFA Organization or recommended from FFA state officers and/or advisors. They will also give final approval for any major changes recommended in rules or procedures.

Event	Official Dress	Participants Per Team	Participants Per Chapter at Districts	State Winner Advances to Nationals
Creed	Yes	1	2	Yes
Discussion Meet	Yes	1	2	No
Extemporaneous Speaking	Yes	1	2	Yes
Employment Skills	Yes	1	2	Yes
Parliamentary Procedure	Yes	5-7	1 team	Yes
Prepared Speaking	Yes	1	2	Yes
Quiz Bowl	Not required at Districts; Recommended at Sectionals; Required at State	3-5	2 teams	No

Employment Skills Leadership Development Event

I. Purpose

The FFA Employment Skills Leadership Development Event is designed for FFA members to develop, practice and demonstrate skills needed for seeking employment in the industry of agriculture. Each part of the event simulates, as closely as possible, real-world activities that will be used by real-world employers. This event is designed to stimulate interest and acquaint FFA members with employment procedures they will face when applying for a job. The event also allows students to demonstrate oral and written communications.

II. Event Rules

A. An FFA member must be in good standing with the local chapter and the state FFA association. The member cannot have graduated from high school at the time of the district event for the given competition year. A state FFA Employment Skills LDE winner may not compete again in any FFA Employment Skills LDE in succeeding years.

B. An FFA chapter may have **two** entries for the Employment Skills LDE at the district event in a given year. **Two** district winners will advance to the sectional event. These may be from the same school, if so selected by the judges. One sectional winner per section will advance to the state event.

C. The Official FFA dress must be worn by all contestants participating. Deductions for deviations from Official FFA dress will be at the discretion of the judges who will consider special situations when presented prior to the contestant's presentation.

D. All written materials, including cover letter, resume, etc. will be the result of each participant's own efforts.

E. Any participant in possession of an unapproved electronic device in the event area is subject to disqualification.

F. Recording of presentations is permitted by one person from each participant's chapter for that participant only.

III. Event Format

A. The event is developed to help participants in their current job search (for SAE projects, internships, part-time and full-time employment). Therefore, the cover letter, resume and references submitted by the participant must reflect their current skills and abilities and must be targeted to a job for which they would like to apply. 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.
The job/career selected must be an agriculturally-based occupation and must be a job that the contestant would be qualified to do as a high school graduate and/or student.

B. Equipment
   1. Participants are required to bring the following items to the event:
      a. Writing Utensils
   2. Participants may bring:
      a. Blank paper
      b. Resume
      c. Cover letter
      d. List of references
      e, Business cards
      f. Padfolio

   3. The following items are not permitted
      a. Letters of reference

b. Samples of work

c. Pictures

d. Personal Pages

4. Contestants at the district, sectional and state level are allowed to bring a portfolio to the interview. It is to the discretion of the judges to evaluate materials brought into the interview. The interview is treated as any real life interview.

C. Contestants must submit **four (4)** copies of their Job Description, Cover Letter and Resumes postmarked two weeks before the district event to the district host. Those advancing to the sectional event must submit **four (4)** copies of their Job Description, Cover Letter and Resume postmarked two weeks before the sectional event to the sectional host. Those advancing on to the state event must submit **six (6)** copies of their Job Description, Cover Letter and Resume to the Wisconsin FFA Center postmarked the date set by the State FFA Executive Director (Tentatively May 25). Twenty-five points will be deducted each day these items are late.

D. **JOB DESCRIPTION**
   - The job description is required in order 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 and work experience.
   - Sources for job descriptions can be found by looking in the newspaper or online through job search websites and company websites.

E. **COVER LETTER**

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

   The cover letter should focus on introducing the contestant and why they are interested in the job. The district event letters should be addressed to the district host and dated the day of the event. The sectional event letters addressed to the sectional host. The state level letter shall be addressed to the following:

   Cheryl Zimmerman, State FFA Executive Director
   Wisconsin FFA Center
   P.O. Box 110
   Spencer, WI 54479

F. **RESUME**

   The resume should not exceed two pages total.
   Resume must be non-fictitious and based upon actual work history.

G. **EMPLOYMENT APPLICATION:**

   Each contestant will complete an employment application. An application form will be provided at the time of the event. The only materials that may be brought into the event by the contestant is a copy of the personal resume and a pen. Notes are not allowed to complete the application of the contestant's current resume. Each contestant will have 15 minutes to complete the application. The job application is given to the judges prior to the interview.

IV. **Judging**
   A. There shall be three judges for the interview. In events with a large number of participants an additional three judges may scored the employment applications. All judges will score the contestant in making the final decision. All three judges will ask questions during the

interview. The decision of the judges is final. Suggested personnel for judges include: Human, Fiscal and Resource personnel director; employer's assistants; employer themselves

B. Each contestant will be allowed a maximum of 10 minutes for the interview. The event timekeeper will call time at the end of 10 minutes. It is up to the student to quickly and concisely conclude their interview.

V. Scoring

Employment Application Form - 100 points possible

1) Consistent with Resume	20
2) Grammar/Punctuation/Spelling	30
3) Form Completed	20
4) Overall impression	30

Cover Letter - 100 points possible

1) Format and General Appearance	20
2) Introductory Paragraph	20
3) Skills and Experiences	20
4) Closing Paragraph	15
5) Spelling/Grammar Punctuation	25

Resume – 200 points possible

1) Contact Information	10
2) Employment Objective	10
3) Education or Relevant Coursework	35
4) Relevant Experience and Skills	45
5) Achievements and Honors	25
6) References	10
7) Spelling/Grammar/Punctuation	25
8) Format and General Appearance	40

Interview – 500 points possible

1) Appearance	50
2) First Impression	75
3) Responses to Questions	150
4) Communication Skills	150
5) Conclusion	75

VI. Tiebreakers

In the event of a tie, the participant with the highest personal interview score shall receive the higher rank. If a tie still exists, the highest resume score will receive the higher rank.

VII. Proper Official Dress

Participants are expected to observe the National FFA Code of Ethics and the Proper Use of the FFA Jacket during competitions.

Proper Official Dress consists of the following:
Males: Official FFA Jacket zipped to the top, black slacks, black socks, black dress shoes, a white collared-shirt with official FFA tie.

Females: Official FFA Jacket zipped to the top, black skirts or pants are acceptable, white-collared blouse with official FFA blue scarf, black dress shoes with a closed heel and toe, black nylon hosiery. The skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than two inches above the knee, excluding the kick pleat. (Taken from the FFA Official Manual page 10).

In looking proper in the Official FFA dress, a member should:
Look neat in their appearance with shirts tucked in and ties and scarves tied properly

VIII. 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 *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*
- Killer Questions Candidates Ought to Ask the Interviewer. *http://theundercoverrecruiter.com/9-killer-questions-candidates-ought-ask-interviewer/*
- 9 Keys to Telephone Job Interview Success. *http://www.job-hunt.org/job_interviews/telephone-interviews.shtml*
- Sending Your Thank You After the Job Interview. *http://www.job-hunt.org/job_interviews/job-interview-thank-you.shtml*
- Accepting a Job Offer? Asking These 10 Questions First. *http://www.wetfeet.com/articles/accepting-a-job-offer-ask-these-10-questions-first*
- References from the career center at the land-grant university in your respective state
- FFA resume generator *FFA.org*

Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
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.).		
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 of the event	
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.	Resume, Personal Interview and Networking	
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	
CS.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.		
CS.05.02.01.b. Assess personal skills and align them with potential career opportunities in AFNR pathways.	Application, Resume and Cover Letter	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Interviewing and Networking	
CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.		

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.	Interview, Resume, Application and Cover Letter	

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.

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.).	Resume, Interview and Application	
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.).	Resume, Interview and Application	

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 Interview	
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 Interview	

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 Interview	

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.	Preliminary and round 2 Interview, Phone and 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, Resume and Follow-up
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.	Networking, Phone and Round 2 Interview
CRP.04.03.02.c. Model active listening strategies in formal and informal settings**.**	Networking, Phone and Round 2 Interview

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 and 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

EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC - 1 of 4 rubrics

Employment Application Rubric - 100 points

Indicator	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Consistent with Resume	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.		X4	
Grammar/ Punctuation/ Spelling	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.		X6	
Form Completed	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.		X4	
Overall Impression	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.		X6	

TOTAL POINTS

Cover Letter Rubric - 100 points

CONTESTANT NAME   CHAPTER

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Format and General Appearance	Does not exceed one page without overcrowding; margins are acceptable; font size and style is 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 is 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	
Introductory Paragraph	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 that 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.		X4	
Skills and Experiences	Identifies two to three strongest qualifications for the job; indicates how education has prepared them for this job; states why you are interested in the position; skills and experiences are consistent with resume; makes reference to resume.	Identifies one to two qualifications for the job; indicates how education has prepared them for this job; provides a vague explanation of why interested in the job; skills and experiences are somewhat consistent with resume; makes reference to resume.	Does not identify relevant qualifications for the job; does not indicate how 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.		X4	
Closing Paragraph	Thanks reader for taking time to read; provides appropriate contact information; makes appropriate provisions for follow up.	Thanks reader for taking time to read; provides contact information, but makes reader to assume a follow up.	Does not thank reader; does not mention a plan for follow up; does not provide any contact information.		X3	
Spelling/ Grammar/ Punctuation	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.		X5	

TOTAL POINTS

Resume Rubric - 200 points

CONTESTANT NAME   CHAPTER

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Contact Information	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 2	
Employment Objective	Focused objective that states how employee will help company achieve its goals.	Focused objective that states what you want from the company.	No objective identified.		X2	
Education or Relevant Coursework	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, may show gaps in work history; inappropriate GPA listed, includes appropriate honors and awards.	Information not listed in reverse chronological order, important information missing, information not listed in correct format.		X7	
Relevant Experience and Skills	Entries are listed in reverse chronological order; company name, title, location, and 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; 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.		X9	
Achievements and Honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reserve 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 reserve chronological order.	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.		X5	
References	Listed appropriate references and provided complete contact	References are listed, but not all may be appropriate or not	Inappropriate references are listed; no references		X2	

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
	information for references.	all contact information for references is included.	listed; no contact information listed.			
Spelling/Grammar/Punctuation	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.		X5	
Format and General Appearance	Does not exceed two pages without overcrowding; margins are acceptable; font size and style is 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 is 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.		X8	

TOTAL POINTS

Personal Interview Rubric - 500 points

CONTESTANT NAME   CHAPTER

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Appearance	**Professional dress/groomed:** Follows standard dress code, polished shoes, clothes pressed, conservative accessories.	**Dress appropriate:** Just not as professional and "put together", shoes clean, but not polished.	**Very disheveled:** Dirty shoes, not wearing black shoes.		x 10	
First Impression	**Greeting:** Appropriate salutation and firm handshake. **Introduction:** States name **Body language:** Smiling and pleasant, does not sit until invited, confident in manner.	**Greeting:** Confident but uneasy, soft handshake. **Introduction:** States name only when asked. **Body language:** Rarely smiles, cologne or perfume is distracting.	**Greeting:** Does not use salutation, very informal. **Introduction:** Fails to introduce self, fails to shake hands with interviewer. **Body language:** Obnoxious cologne or perfume, chewing gum.		x 15	
Response to Questions	**Used appropriate language for career:** Cited relevant examples; evidence knowledge of career field (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, provides in-depth response to questions; not yes/no responses to questions; establish a "theme" that overall describes their abilities.	**Seemed to know terms associated with career:** Some holes, cited several relevant examples; but list 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, some listing; provided some depth to responses to questions; provides some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	**Knew some of the language of position, but used incorrectly or did not show understanding of terms:** Unable to cite or 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	

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Communication Skills	**Persuasive:** Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked. **Confident:** Exhibited self confidence with body language and verbally **Appropriate volume:** Spoke with proper volume for room to be heard clearly; not too loud, not too soft. **Enunciation/grammar:** 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 will do). **Concise:** Avoided run-on sentences and answered with logical and organized thoughts. **Sincere:** Expressed true interest in the position they are seeking. **Poise:** Avoids distracting mannerisms, such as drumming fingers or overuse of "uhm" and "you know". **Discretion/Tact:** Shared appropriate information and did not create an awkward situation through responses.	**Persuasive:** Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty. **Appropriate volume:** Did not modulate volume to express answers, could hear sometimes; but quiet when unsure of response and hard to hear. **Enunciation/grammar:** Some language not appropriate for position applied, used some slang and exhibited some "dialect". **Concise:** Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized. **Poise:** Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used "uhm" or "you know". **Discretion/Tact:** Most professional in tone and shared information that created little ,if any, awkwardness.	**Persuasive:** Answered yes or no to most questions, did not expand on skill set. **Confident:** Did not appear comfortable, nervous, slouched in chair. **Appropriate volume:** Hard to hear answers or volume too loud for room. **Enunciation/grammar:** Used overly complex or simplistic language, sprinkled in words like "git" versus "get" and "agin" versus "again". **Concise:** Rambled and used run on sentences. Answers were poorly organized and thoughts not clearly expressed. **Sincere:** Seemed uninterested in the position and distracted, **Poise:** demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc., Excessive use of "uhm" and "you know". **Discretion/Tact:** Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.		x 30	
Conclusion	**Posed appropriate questions of interviewer:** 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. **Appropriate thanks and exit:** Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.	**Questions posed were somewhat appropriate:** Some had no relevance to interview, Incomplete inquiry of the next steps in the interview process, Asked for business card, thanks interviewer and shook hand, but seemed uncertain how to end the interview and exit.	**Asks no questions:** Questions asked (if asked) have no relevance to next steps in the interview process, Ends interview abruptly or awkwardly, exits without thanks or shaking hands.		x 15	

TOTAL POINTS

EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT

FINAL SCORE SUMMARY

TOTAL POINTS – EMPLOYMENT APPLICATION   _____

TOTAL POINTS – COVER LETTER   _____

TOTAL POINTS – RESUME   _____

TOTAL POINTS – PERSONAL INTERVIEW   _____

                                                   GROSS TOTAL POINTS: _____

Late Cover Letter/Resume Deduction: -25 point per day late   _____

                                                   NET TOTAL POINTS: _____

                                                   Rank of Contestant: _____

Judge's Signature: _____Date: _____