



EMPLOYMENT SKILLS

2017-2021



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

IMPORTANT NOTE

Please thoroughly read the introduction section located on [FFA.org/cdeintro](https://www.ffa.org/cdeintro) for complete rules and procedures that are relevant to all National FFA Career/Leadership Development Events.

Purpose

The National 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 are used by real-world employers.

Event Rules

- The National FFA Employment Skills Leadership Development Event will be limited to one participant per state.
- Participants are strongly encouraged to wear FFA Official Dress for this event.
- All written materials, including cover letter, resume, etc., will be the result of each participant's own efforts.
- Any participant in possession of an unapproved electronic device in the event area is subject to disqualification.
- Job description, cover letter and resume must be uploaded by the designated deadline found at [FFA.org](https://www.ffa.org).

Evaluation

In the preliminary round, participants will be randomly placed in interview flights.

The top qualifiers (based on a cumulative score from submitted items, interview and follow-up correspondence) will advance to compete in the semi-final round. The semi-final round will consist of 12 competitors.

Scores from the preliminary round will not carry over to the semi-final round. Students will complete a series of one-on-one interviews in the semi-final round.

The top eight qualifiers from the semi-final round will advance to the final round, which will include the networking activity and the telephone job offer. Scores from the semifinal interview will be carried over to the final round.

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 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.

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.
- Resume.
- Cover letter.
- 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

By Sept. 1 at 5 p.m. EDT, participants will electronically submit the following in PDF format:

- Job description.
- Cover letter.
- Resume.

States qualifying after the Sept. 1 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 Sept. 1 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 at FFA.org/participate/cdes/job-interview.

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.

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 and addressed to

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

Resume (200 Points)

- The resume should not exceed two pages total.
- Resume must be non-fictitious and based upon actual work history.
- The resume may be generated from the FFA Resume Generator © available at resumegenerator.FFA.org.

ITEMS TO BE COMPLETED BEFORE CONVENTION*Electronic Employment Application (100 Points)*

- Participants will complete a standard electronic job application per instructions at the CDE/LDE website.
- The application will be open online between Sept. 1 and 15.

Initial Phone interview (50 Points)

The initial telephone contact will last three to five minutes.

Students will sign up for a phone call time when they complete their job application online.

- The participant will be contacted by the potential employer to arrange an interview time. The potential employer may ask questions regarding aspects of the participant's resume.

ITEMS TO BE COMPLETED AT THE NATIONAL EVENT**PRELIMINARY ROUND***Personal Interview (500 Points)*

- The preliminary round interview will be with a panel of judges. Each interview will last twenty minutes.

Follow-Up Correspondence (50 Points)

- Participants will submit follow-up correspondence after the interview. Participants will be provided with necessary information and items to compose a follow up correspondence.
- Correspondence may include, but is not limited to, one of the following: email, hand-written note or typed letter. Participants will have 30 minutes to complete the follow-up correspondence.

SEMI-FINAL ROUND*Personal Interview (500 Points)*

- The semi-final round will consist of a series of three one-on-one interviews with judges who did not participate in the preliminary round. Each interview will last a maximum of 15 minutes. Scores will carry over to the final round.

FINAL ROUND*Networking Activity (100 Points)*

- Final participants will be given a networking scenario in which they will be expected to formulate a two- to three-minute extemporaneous response to one or more judges. Scenarios may include, but are not limited to, a meal function, a mixer, a career show, an elevator pitch, 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 interview score shall receive the higher rank.

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

Awards

Awards will be presented at the awards ceremony to individuals based upon their rankings.

Participants in the final round will be recognized on the main stage at the Friday evening session of the National FFA Convention & Expo.

Awards are sponsored by cooperating industry sponsors as a special project and/or by the general fund of the National FFA Foundation.

Scoring

Preliminary Round	Individual Points
Electronic employment application	100
Resume	200
Cover letter	100
Initial phone contact	50
Personal interview	500
Follow-up correspondence	50
TOTAL POINTS	1,000
Semi-Final Round	
Personal interviews	500
TOTAL POINTS	500
Final Round	
Semi-final round interviews	500
Networking activity	100
Telephone job offer	100
TOTAL POINTS	700

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>
- 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? Ask 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, resumegenerator.FFA.org

Cover Letter Rubric

100 POINTS

Name	Member Number
Chapter	State

Indicator	Very 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
Format and General Appearance	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	
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 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		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 leaves reader to pursue 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

Name		Member Number				
Chapter			State			
Indicator	Very 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
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 employee wants 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	

NATIONAL FFA CAREER AND LEADERSHIP DEVELOPMENT EVENTS HANDBOOK

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 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		X5	
References	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		X2	
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 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		X8	
TOTAL POINTS						

Electronic Employment Application Rubric

100 POINTS

Name	Member Number
Chapter	State

Indicator	Very 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
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						

Initial Phone Interview Rubric

50 POINTS

Name		Member Number				
Chapter		State				
Indicator	Very 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
First Impression	Introduced self when answering the phone; spoke articulately with no hesitation; appropriate tone, speaks at right pace to be clear, pronunciation of words very clear and intent is apparent; confident tone, no nervousness	Incomplete introduction; speaks articulately, but with some hesitation; appropriate tone, speaks at right pace, but shows some nervousness; pronunciation of words is usually clear, sometimes vague	Did not introduce self upon answering the phone; appropriate tone, but frequently hesitates, has difficulty using appropriate tone, pace is too fast, nervous; pronunciation of words is difficult to understand or unclear		X 3	
Confirmation	Confirmed date, time and location along with contact person/information;	Did not confirm all needed information for interview.	Caller had to offer interview and provide information.		X1	
Response to Questions	Provided complete, accurate and concise answers; sold themselves without being pushy; used correct terminology; communicated knowledge of the related industry; used time efficiently	Provided some answers, some were incomplete, rambled occasionally; seemed off-putting at times in an attempt to sell themselves; some question as to correct terminology; seemed to have holes in knowledge of related industry	Unable to answer questions asked; off-putting presentation (tried too hard to sell self); used incorrect terminology for event; did not have a firm knowledge of the related industry		X4	
Overall Impression	Exhibited poise (cool under pressure); was pleasant, professional and courteous; ended call appropriately and smoothly (thanked caller, said good-bye); did not have distracting mannerisms that affected their effectiveness	Seemed nervous under pressure, which impacted poise, pleasantness; used incorrect grammar, which distracted from interview; mannerisms distracted from interview (use of "ums" and "you know"); ended call somewhat appropriately (not sure what to do) or without thanking caller	Very nervous, not poised (cracks under pressure); ended call awkwardly and abruptly; did not thank caller or say good-bye, just hung up; mannerisms distracted from interview (excessive "ums" or "you know")		X2	
					TOTAL POINTS	

Personal Interview Rubric

500 POINTS

Name		Member Number				
Chapter		State				
Indicator	Very 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
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; 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	Seemed to know terms associated with career: 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	Knew some of the language of position, but used incorrectly or did not show understanding of terms: 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	

Indicator	Very 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
		together to form a picture of qualifications.				
Communication Skills	<p>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.</p> <p>Confident: Exhibited self-confidence with body language and verbally</p> <p>Appropriate volume: Spoke with proper volume for room to hear clearly; not too loud, not too soft</p> <p>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 would do)</p> <p>Concise: Avoided run-on sentences and answered with logical and organized thoughts</p> <p>Sincere: Expressed true interest in the position they were seeking</p> <p>Poise: Avoids distracting mannerisms, such as drumming fingers or overuse of “um” and “you know”</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses</p>	<p>Persuasive: Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.</p> <p>Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty</p> <p>Appropriate volume: Did not modulate volume to express answers, could hear sometimes; but was quiet when unsure of response and hard to hear</p> <p>Enunciation/grammar: Some language not appropriate for position applied, used some slang and exhibited some “dialect”</p> <p>Concise: Some questions answered in a rambling fashion, but point made; thoughts were logical but somewhat disorganized</p> <p>Poise: Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “um” or “you know”</p> <p>Discretion/tact: Most professional in tone and shared information that created little, if any, awkwardness</p>	<p>Persuasive: Answered yes or no to most questions; did not expand on skill set</p> <p>Confident: Did not appear comfortable, nervous, slouched in chair</p> <p>Appropriate volume: Hard to hear answers or volume too loud for room</p> <p>Enunciation/grammar: Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”</p> <p>Concise: Rambled and used run on sentences; answers were poorly organized and thoughts not clearly expressed</p> <p>Sincere: Seemed uninterested in the position and distracted</p> <p>Poise: Demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc.; Excessive use of “um” and “you know”</p> <p>Discretion/tact: Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional</p>		x 30	

Indicator	Very 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
Conclusion	<p>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.</p> <p>Appropriate thanks and exit: Asked for business card, thanked interviewer, stood and shook hands prior to exiting room</p>	<p>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, thanked interviewer and shook hand, but seemed uncertain how to end the interview and exit</p>	<p>Asks no questions: 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	
TOTAL POINTS						

Follow-Up Correspondence Rubric

50 POINTS

Name _____				Member Number _____		
Chapter _____				State _____		
Indicator	Very 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
Format	The document was directed to the appropriate person with an appropriate address and salutation. The level of formality was appropriate for the type of correspondence.	The document was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality was generally appropriate for the type of correspondence.	The document was not directed to the appropriate person. No address or salutation was included. The level of formality was not appropriate.		X 2	
Content	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		X3	
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.		X2	
Overall Impression	Writing (when appropriate) was legible and length was appropriate	Writing (when appropriate) was difficult to read and length was generally appropriate	Writing (when appropriate) was illegible; length was inappropriate		X3	
TOTAL POINTS						

Networking Activity Rubric

100 POINTS

Name		Member Number				
Chapter			State			
Indicator	Very 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
First Impression	Exhibited a clear, polite introduction; used correct posture and body language; initiated conversation clearly and professionally	Had an introduction; somewhat exhibited correct posture and body language; attempted to maintain clear conversation	Did not use proper posture and body language; struggled to maintain conversation; was not clear		X 3	
Communication Skills	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	Unconfident; insincere; rambled; struggled to engage in conversation and vague		X 7	
Making the Connection	Clearly connected interest to company/person; found commonalities with company/person; posed appropriate questions; made positive comments about company/person	Attempted to connect interest to company/person; found commonalities with company/person; posed questions; made positive comments about company/person	Struggled to connect interest to company/person; found commonalities with company/person; posed questions; made positive comments about company/person		X 7	
Conclusion	Proficiently used appropriate thanks; exchanged contact information; inquired about follow-up options (website, e-mail, company events); left positive impression upon exit	Attempted to use appropriate thanks; exchanged contact information; inquired about follow-up options (website, e-mail, company events); left neutral impression upon exit	Struggled to use appropriate thanks; failed to exchange contact information; failed to inquire about follow-up options (website, e-mail, company events); left negative impression upon exit.		X 3	
TOTAL POINTS						

Telephone Job Offer Rubric

100 POINTS

Name		Member Number				
Chapter		State				
Indicator	Very 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
Response to Offer	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	
Gathered Appropriate Information	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	
Negotiating Points	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	
Overall Impression	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	
TOTAL POINTS						

Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Event Activities Addressing Measurements	Related Academic Standards
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	
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	
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 Cover letter Resume	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Interviewing 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.	Application Cover letter Interview Resume	
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.).	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	