

*Wyoming*

Employment

Skills

Handbook

2017-2021

## Purpose

*The Wyoming 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 Wyoming FFA Employment Skills Leadership Development Event will be limited to one participant per chapter.
- 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.

## Evaluation

Scores from the preliminary round will not carry over to the semi-final round.

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 SAE projects, internships, 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 bring:

- Laptop or tablet capable of a Wi-Fi connection
- 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 FOR PRELIM ROUND**

One participant from each chapter will electronically submit the following in PDF format:

- Job Description
- Cover Letter
- Resume
- Electronic Job Application

A penalty of 10 percent will be assessed for documents received after the deadline. If document is not received by seven days after deadline, the participant may be subject to disqualification.

Instructions for submitting electronic documents will be sent to FFA Advisors from the State Advisor.

## **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 10-12 point minimum font.

The letter is to be dated for the first day of the State Convention and addressed to:

Stacy Broda  
Wyoming FFA State Advisor  
9608 Child Road  
Cheyenne, WY 82009

## **RESUME (200 POINTS)**

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

## **ELECTRONIC EMPLOYMENT APPLICATION (100 POINTS)**

- Participants will complete a standard electronic job application per instructions from State Advisor for the prelim round.

## **INITIAL PHONE INTERVIEW (50 POINTS)**

The initial telephone contact will last three to five minutes.

Students will be contacted via email to set up a phone interview day and time.

- 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.

Cover Letter, Resume, Electronic Employment Application and Telephone Contact scores will be transferred to the scorecard for those participants who advance to the semi-final and final round.

Three people, independently will score the cover letters and resumes. An average score will be counted for each member.

The top 5 scoring individuals from each region (25 students) will advance to the semi-final round. The top 6 scoring individuals will advance to the final round.

## ITEMS TO BE COMPLETED FOR THE SEMI-FINAL 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.

*The top 6 scoring individuals will advance to State FFA Convention to the final round.*

## FINAL ROUND, STATE CONVENTION

### PERSONAL INTERVIEW (500 POINTS)

- The final round will consist of one-on-one interviews with different judges than the preliminary round judges. Each interview will last a maximum of fifteen minutes.

*One of the following will be chosen for the 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 meal function, a mixer, 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 to individuals based upon their rankings at State FFA Convention.*

## Scoring

<b>Preliminary Round</b>	<b>Individual Points</b>
Electronic Employment Application	100
Resume	200
Cover Letter	100
Initial Phone Contact	50
<b>TOTAL POINTS</b>	<b>450</b>
<b>Semi-Final Round</b>	
Personal Interviews	500
Follow Up Correspondence	50
<b>TOTAL POINTS</b>	<b>550</b>
<b>Final Round</b>	
One-on-one Interviews	500
Networking Activity/Telephone Job Offer	100
<b>TOTAL POINTS</b>	<b>600</b>

## 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](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](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](#)

# Cover Letter Rubric

100 points

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
<b>Format and General Appearance</b>	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	
<b>Introductory Paragraph</b>	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	
<b>Skills and Experiences</b>	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	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	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	

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
	reference to resume.	resume.				
<b>Closing Paragraph</b>	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	
<b>Spelling/ Grammar/ Punctuation</b>	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.		X5	
<b>TOTAL POINTS</b>						

# Resume Rubric

200 points

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
<b>Contact Information</b>	Includes name, address, email address, and phone number; name stands out on resume; provides professional e-mail address.	Name does not stand out; email address is too casual.	Missing name, address, email address, or phone number; email used is inappropriate or unprofessional.		X 2	
<b>Employment Objective</b>	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	
<b>Education or Relevant Coursework</b>	Contains complete information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, GPA listed in correct format (if appropriate), includes appropriate honors and awards.	Contains information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, 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	
<b>Relevant Experience and Skills</b>	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	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 reserve 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		X9	

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
	of importance.		listed.			
<b>Achievements and Honors</b>	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in 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	
<b>References</b>	Listed appropriate references and provided complete contact information for references.	References are listed, but not all may be appropriate or not all contact information for references is included.	Inappropriate references are listed; no references listed; no contact information listed.		X2	
<b>Spelling/Grammar/Punctuation</b>	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.		X5	
<b>Format and General Appearance</b>	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	
<b>TOTAL POINTS</b>						

# Electronic Employment Application Rubric

100 points

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
<b>Consistent with Resume</b>	Name, education, experience and other personal information matches information provided on resume.	Name, education, experience and other personal information generally matches information provided on resume.	Name, education, experience and other personal information do not match information provided on resume.		X4	
<b>Grammar/ Punctuation/ Spelling</b>	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.		X6	
<b>Form Completed</b>	Entire application was completed with “N/A” indicated where appropriate.	Majority of the application was completed with few blank fields.	Several blank spaces and missing information.		X4	
<b>Overall Impression</b>	Application was consistent and appropriately highlighted candidates qualifications for the position.	Application was consistent and generally highlighted candidates qualifications for the position.	The application was not consistent and did not highlight candidates qualifications for the position.		X6	
<b>TOTAL POINTS</b>						

# Initial Phone Interview Rubric

50 points

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
<b>First Impression</b>	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	
<b>Response to Questions</b>	Confirmed date, time and location along with contact person/information. Provided complete, accurate and concise answers. Sold themselves without being pushy. Used correct terminology. Communicated knowledge of the related industry. Used time efficiently.	Did not confirm all needed information for interview. Provided some answers, some 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.	Caller had to offer interview and provide information. Unable to answer question s asked. Off-putting presentation (tried to sell self too hard). Used incorrect terminology for event. Did not have a firm knowledge of the related industry.		X5	
<b>Overall Impression</b>	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 without thanking caller or somewhat appropriately (not sure what to do).	Very nervous, not poised (cracks under pressure). Ended call awkwardly and abruptly, did not thank caller or say good-bye, just hung up. Distracted from interview by mannerisms (excessive “ums” or “you know”).		X2	
<b>TOTAL POINTS</b>						

# Personal Interview Rubric

500 points

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
<b>Appearance</b>	<b>Professional dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, conservative accessories.	<b>Dress appropriate:</b> Just not as professional and “put together”, shoes clean, but not polished.	<b>Very disheveled:</b> Dirty shoes, not wearing black shoes.		x 10	
<b>First Impression</b>	<b>Greeting:</b> Appropriate salutation and firm handshake. <b>Introduction:</b> States name <b>Body language:</b> Smiling and pleasant, does not sit until invited, confident in manner.	<b>Greeting:</b> Confident but uneasy, soft handshake. <b>Introduction:</b> States name only when asked. <b>Body language:</b> Rarely smiles, cologne or perfume is distracting.	<b>Greeting:</b> Does not use salutation, very informal. <b>Introduction:</b> Fails to introduce self, fails to shake hands with interviewer. <b>Body language:</b> Obnoxious cologne or perfume, chewing gum.		x 15	
<b>Response to Questions</b>	<b>Used appropriate language for career:</b> Cited relevant examples; 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.	<b>Seemed to know terms associated with career:</b> 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.	<b>Knew some of the language of position, but used incorrectly or did not show understanding of terms:</b> 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	
<b>Communication Skills</b>	<b>Persuasive:</b> Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information	<b>Persuasive:</b> Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions	<b>Persuasive:</b> Answered yes or no to most questions, did not expand on skill set. <b>Confident:</b> Did not appear		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
	<p>beyond question asked.</p> <p><b>Confident:</b> Exhibited self confidence with body language and verbally</p> <p><b>Appropriate volume:</b> Spoke with proper volume for room to be heard clearly; not too loud, not too soft.</p> <p><b>Enunciation/grammar:</b> Avoided words like “git” versus “get and “agin” versus “again”, used proper words when speaking (didn’t use 10 dollar words when a five dollar word will do).</p> <p><b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts.</p> <p><b>Sincere:</b> Expressed true interest in the position they are seeking.</p> <p><b>Poise:</b> Avoids distracting mannerisms, such as drumming fingers or overuse of “uhm” and “you know”.</p> <p><b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward situation through responses.</p>	<p>asked.</p> <p><b>Confident:</b> Exhibited some nervousness, but covered well; voice and body language showed some uncertainty.</p> <p><b>Appropriate volume:</b> Did not modulate volume to express answers, could hear sometimes; but quiet when unsure of response and hard to hear.</p> <p><b>Enunciation/grammar:</b> Some language not appropriate for position applied, used some slang and exhibited some “dialect”.</p> <p><b>Concise:</b> Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized.</p> <p><b>Poise:</b> Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “uhm” or “you know”.</p> <p><b>Discretion/Tact:</b> Most professional in tone and shared information that created little ,if any, awkwardness.</p>	<p>comfortable, nervous, slouched in chair.</p> <p><b>Appropriate volume:</b> Hard to hear answers or volume too loud for room.</p> <p><b>Enunciation/grammar:</b> Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”.</p> <p><b>Concise:</b> Rambled and used run on sentences. Answers were poorly organized and thoughts not clearly expressed.</p> <p><b>Sincere:</b> Seemed uninterested in the position and distracted,</p> <p><b>Poise:</b> demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc., Excessive use of “uhm” and “you know”.</p> <p><b>Discretion/Tact:</b> Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.</p>			
<b>Conclusion</b>	<p><b>Posed appropriate questions of interviewer:</b> e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p><b>Appropriate thanks and exit:</b> Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.</p>	<p><b>Questions posed were somewhat appropriate:</b> Some had no relevance to interview, Incomplete inquiry of the next steps in the interview process, Asked for business card, thanks interviewer and shook hand, but seemed uncertain how to end the interview and exit.</p>	<p><b>Asks no questions:</b> Questions asked (if asked) have no relevance to next steps in the interview process, Ends interview abruptly or awkwardly, exits without thanks or shaking hands.</p>		x 15	
<b>TOTAL POINTS</b>						

# Follow Up Correspondence Rubric

50 points

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 Score
<b>Format</b>	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	
<b>Content</b>	Effectively expressed appreciation and appropriately reiterated their qualities. Expressed interest and appropriately stated provisions for follow-up.	Attempted to express appreciation and generally reiterated their qualities. Generally expressed interest and attempted to state provisions for follow-up.	Did not attempt to express appreciation. Did not attempt to reiterate their qualities. Did not attempt to express interest or state provisions for follow-up.		X3	
<b>Grammar/ Punctuation/ Spelling</b>	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.		X2	
<b>Overall Impression</b>	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	
<b>TOTAL POINTS</b>						

# Networking Activity Rubric

100 points

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
<b>First Impression</b>	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	
<b>Communication Skills</b>	Clearly, confident, sincere and concise. Avoided rambling, is very engaging in the conversation and stays 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	
<b>Making the Connection</b>	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, find 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	
<b>Conclusion</b>	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, exchange contact information, inquired about follow-up options (website, e-mail, company events), left neutral impression upon exit.	Struggled to use appropriate thanks, exchange contact information, inquired about follow-up options (website, e-mail, company events), left negative impression upon exit.		X 3	
<b>TOTAL POINTS</b>						

# Telephone Job Offer Rubric

100 points

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

# Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
<b>CS.05.01. Performance Indicator: Evaluate the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).</b>		
CS.05.01.01.c. Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one's plan of action	All Components 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	
<b>CS.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.</b>		
CS.05.02.01.b. Assess personal skills and align them with potential career opportunities in AFNR pathways.	Application, Resume and Cover Letter	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Interviewing and Networking	
<b>CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.</b>		
CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Interview	
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Interview, Resume, Application and Cover Letter	
<b>CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</b>		
CRP.01.02.01.c. Make and defend personal decisions after analyzing their near- and long-term impacts on self and others.	Interview	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Interview	
<b>CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.</b>		

<b>CRP.01.03.01.c.</b> 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	
<b>CRP.01.03.02.c.</b> 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	
<b>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.</b>		
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	
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
<b>CRP.04.01.01.b.</b> Analyze use of verbal and non-verbal communication strategies in workplace situations.	Preliminary and round 2 Interview	
<b>CRP.04.01.02.c.</b> 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	
<b>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</b>		
<b>CRP.04.02.01.c.</b> Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Cover Letter, Resume and Follow-up	
<b>CRP.04.02.02.c.</b> Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	All written documents	
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
<b>CRP.04.03.01.c.</b> 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	
<b>CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.</b>		
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	
<b>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.</b>		
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	
<b>CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.</b>		
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	