

# JOB INTERVIEW

Participants in the National FFA Employment Skills Leadership Development Event (LDE) get a leg up on their future careers by developing the skills needed to seek employment in the industry of agriculture.

This LDE simulates real-world activities used by employers and tests students' ability to perform effectively throughout the employment process. Students submit a cover letter and resume; complete an application and a telephone interview; and participate in a preliminary face-to-face interview. Students also experience a networking activity that could include an elevator pitch, a meal function or participating at a trade show event and receive a telephone offer where they negotiate for their job opportunity.

In this LDE, students will use many leadership skills including active listening, problem-solving and decision making as well as improve their written and oral communication skills. This event also helps students in their current search for jobs, internships, and part-time and full-time employment in any career field.

## **ALIGNMENT TO AFNR CONTENT STANDARDS & OREGON EMPLOYABILITY SKILLS**

- Employability 01. Adhere to workplace practices
- Employability 02. Exhibit personal responsibility and accountability
- Employability 03. Practice cultural competence
- Employability 04. Demonstrate teamwork and conflict resolution
- Employability 05. Communicate clearly and effectively
- Employability 06. Employ critical thinking to solve problems
- Employability 07. Demonstrate creativity and innovative thinking
- Employability 08. Demonstrate fluency in workplace technologies
- Employability 09. Plan, organize, and manage work
- Employability 10. Make informed career decisions
- 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.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.
- CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.
- 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.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.
- 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.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.
- CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.
- CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.
- 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.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

## **RULES AND REGULATIONS**

1. The contest will be held on the chapter, district, sectional, state prelims, and state final levels. Each district may submit the top three (3) contestants to the sectional contest. The top three (3) sectional

contest winners will compete in the preliminary contest held at the State FFA Convention. The top six (6) contestants from the prelim contest will compete in the state final contest at the State FFA Convention. No awards will be presented at the prelim contest.

2. Each participant's cover letter, résumé and application will be the result of his or her own efforts.

## **EVENT FORMAT**

### **A. EQUIPMENT**

Students are allowed to only bring the following items into the event in a folder & pad folio:

- Writing Utensils
- Blank Paper
- Resume
- Cover Letter
- List of References

### **B. ACTIVITIES**

The event is developed to help participants in their current job search (for SAE projects, part-time and full-time employment). Therefore, the cover letter, résumé 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 résumé for a fictitious job. Instead, they are expected to target the résumé towards a real job that they can qualify for.

Cover Letter Details:

- Single spaced 8 1/2" x 11" plain white paper. The paper is to be single sided only, typed with 10-12 point font and block justified.
- Letter is to be addressed to the "Superintendent of the Career Development Event" and dated for the first day of the event.

Resume Details:

- Single spaced 8 1/2" x 11" plain white paper. The résumé is to be single sided only, typed not to exceed two pages total. Suggested formats can be found in the Greggs Manual.
- Résumé must be non-fictitious and based upon their work history.
- Should include three letters of recommendation
- Should include Reference Page

1. Contestants who have won the right to compete in a sectional CDE must:
  - a. Send their cover, letter, resume (including list of references) & three letters of recommendation to the FFA State Office 10 business days prior to the sectional event by 5:00 pm for scoring.
  - b. There will be a 50-point penalty for late documents. All paperwork received more than 1 hour late will receive a 0.
2. Contestants who have won the right to compete in a state CDE must:
  - a. Send their cover, letter, resume (including list of references) & three letters of recommendation to the FFA State Office two weeks prior to the Friday of State Convention by 5:00 pm for scoring. Documents must include A signed statement of originality of research and composition on form provided. (State CDE)
  - b. There will be a 50-point penalty for late documents. All paperwork received more than 1 hour late will receive a 0.
  - c. All Paperwork listed above will only be scored once at the state level and that score will follow the participant throughout the state CDE.

2. At the State FFA Career Development Event the following will be completed:

- a. **Application (Points - 50)**
  1. Students will complete a standard job application on-site, by 2pm on Thursday of State Convention. They may use their resume & list of references but may have no communication with other people.
- b. **Personal Interview (Points - 300)**
  1. The preliminary round will consist of a 15 minute interview in front of a panel of judges. If interviews are not completed within the 15 minute window, the interview will be ended by the event coordinator and/or judges.
  2. Students participating in the final round will interview with three separate judges one on one. Each interview will last up to twenty minutes.
  3. Materials will be checked prior to entering the interview room and all non allowed items must be left outside the door.

**PRELIMINARY ROUNDS**

Seating of the individuals in the preliminary round will be done by the use of the written cover letter and resume score. The number of individuals in each flight will be determined prior seating. Interview orders will be published by State Staff.

The raw number score of the paperwork will be used to assign rooms by moving down the order (ie. top score goes to room 1, second top goes to room 2, third goes to room 3, four goes to room 1 again, and so on)

The top 2 from each preliminary room will move on to the finals.

**TIEBREAKERS**

Ties will be broken based on a follow-up telephone interview with the final round judges. Chapter advisors will be notified by State Staff if a tiebreaker interview is needed. The interview will take no more than 3 minutes.

**POINT DEDUCTIONS**

There will be a 10% reduction made to all cover letters and resumes not turned in on time.

If a contestant shows up more than 10 minutes late for the start of the CDE, they will be disqualified unless prior arrangements have been made.

Any cover letters, resumes, and references that are more than 1 hour late will receive a 0.

**RESULTS TABULATION**

1. Each personal interview judge will independently score each contestant using the provided scorecards.
2. Letters of recommendation will be scored out of 30 points, with points being awarded for 3 completed letters of recommendation attached to paperwork.
3. Separate judges will score Resume & Cover Letters before the competition. Preliminary round judges will judge the Applications. All paperwork scores will be used to create a raw score average to follow them throughout the contest.
4. Judges will handover personal interview scores to the coordinator to be added to a spreadsheet of all scoring information to be used for the final scoring.
5. The event superintendent & state staff will create an overall rank, based on the combination of judges scores using a spreadsheet, as shown below. High score wins.

Contestant	Personal Interview 300	Resume 230	Cover Letter 100	Application 50	Total Raw Score	Ranking



## Job Interview: Cover Letter

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

Indicator	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Format and General Appearance</b>	Does not exceed one page without overcrowding; margins are acceptable; font size and style are readable (10-12pt); 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 (10-12pt); uses appropriate business format, date, and address at top; not addressed to appropriate person; inappropriate signature block.	Exceeds 1 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.		<b>x4</b>	
<b>Introductory Paragraph</b>	Clearly identifies position they are applying for; states how they heard about the position, states why they are interested in the position; uses wording to attract readers attention	Identifies the 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 the position they are seeking; no description of how you heard about the position; does not grab the reader's attention.		<b>x4</b>	
<b>Skills and Experiences</b>	Identifies 2-3 qualifications for the job; indicates how their education has prepared them for this job; states they are interested in the position; skills and experiences are consistent with resume; refers to resume	Identifies 1-2 qualifications for the job; indicates how their education has prepared them for this job; provides a vague explanation of why they are interested in the job; skills and experiences are somewhat consistent with resume; refers to resume	Does not identify relevant qualifications for the job; does not indicate how their education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; doesn't not mention resume		<b>x4</b>	
<b>Closing Paragraph</b>	Thanks reader for taking the time to read their cover letter; provides appropriate contact information; makes appropriate provisions for follow up	Thanks reader for taking the time to read their cover letter; provides appropriate contact information, but leaves reader to pursue a follow up.	Does not thank the reader for reading their cover letter; does not mention a plan for follow up; does not provide any contact information.		<b>x3</b>	
<b>Spelling/ Grammar/ Punctuation</b>	Spelling, grammar, and punctuation are extremely high quality with 2 or less errors in the document	Spelling, grammar, and punctuation are adequate with 3 to 5 errors in the document	Spelling, grammar, and punctuation are less than adequate with 6 or more errors in the document.		<b>x5</b>	

## Job Interview: Employment Application Scorecard

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

Indicator	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Consistent with Resume</b>	Name, education, experience, and other personal information matches information provided on resume	Name, education, experience, and other personal information generally matches information provided on resume	Name, education, experience, and other personal information do not match information provided on resume		x2	
<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.		x3	
<b>Form Completed</b>	The entire application was completed with "n/a" indicated where appropriate.	The majority of the application was completed with few blanks.	Several blank spaces and missing information; "n/a" used inappropriately		x2	
<b>Overall Impression</b>	The 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.		x3	

**TOTAL POINTS** \_\_\_\_\_ /50

## Job Interview: Personal Interview Scorecard

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

Indicator	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
Appearance	<b>Professionally dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, conservative accessories	<b>Dressed appropriately:</b> Just not as professional and “put together”, shoes clean, but not polished; conservative accessories	<b>Very disheveled:</b> Dirty shoes, not wearing black shoes, inappropriate accessories.		x4	
First Impression	<b>Greetings:</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>Greetings:</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>Greetings:</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.		x7	
Responses to Questions: Position Knowledge	Used appropriate terms for position; cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position.	Seems to know terms associated with position; cited several relevant examples, but list is incomplete, knew about position, but conveyed incomplete picture; unsure of education or experience required for position.	Knew some of the terms with position but used incorrectly or did not show understanding of terms; unable to cite or provide relevant examples; position education and requirements not known or does not match applicants skill set.		x6	
Responses to Questions: Skills Related to Position	Discussed skills gained through school or past jobs and how they are relevant to current position applied; abilities described match resume.	Described incomplete list of skills gained through school and past jobs and relevance to current position applied; abilities mostly match resume.	Unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume.		x6	
Responses to Questions: Communication Details	Responses are concise and logically communicated; responses are not “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 describes overall	Responses seem rehearsed and somewhat disorganized; provided some depth to description of skills, not just a list; provided some depth to response to questions, some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	Responses were “canned” with little logical progression, mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of person’s abilities.		x6	

	abilities.					
Communication Skills: Non-Verbals	Maintained optimal eye contact; used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement; exhibited poise (cool under pressure)	Maintained appropriate eye contact; seemed nervous under pressure, which impacted poise , pleasantness	Interview lacked engagement as evidenced by lack of eye contact, appeared very nervous, not poised (cracks under pressure)		x4	
Communication Skills: Persuasiveness	Led the interview in a direction that enabled them to expand so their skills were expressed, and took initiative to add information beyond questions asked.	Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.	Answered yes or no to most questions; did not expand on skill sets.		x3	
Communication Skills: Verbal	<b>Appropriate volume:</b> Spoke with proper volume to be heard clearly; not too loud, not too soft. <b>Enunciation/grammar :</b> Enunciation clearly and avoid informal dialect used proper words when speaking (didn't use 10 dollar words when a 5 dollar word would do) <b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts.	<b>Appropriate volume:</b> Did not modulate volume to express answers; could be heard sometimes but was quiet when unsure of responses and was hard to hear. <b>Enunciation/grammar:</b> Some language not appropriate for position applied; used some slang and exhibited some "dialect" <b>Concise:</b> Some questions were answered in a rambling fashion, but made a point; thoughts were logical but somewhat disorganized.	<b>Appropriate volume:</b> Volume was either too soft to hear answers or too loud for the room. <b>Enunciation/grammar:</b> Used overly complex or simplistic language; sprinkled in slang and exhibited dialect. <b>Concise:</b> Rambled and used run-on sentences; answers were poorly organized and thoughts not clearly expressed.		x8	
Communication Skills: Poise and Confidence	<b>Confident:</b> Exhibited self-confidence with body language and verbal communication <b>Sincere:</b> Expressed true interest in the position they were seeking. <b>Poise:</b> Avoids distracting mannerisms, such as drumming fingers or overuse of "um" and "you know" <b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward	<b>Confident:</b> Exhibited some nervousness, but recovered well; voice and body language showed some uncertainty <b>Sincere:</b> Seemed somewhat interested in the position and was slightly distracted <b>Poise:</b> Seemed comfortable with some nervousness; caught self before exhibiting distracting mannerisms; rarely used "um" and "you know" <b>Discretion/Tact:</b> Most	<b>Confident:</b> Exhibited self-confidence with body language and verbal communication <b>Sincere:</b> Expressed true interest in the position they were seeking. <b>Poise:</b> Avoids distracting mannerisms, such as drumming fingers or overuse of "um" and "you know" <b>Discretion/Tact:</b> Shared information that may be seen as personal about someone else that created awkwardness,		x7	

	situation through responses.	professional in tone and shared information that created little , if any awkwardness.	appeared unprofessional.			
Conclusion: Participant Questions	Posed appropriate questions (e.g., when notification of selection will occur and how); clarified next steps, inquired about the next step in the interview process (e.g., if there will be additional interviews, etc.)	Questions posed were somewhat appropriate; some had no relevance to interview, incomplete inquiry of the next steps in the interview process	Asks no questions or if questions were asked, questions have no relevance to the next step in the interview process.		x6	
Conclusions: Next Steps	Asked for business card, thanked interviewer confidently stood and shook hands prior to exiting room	Asked for a business card, thanked the interviewer and shook hands, but seemed uncertain how to end the interview and exit.	Did not ask for a business card, ended interview abruptly or awkwardly; exited without expressing thanks or shaking hands.		x3	

**Total Points** \_\_\_\_ /**300**

## Job Interview: Résumé Scorecard

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

Indicator	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Contact Information</b>	Includes name, address, email address and phone number; name stands out on resume; provides professional email 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		<b>x3</b>	
<b>Education and Relevant Coursework</b>	Contains complete information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; GPA listed in correct format (if appropriate), includes appropriate honors and awards.	Contains information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; inappropriate GPA listed, includes appropriate honors and awards	Information not listed in reverse chronological order; important information is missing ; information not listed in correct format.		<b>x7</b>	
<b>Relevant Experience and skill</b>	Entries are listed in reverse chronological order; company name, job title, location and employment dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments; results are quantified bullets are listed in order of importance.	Entries are listed in reverse chronological order; company name, job title, location and employment dates are included; entries have a pattern of one type of error; action verbs are weak, verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences.	Entries are not listed in chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verbs 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.		<b>x10</b>	
<b>Achievements and Honors</b>	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reverse chronological order.	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors; listed in reverse chronological order.	Achievements and honors not listed reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.		<b>x5</b>	
<b>References</b>	Listed appropriate references and provided	References are listed, but not all are	Inappropriate references are listed;		<b>x2</b>	

	complete contact information for references	appropriate or not all contact information for references in included.	no references listed; no contact information listed.			
<b>Spelling/Grammar/Punctuation</b>	Spelling, grammar, and punctuation are extremely high quality with 2 or less errors in the document.	Spelling, grammar, and punctuation are adequate with 3 to 5 errors in the document.	Spelling, grammar, and punctuation are less than adequate with 6 or more errors in the document.		<b>x5</b>	
<b>Format and General Appearance</b>	Does not exceed 2 pages without overcrowding; margins are acceptable; font size and style are readable (10-12pt); headings reflect content and content substantiates headings; resume is targeted to job.	Does not exceed 2 pages; appears overcrowded; margins are acceptable; font size and style are readable (10-12 pt); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job	Exceeds 2 pages; margins are inappropriate; font style is unreadable; font size is too small or too large.		<b>x8</b>	
<b>Letters of Recommendation</b>	Includes 3 letters of recommendation	Includes 2 letters of recommendation	Includes 1 letter of recommendation		<b>x6</b>	

**TOTAL POINTS**     /230

## Job Interview – For Tie Breaker

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

### Telephone Interview Scorecard

	Possible Points	Score
Introduction	22	
Initiative	22	
Communicated Effectively	26	
Exhibited Ambition and Efficiency	30	
Diplomatic and courteous	26	
Asked appropriate follow up questions	24	
<b>Grand Total</b>	<b>150</b>	

This form to be used for winners that will be competing in the State Event

**CERTIFICATION FORM  
FOR  
FFA JOB INTERVIEW CONTESTANTS**

I hereby certify that all materials submitted as part of my job application, including my resume, cover letter, and any supporting documents, are the result of my own effort and accurately represent my experiences, qualifications, and abilities. I understand that while I may utilize career development resources, professional guidance, or publicly available information when preparing my application materials, any direct quotations, data, or referenced information from external sources must be appropriately acknowledged. Misrepresenting information, presenting the work of others as my own, or failing to properly attribute sourced material constitutes plagiarism or falsification and may result in disqualification from consideration.

\_\_\_\_\_  
Signature of Contestant

\_\_\_\_\_  
Date

APPROVED: \_\_\_\_\_

Agricultural Science & Technology Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chapter