

Employment Skills LDE

(rev. Oct 2023)

Purpose

The Employment Skills LDE is designed for FFA Members to develop, practice and demonstrate skills needed for seeking employment in the agricultural industry. Each part of the event simulates, as closely as possible, real-world activities that will be used by real-world employers.

Eligibility

The participant must be an active member of a chartered Delaware FFA Chapter and enrolled in grades 9, 10, 11, or 12.

Event Procedures

- A. The Delaware FFA Employment Skills LDE Preliminaries will be limited to two (2) participants per chapter. The top 8 will move on to compete at State Convention.
- B. Members must wear official dress for this LDE.
- C. All written materials, including cover letter, resume, etc., will be the result of each participant's own efforts.
- E. No advisor of a competing student may be present in the room during an LDE presentation.
- F. Participants will not be allowed to possess any personal electronic devices (i.e. cell phones, smart watches, air pods, etc) other than those approved by event officials. Participants who possess personal electronic devices without prior approval of the event officials will be disqualified from the event.

Event Format

A. Equipment

- 1. Participants should bring the following items to the event:
 - a. Writing Utensils
 - b. Blank paper
 - c. Resume
 - d. Cover letter
 - e. List of references
 - f. Business cards
 - g. Padfolio
- 2. The following items are not permitted:
 - a. Letters of reference
 - b. Samples of work
 - c. Pictures
 - d. Personal pages

B. Activities

The event is developed to help participants in their current job search (for SAE projects, internships, part-time and full-time employment). Therefore, the cover letter, 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; they must utilize their actual experience. They are expected to target the résumé toward a real job for which they presently qualify.

By January 9th, participants will submit the following:

- a. Cover Letter - 100 Points
 - i. Five copies of 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.
 - ii. The letter is to be dated for the first day of the state event and addressed to:

Dr. Bart Gill

Employment Skills LDE Superintendent
401 Federal Street, Suite 2
Dover, DE 19901

- b. Resume - 200 Points
 - i. Five copies of the resume should not exceed two pages total. Resume must be non-fictitious and based upon actual work history. Participants may use the resume generator at ffa.org.
- c. Copies of the cover letter and resume must be uploaded to the National FFA prior to the National FFA Convention at which the participant is competing.
 - i. A penalty of 10% 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.

At the state event, the participant will complete:

- a. Electronic Employment Application - 50 points- Participants will complete a standard job application on-site, prior to the personal interview at Preliminaries
- b. Initial Contact Interview—200 Points (Prelims only)
 - i. The initial contact will last four to five minutes. Event officials will indicate at the time of sign-up if the contact will be made by phone or through an online platform. Students will sign up for an interview time when they complete their job application online. The participant and the potential employer will meet to arrange a preliminary interview time. The potential employer may ask questions regarding aspects of the participant's resume.
- c. Personal Interview—300 Points at Preliminaries and 500 at State Convention)
 - i. The personal interview will be with a panel of judges. Each interview will last twenty minutes.
- d. Follow-Up Correspondence—75 Points (State Convention)
 - i. Participants will submit follow-up correspondence after the interview. Participants will be provided with necessary materials to compose a follow-up correspondence. Correspondence may include, but is not limited to, one of the following: e-mail, hand-written note or typed letter. Participants will have 30 minutes to complete the follow-up correspondence.

- e. Networking Activity—100 points (State Convention)
Final participants will be given a networking scenario in which they will be expected to formulate a 2-3 minute extemporaneous response to one or more judges. Scenarios may include, but are not limited to, meal function, mixer, career show or elevator pitch.
- f. Telephone Job Offer - 100 Points (State Convention)

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.

| Activity | Prior to Prelims (by Jan. 9th) | Preliminaries | State Convention |
|---------------------------|--------------------------------|---------------|------------------|
| Cover Letter | 100 | 100 | N/A |
| Resume | 200 | 200 | N/A |
| Application | N/A | 50 | N/A |
| Initial Contact | N/A | 200 | N/A |
| Personal Interview | N/A | 300 | N/A |
| Personal Interview Finals | N/A | N/A | 500 |
| Follow-up Letter | N/A | N/A | 75 |
| Networking | N/A | N/A | 100 |
| Job Offer | N/A | N/A | 100 |
| TOTAL POSSIBLE | 300 | 850 | 775 |

Scoring

All students will be evaluated in the preliminary round. The eight students with the top scores will advance to the final round.

Tiebreakers

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

Awards

Awards will be presented during a session at the Delaware FFA State Convention. The top 3 individuals in the state will be recognized on stage. The first place winner will receive a plaque and pin, and sponsorship to Big E and National FFA Convention through Delaware FFA Foundation sponsor in 2019: Delaware Association of Agriscience Educators

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

Cover Letter Rubric

100 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| INDICATOR | Strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Points Earned | Weight | Total Points |
|---------------------------------------|---|--|--|---------------|--------|--------------|
| 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 | Clearly identifies position they are applying for; states how they heard about the position; states why they are interested in the position; uses wording to attract reader's attention | Identifies position they are applying for; does not state how they found the job; vaguely describes why they are interested in the job; introduction is bland and not attention catching | Does not clearly identify position they are seeking; no description of how you heard about the position; does not grab the reader's attention | | X 4 | |
| Skills and Experiences | Identifies two to three qualifications for the job; indicates how their education has prepared them for this job; states they are interested in the position; skills and experiences are consistent with resume; refers to resume | Identifies one to two qualifications for the job; indicates how their education has prepared them for this job; provides a vague explanation of why they are interested in the job; skills and experiences are somewhat consistent with resume; refers to resume | Does not identify relevant qualifications for the job; does not indicate how their education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume | | X 4 | |
| Closing Paragraph | Thanks reader for taking time to read their cover letter; provides appropriate contact information; makes appropriate provisions for follow up | Thanks reader for taking time to read their cover letter; provides appropriate contact information, but leaves reader to pursue a follow up | Does not thank reader for reading their cover letter; does not mention a plan for follow up; does not provide any contact information | | X 3 | |
| 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 | | X 5 | |
| TOTAL POINTS | | | | | | |

Resume Rubric

200 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| Indicator | Strong evidence of skill 5–4 points | Moderate evidence of skill 3–2 points | Weak evidence of skill 1–0 points | Points Earned | Weight | Total Points |
|--|---|--|--|---------------|--------|--------------|
| 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 3 | |
| Education and 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; inappropriate GPA listed, includes appropriate honors and awards | Information not listed in reverse chronological order; important information missing; information not listed in correct format | | X 7 | |
| Relevant Experience and Skills | Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments; results are quantified; bullets are listed in order of importance | Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences | Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed | | X 10 | |
| 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 | | X 5 | |

| Indicator | Strong evidence of skill 5–4 points | Moderate evidence of skill 3–2 points | Weak evidence of skill 1–0 points | Points Earned | Weight | Total Points |
|---------------------------------------|--|--|---|---------------|--------|--------------|
| 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 | | X 2 | |
| 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 | | X 5 | |
| 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 | | X 8 | |
| TOTAL POINTS | | | | | | |

Electronic Employment Application Rubric

50 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| Indicator | Strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Points Earned | Weight | Total Points |
|-------------------------------------|--|--|--|---------------|--------|--------------|
| 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. | | x 2 | |
| 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 | | x 3 | |
| 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; "N/A" used inappropriately | | x 2 | |
| 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 | | x 3 | |
| TOTAL POINTS | | | | | | |

Initial Screening Interview Rubric

200 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| INDICATOR | Strong evidence of skill 5–4 points | Moderate evidence of skill 3–2 points | Weak evidence of skill 1–0 points | Points Earned | Weight | Total Points |
|--|--|--|---|---------------|--------|--------------|
| Appearance and First Impression | Introduced self when joining the call; sat at comfortable distance from camera; background was free from distractions; dressed appropriately; spoke clearly and articulately with no hesitation; used appropriate tone, spoke at right pace to be clear, pronounced words clearly; exhibited confident tone, did not demonstrate nervousness | Incomplete introduction; sat at comfortable distance from camera; background was appropriate with minimal distractions; dressed appropriately; spoke clearly and articulately, but with some hesitation; used appropriate tone, spoke at right pace, but showed some nervousness; pronunciation of words was usually clear, but sometimes vague | Did not introduce self upon joining call; sat too far or too close from camera; background was distracting; dressed too casually for interview; did not use appropriate tone, frequently hesitated when speaking; pace was too fast; appeared nervous; pronunciation of words is difficult to understand or was unclear | | X 5 | |
| 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 together to form a picture of qualifications. | Knew some of the language of position, but used incorrectly or did not show understanding of terms: Unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume; responses seemed “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities | | x 14 | |
| Communication Skills | Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked. Confident: Exhibited self-confidence with body language and verbally | Persuasive: Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty Appropriate volume: Did | Persuasive: Answered yes or no to most questions; did not expand on skill set Confident: Did not appear comfortable, nervous, slouched in chair Appropriate volume: Hard to hear answers or volume too loud | | | |

| INDICATOR | Strong evidence of skill 5–4 points | Moderate evidence of skill 3–2 points | Weak evidence of skill 1–0 points | Points Earned | Weight | Total Points |
|---------------------|--|--|--|---------------|--------|--------------|
| | <p>Appropriate volume: Spoke with proper volume to be heard 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>Sincerity: Expressed true interest in the position they were seeking</p> <p>Poised: 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>Non-Communication Skills: Maintained optimal eye contact; used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement; exhibited poise (cool under pressure)</p> | <p>not modulate volume to express answers, could hear sometimes; but was quiet when unsure of response and hard to hear</p> <p>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>Sincerity: Seemed interested in the position they were seeking</p> <p>Poised: 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>Non-Communication Skills: Maintained appropriate eye contact; seemed nervous under pressure, which impacted poise, pleasantness</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>Sincerity: Seemed uninterested in the position and distracted</p> <p>Poised: 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> <p>Non-Communication Skills: Interview lacked engagement as evidenced by lack of eye contact with camera; appeared very nervous, not poised (cracks under pressure)</p> | | x 14 | |
| Conclusion | <p>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 contact information, ended call appropriately and smoothly (thanked caller, said good-bye);</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 contact information, ended interview professionally, but seemed uncertain how to end the interview and leave meeting</p> <p>Somewhat thanks interviewer and exit: Ended call somewhat appropriately (not sure what to do) or without thanking caller.</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 interview unprofessionally</p> <p>Did not thank interviewer and exit: Ended call awkwardly and abruptly; did not thank caller or say good-bye, just hung up;</p> | | x 7 | |
| TOTAL POINTS | | | | | | |

Preliminary Personal Interview Rubric

300 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| INDICATOR | Strong evidence of skill 5–4 points | Moderate evidence of skill 3–2 points | Weak evidence of skill 1–0 points | Points Earned | Weight | Total Points |
|------------------------------|---|---|--|---------------|--------|--------------|
| Appearance | Professionally dress/groomed: Follows standard dress code, polished shoes, clothes pressed, conservative accessories | Dress appropriately: Just not as professional and “put together”; shoes clean, but not polished; conservative accessories | Very disheveled: Dirty shoes, not wearing black shoes, inappropriate accessories | | x 6 | |
| 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 9 | |
| 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 together to form a picture of qualifications. | Knew some of the language of position, but used incorrectly or did not show understanding of terms: Unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume; responses seemed “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities | | x 18 | |
| Communication Skills | Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked. Confident: Exhibited | Persuasive: Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. Confident: Exhibited some nervousness, but covered well; voice and | Persuasive: Answered yes or no to most questions; did not expand on skill set Confident: Did not appear comfortable, nervous, slouched in chair Appropriate volume: Hard to hear answers or | | | |

| INDICATOR | Strong evidence of skill 5–4 points | Moderate evidence of skill 3–2 points | Weak evidence of skill 1–0 points | Points Earned | Weight | Total Points |
|---------------------|---|--|--|---------------|--------|--------------|
| | <p>self-confidence with body language and verbally</p> <p>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>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>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 18 | |
| 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 9 | |
| TOTAL POINTS | | | | | | |

Follow-Up Correspondence Rubric (Thank-You Note)

75 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| INDICATOR | Strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Points Earned | Weight | Total Score |
|---|---|---|--|---------------|--------|-------------|
| Format | Follow-up was directed to the appropriate person with an appropriate address and salutation. The level of formality and was appropriate for the type of correspondence. | Follow-up was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality and was generally appropriate for the type of correspondence. | Follow-up was not directed to the appropriate person. No address or salutation was included. The level of formality and was not appropriate. | | x 3 | |
| 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 | | x 5 | |
| 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. | | x 4 | |
| Overall Impression | Follow-up was appropriate length, writing was neat and legible, completed appropriate sections of thank-you note, envelope addressed correctly | Follow-up was appropriate length, writing was somewhat legible, completed appropriate sections of thank-you note, envelope addressed correctly | Follow-up was too short, writing was illegible, did not complete appropriate sections of thank you note, envelope addressed incorrectly | | x 3 | |
| TOTAL POINTS | | | | | | |

Final Personal Interview Rubric

500 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| INDICATOR | Strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Points Earned | Weight | Total Points |
|------------------------------|---|---|--|---------------|--------|--------------|
| 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 together to form a picture of qualifications. | Knew some of the language of position, but used incorrectly or did not show understanding of terms: Unable to cite or 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 | |
| Communication Skills | Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond | Persuasive: Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. | Persuasive: Answered yes or no to most questions; did not expand on skill set Confident: Did not appear comfortable, | | | |

| INDICATOR | Strong evidence of skill 5–4 points | Moderate evidence of skill 3–2 points | Weak evidence of skill 1–0 points | Points Earned | Weight | Total Points |
|-----------------------------------|--|--|---|---------------|--------|--------------|
| Communication Skills cont. | <p>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>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>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> | | 30 | |
| 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 | | | | | | |

Networking Activity Rubric

100 POINTS

Name _____

Member Number _____

Chapter _____

State _____

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

Telephone Job Offer Rubric

100 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| INDICATOR | Strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Points Earned | Weight | Total Points |
|---|--|--|---|---------------|--------|--------------|
| 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 | | | | | | |

Follow-Up Correspondence Rubric (E-mail)

75 POINTS

Name _____

Member Number _____

Chapter _____

State _____

| INDICATOR | Strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Points Earned | Weight | Total Score |
|---|--|--|--|---------------|--------|-------------|
| Format | Follow-up was directed to the appropriate person with an appropriate salutation and title. The level of formality and tone was appropriate for the type of correspondence. | Follow-up was directed to the appropriate person with an appropriate salutation and title with minor errors. The level of formality and tone was generally appropriate for the type of correspondence. | Follow-up was not directed to the appropriate person. No salutation or title was included. The level of formality and tone was not appropriate. | | x 3 | |
| 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 | | x 5 | |
| 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. | | x 4 | |
| Overall Impression | Follow-up was appropriate length, provides complete follow-up information, follows appropriate netiquette guidelines (avoids ALL CAPS, sarcasm, and exclamation points) | Follow-up was appropriate length, provides most follow-up information, follows appropriate netiquette guidelines (avoids ALL CAPS, sarcasm, and exclamation points) | Follow-up was too short, no follow-up information provided, does not follow netiquette guidelines (uses ALL CAPS, sarcasm, exclamation points) | | x 3 | |
| TOTAL POINTS | | | | | | |