I. OVERVIEW

The FFA Job Interview LDE is an individual event. The event is developed to help participants in their current job search for part-time and full-time employment.

II. PURPOSE

The FFA Job Interview LDE is designed for FFA members to develop, practice, and demonstrate skills needed in seeking employment in the agricultural industry. Each part of the event simulates "real world" activities that will be used by real world employers.

III. ELIGIBILITY

This event is open to students in grades 9-12 who are agricultural education students and are paid members of a chartered FFA chapter. Each student's name must appear on the chapter's FFA roster at least 10 days prior to competition above the chapter level.

IV. SPECIAL NEEDS REQUEST

To report any special needs or request special services for a student to compete in a Career Development Event or FFA Award area (Area or State level), it is the responsibility of the FFA advisor to provide a detailed and specific request and explanation in writing. Requests should include written documentation from the school system verifying the IEP and need being requested. Written requests must be submitted to the LDE Superintendent prior to registering for the LDE/event (at least 3 weeks prior to the date of competition).

V. RULES

1. The Job Interview event is limited to one participant per chapter on the area level and two students per area on the state level.
2. This event will follow the general procedure established for all Georgia FFA Career Development Events.
3. Each participant's cover letter resume and application will be the results of his or her own efforts.
4. Participants should follow any instructions given by the event superintendent.
5. It is highly recommended that students wear official dress as outlined in the Official FFA Manual.
6. Participants shall be ranked in numerical order based on the final score to be determined by each judge without consultation. The judges' ranking of each participant then shall be added, and the winner will be the participant whose total ranking is the lowest. Other placings will be determined in the same manner.
7. The State FFA Executive Committee and their appointees will oversee this event.

VI. EVENT FORMAT

The following material should be completed before the event and should be printed on white paper. These items must reflect the participants' current skills and abilities and must be targeted to an agricultural job for which they would like to apply and can presently qualify.

A) Cover Letter
  i. The cover letter should be typed, one page, single spaced, left justified using Times New Roman or Arial 11-point minimum font.
  ii. The letter should be dated for the day of the state event and addressed to the State Job Interview CDE Superintendent.

B) Resume
  i. The resume is to be single sided, typed using Times New Roman or Arial 11 point minimum font. The resume should not exceed two pages total.
  ii. Resume paper is acceptable. Do NOT use cardstock or colored paper for the event.

The state Job Interview LDE will be conducted in two rounds, Preliminary and Final.

1. The **Preliminary Round** will consist of 12 participants separated into 2 brackets (6 participants in each). Students competing in the preliminary round will complete at the event:
   A) Application
     i. Participants will complete a standard job application. Students will have 30 minutes to complete the application.
   B) Personal Interview
     i. The preliminary round interview will be with a panel of judges. Each interview will last a maximum of 15 minutes.
   C) Follow Up Correspondence
     i. Participants will submit follow-up correspondence after the interview. Members will be supplied the necessary materials to compose the 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.

2. The **Final Round** will consist of 4 participants, the top 2 from each preliminary bracket. Cover letter, resume, and application scores from the preliminary round will be carried over for the participants advancing to the final round. Students competing in the final round will complete:
   A) Personal Interview
     i. The final round interview will be conducted with a different panel of judges than the preliminary round. Each interview will last a maximum of 15 minutes.
   B) Follow Up Correspondence
     i. Participants will submit follow-up correspondence after the interview. Members will be supplied the necessary materials to compose the 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.

Participants are allowed to bring the following items to the event: writing utensils, blank paper, resume, cover letter, list of references, business cards, and pad folio. The following items are not permitted: letters of reference, samples of work, pictures, and personal pages.

Please refer to the 2017-2021 Job Interview Handbook for more information about written material and event activities.

VII. SCORING
Cover Letter …………………………………………………………………100 points
Resume…………………………………………………………………..200 points
Application……………………………………………………………100 points
Personal Interview…………………………………………………………500 points
Follow Up Correspondence……………………………………………………50 points

VIII. TIE BREAKERS
Tiebreakers will be settled in the following order:
1. Greatest number of low ranks
2. Highest personal interview score
3. Highest raw point score

IX. AWARDS
 Awards shall be determined each year by the Board of Trustees of the Georgia FFA Foundation. The event is made possible through the Georgia FFA Foundation as a special project of an industry sponsor or from the Foundation General Fund.

X. REFERENCES
National FFA Career Development Events Handbook (2017-2021) and references listed therein.

XI. ADDITIONAL RESOURCES (Not official references)
College and University Career Services websites (Ex. University of Georgia, Oklahoma State University, Purdue University, etc.)
Reference scorecards for each event activity.

Cover Letter Rubric (100 points)

Student name: _____ Chapter: _____

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Format and General Appearance	Does not exceed one page without overcrowding; margins are acceptable; font size and style is readable (10-12 pt); uses appropriate business format, date and address at top; addressed to appropriate person; appropriate signature block.	Does not exceed one page without overcrowding; margins are acceptable; font size and style is readable (10-12 pt); uses appropriate business format, date and address at top; not addressed to appropriate person; inappropriate signature block.	Exceeds one page; margins are inappropriate; font style is unreadable; font size is too small or too large; no signature; no date or address; no inside address; not in appropriate business format.		X 4	
Introductory Paragraph	Identifies position they are applying for; states how they heard about the position; states why they are interested in the position; uses wording to attract reader's attention.	Identifies position that are applying for; does not state how they found the job; vaguely describes why they are interested in the job; introduction is bland and not attention catching.	Does not clearly identify position they are seeking; no description of how you heard about the position; does not grab the reader's attention.		X4	

Skills and Experiences	Identifies two to three strongest qualifications for the job; indicates how education has prepared them for this job; states why you are interested in the position; skills and experiences are consistent with resume; makes reference to resume.	Identifies one to two qualifications for the job; indicates how education has prepared them for this job; provides a vague explanation of why interested in the job; skills and experiences are somewhat consistent with resume; makes reference to resume.	Does not identify relevant qualifications for the job; does not indicate how education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume.	X4	
Closing Paragraph	Thanks reader for taking time to read; provides appropriate contact information; makes appropriate provisions for follow up.	Thanks reader for taking time to read; provides contact information, but makes reader to assume a follow up.	Does not thank reader; does not mention a plan for follow up; does not provide any contact information.	X3	
Spelling/ Grammar/ Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.	X5	

TOTAL POINTS

Resume Rubric (200 Points)

Student Name: _____ Chapter: _____

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Contact Information	Includes name, address, email address, and phone number; name stands out on resume; provides professional e-mail address.	Name does not stand out; email address is too casual.	Missing name, address, email address, or phone number; email used is inappropriate or unprofessional.		X 2	
Employment Objective	Focused objective that states how employee will help company achieve its goals.	Focused objective that states what you want from the company.	No objective identified.		X2	
Education or Relevant Coursework	Contains complete information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, GPA listed in correct format (if appropriate), includes appropriate honors and awards.	Contains information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, may show gaps in work history; inappropriate GPA listed, includes appropriate honors and awards.	Information not listed in reverse chronological order, important information missing, information not listed in correct format.		X7	
Relevant Experience and Skills	Entries are listed in reverse chronological order; company name, title, location, and dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's	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		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
	impact/accomplishments; results are quantified; bullets are listed in order of importance.		listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed.			
Achievements and Honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reserve chronological order.	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors; listed in reserve chronological order.	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.		X5	
References	Listed appropriate references and provided complete contact 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	
Spelling/Grammar/Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.		X5	
Format and General Appearance	Does not exceed two pages without overcrowding; margins are acceptable; font size and style is readable (10-12 point); headings reflect content and content substantiates headings; resume is targeted to job.	Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style is readable (10-12 point); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job.	Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large.		X8	
					TOTAL POINTS	

Employment Application Rubric (100 Points)

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

TOTAL POINTS

Personal Interview Rubric (500 Points)

Student Name: _____ Chapter: _____

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Appearance	**Professional dress/groomed:** Follows standard dress code, polished shoes, clothes pressed, conservative accessories.	**Dress appropriate:** Just not as professional and "put together", shoes clean, but not polished.	**Very disheveled:** Dirty shoes, not wearing black shoes.		x 10	
First Impression	**Greeting:** Appropriate salutation and firm handshake. **Introduction:** States name **Body language:** Smiling and pleasant, does not sit until invited, confident in manner.	**Greeting:** Confident but uneasy, soft handshake. **Introduction:** States name only when asked. **Body language:** Rarely smiles, cologne or perfume is distracting.	**Greeting:** Does not use salutation, very informal. **Introduction:** Fails to introduce self, fails to shake hands with interviewer. **Body language:** Obnoxious cologne or perfume, chewing gum.		x 15	

Response to Questions	**Used appropriate language for career:** Cited relevant examples; evidence knowledge of career field (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound "canned"; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; establish a "theme" that overall describes their abilities.	**Seemed to know terms associated with career:** Some holes, cited several relevant examples; but list 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 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 question asked. **Confident:** Exhibited self confidence with body language and verbally **Appropriate volume:** Spoke with proper volume for room to be heard clearly; not too loud, not too soft. **Enunciation/grammar:** Avoided words like "git" versus "get and "agin" versus "again", used proper words when speaking (didn't use 10 dollar words when a five dollar word will do). **Concise:** Avoided run-on sentences and answered with logical and organized thoughts. **Sincere:** Expressed true interest in the position they are seeking. **Poise:** Avoids distracting mannerisms, such as drumming fingers or overuse of "uhm" and	**Persuasive:** Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty. **Appropriate volume:** Did not modulate volume to express answers, could hear sometimes; but quiet when unsure of response and hard to hear. **Enunciation/grammar:** Some language not appropriate for position applied, used some slang and exhibited some "dialect". **Concise:** Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized. **Poise:** Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used "uhm" or "you know".	**Persuasive:** Answered yes or no to most questions, did not expand on skill set. **Confident:** Did not appear comfortable, nervous, slouched in chair. **Appropriate volume:** Hard to hear answers or volume too loud for room. **Enunciation/grammar:** Used overly complex or simplistic language, sprinkled in words like "git" versus "get" and "agin" versus "again". **Concise:** Rambled and used run on sentences. Answers were poorly organized and thoughts not clearly expressed. **Sincere:** Seemed uninterested in the position and distracted, **Poise**: demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc.; Excessive use of "uhm" and "you know". **Discretion/Tact:** Shared	x 30	

	"you know". **Discretion/Tact:** Shared appropriate information and did not create an awkward situation through responses.	**Discretion/Tact:** Most professional in tone and shared information that created little ,if any, awkwardness.	information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.		
Conclusion	**Posed appropriate questions of interviewer:** e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc. **Appropriate thanks and exit:** Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.	**Questions posed were somewhat appropriate:** Some had no relevance to interview, Incomplete inquiry of the next steps in the interview process, Asked for business card, thanks interviewer and shook hand, but seemed uncertain how to end the interview and exit.	**Asks no questions:** Questions asked (if asked) have no relevance to next steps in the interview process, Ends interview abruptly or awkwardly, exits without thanks or shaking hands.	x 15	

TOTAL POINTS

Follow Up Correspondence Rubric (50 Points)

Student 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
Format	The document was directed to the appropriate person with an appropriate address and salutation. The level of formality was appropriate for the type of correspondence.	The document was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality was generally appropriate for the type of correspondence.	The document was not directed to the appropriate person. No address or salutation was included. The level of formality was not appropriate.		X 2	
Content	Effectively expressed appreciation and appropriately reiterated their qualities. Expressed interest and appropriately stated provisions for follow-up.	Attempted to express appreciation and generally reiterated their qualities. Generally expressed interest and attempted to state provisions for follow-up.	Did not attempt to express appreciation. Did not attempt to reiterate their qualities. Did not attempt to express interest or state provisions for follow-up.		X3	
Grammar/ Punctuation/ Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.		X2	
Overall Impression	Writing (when appropriate) was legible and length was appropriate.	Writing (when appropriate) was difficult to read and length was generally appropriate.	Writing (when appropriate) was illegible. Length was inappropriate.		X3	

TOTAL POINTS