

Connecticut FFA Employment Skills (Job Interview CDE) Leadership Development Event

March 14, 2017, Manchester CC

LDE Superintendent:

Pebbles Lacross, 203-946-6937, pebbles.lacross@new-haven.k12.ct.us

Assistant Superintendent:

Harold Mackin, State Department of Education (860) 713-6779 harold.mackin@ct.gov

Purpose:

The Connecticut FFA Employment Skills Leadership Development Event is designed for FFA members to develop, practice and demonstrate skills needed for seeking employment in the industry of agriculture. Each part of the event simulates, as closely as possible, real-world activities that are used by real-world employers.

Event Rules:

- The Connecticut FFA Employment Skills Leadership Development Event (LDE) will be limited to one participant per chapter.
- Only the top eight individuals after the scoring of the cover letter and resume will be interviewed at the State LDE.
- Participants are strongly encouraged to wear FFA Official Dress for this event.
- All written materials, including cover letter, resume, etc., will be the result of each participant's own efforts.
- Any participant in possession of an unapproved electronic device in the event area is subject to disqualification.
- Job description, cover letter and resume must be **e-mailed by 3:00 pm, Friday, February 24, 2017** to:
Mr. Harold Mackin, harold.mackin@ct.gov
- **A penalty of 10% will be assessed for documents received after the deadline. If document is not received within 48 hours of deadline, the participant may be subject to disqualification.**
- The top eight (8) participants based on the scoring of the cover letter and resume will move on to the final round of competition and will be notified by the LDE Superintendent prior to the competition.

Items to be e-mailed to Mr. Harold Mackin by 3:00 pm, Friday, February 24, 2017:

- Job Description
- Cover Letter
- Resume
- **A penalty of 10% will be assessed for documents received after the deadline. If document is not received within 48 hours of deadline, the participant may be subject to disqualification.**

Job Description

- The job description is required in order for the judges to score sections of the event. The job description will not be scored but is a required submission.
- Participants who fail to submit this component will be subject to disqualification.
- The job description should include a description of the position the student is applying for, desired qualifications and work experience.
- Sources for job descriptions can be found by looking in the newspaper or online through job search websites and company websites.

Cover Letter (100 points)

- The cover letter is to be typed, one page, single spaced, left justified using Times, Times New Roman or Arial 10-12 point minimum font.

- The letter is to be dated March 14, 2017 and addressed to:
Mr. Harold Mackin
CSDE
450 Columbus Ave.
Hartford, CT 06103

Resume (200 points)

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

Final Round:

- Participants will complete a job application, participate in a phone interview (which will happen before the day of the LDE), participate in a 15-minute personal interview with a panel of judges, and complete a follow-up letter based on their personal interview.
- Participants will be allowed 15 minutes to prepare their follow-up letter. Letters will be hand written or done on a computer and printed.

Event Format

The event is developed to help participants in their current job search (for SAE projects, internships, part-time and full-time employment).

Therefore, materials submitted by the participant must reflect their current skills and abilities and must be targeted to a job for which they would like to apply. In other words, participants cannot develop a fictitious resume; they must utilize their actual experience. They are expected to target the resume toward a real job for which they presently qualify.

Equipment

Participants are required to bring the following items to the event:

- Writing utensils

Participants may bring:

- Blank paper
- Resume
- Cover letter
- List of references
- Business cards
- Padfolio

The following items are not permitted:

- Letters of reference
- Samples of work
- Pictures
- Personal pages

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 participant with the highest resume score will receive the higher rank. If a tie still exists, the participant with the highest cover letter score will receive the higher rank. If a tie still exists, the participant with the highest interview thank you note score will receive the higher rank.



Connecticut FFA
 CAREER AND LEADERSHIP
 DEVELOPMENT EVENTS

Cover Letter Rubric

100 points

NAME _____

CHAPTER _____

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
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	

Cover Letter Rubric continued

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
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						



Connecticut FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Resume Rubric

200 points

NAME _____

CHAPTER _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
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, or phone number; email address 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	

Resume Rubric continued

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
Relevant Experience and Skills	Entries are listed in reverse chronological order; company name, title, location, and dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/ accomplishments; results are quantified; bullets are listed in order of importance.	Entries are listed in reverse chronological order; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences.	Entries are not in reserve chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed.		X9	
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						



Connecticut FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Employment Application Rubric

100 points

NAME _____

CHAPTER _____

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
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						



Connecticut FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Initial Phone Interview Rubric

50 points

NAME _____

CHAPTER _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
First Impression	Introduced self when answering the phone. Spoke articulately with no hesitation. Appropriate tone, speaks at right pace to be clear, pronunciation of words very clear and intent is apparent. Confident tone, no nervousness.	Incomplete introduction. Speaks articulately, but with some hesitation. Appropriate tone, ,speaks at right pace, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	Did not introduce self upon answering the phone, Appropriate tone, but frequently hesitates, Has difficulty using appropriate tone, pace is too fast, nervous. Pronunciation of words is difficult to understand or unclear.		X 3	
Response to Questions	Confirmed date, time and location along with contact person/information. Provided complete, accurate and concise answers. Sold themselves without being pushy. Used correct terminology. Communicated knowledge of the related industry. Used time efficiently.	Did not confirm all needed information for interview. Provided some answers, some incomplete, rambled occasionally. Seemed off-putting at times in an attempt to sell themselves. Some question as to correct terminology. Seemed to have holes in knowledge of related industry.	Caller had to offer interview and provide information. Unable to answer questions asked. Off-putting presentation (tried to sell self too hard). Used incorrect terminology for event. Did not have a firm knowledge of the related industry.		X5	
Overall Impression	Exhibited poise (cool under pressure). Was pleasant, professional and courteous. Ended call appropriately and (smoothly thanked caller, said good-bye). Did not have distracting mannerisms that affected their effectiveness.	Seemed nervous under pressure which impacted poise, pleasantness. Used incorrect grammar which distracted from interview. Mannerisms distracted from interview (use of "ums" and "you know"). Ended call without thanking caller or somewhat appropriately (not sure what to do).	Very nervous, not poised (cracks under pressure). Ended call awkwardly and abruptly, did not thank caller or say good-bye, just hung up. Distracted from interview by mannerisms (excessive "ums" or "you know").		X2	
TOTAL POINTS						



Connecticut FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Personal Interview Rubric

500 points

NAME _____

CHAPTER _____

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
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, provides in-depth response to questions; not yes/no responses to establish a “theme” that overall describes their abilities.	Seemed to know terms associated with career: Some holes, cited several relevant examples, but list incomplete, knew about career, but conveyed incomplete picture unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed and somewhat disorganized; provided some depth to description of job skills, some listing; provided some depth to responses to questions; provides some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	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	

Personal Interview Rubric continued

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
Communication Skills	<p>Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked.</p> <p>Confident: Exhibited self-confidence with body language and verbally.</p> <p>Appropriate volume: Spoke with proper volume for room to 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 will 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 are seeking.</p> <p>Poise: Avoids distracting mannerisms such as drumming fingers or overuse of “uhm” and “you know”.</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses.</p>	<p>Persuasive: Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.</p> <p>Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty.</p> <p>Appropriate volume: Did not modulate volume to express answers, could hear sometimes; but 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 was able to be made. Thoughts were logical, but somewhat disorganized.</p> <p>Poise: Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “uhm” or “you know”.</p> <p>Discretion/Tact: Most professional in tone and shared information that created little, if any, awkwardness.</p>	<p>Persuasive: Answered yes or no to most questions, did not expand on skill set.</p> <p>Confident: Did not appear comfortable, nervous, slouched in chair.</p> <p>Appropriate volume: Hard to hear answers or volume too loud for room.</p> <p>Enunciation/grammar: Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”.</p> <p>Concise: Rambled and used run on sentences. Answers were poorly organized and thoughts not clearly expressed.</p> <p>Sincere: Seemed uninterested in the position and distracted.</p> <p>Poise: demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc., Excessive use of “uhm” and “you know”.</p> <p>Discretion/Tact: Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.</p>		x 30	
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, stands and shakes 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, thanks 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, Ends interview abruptly or awkwardly, exits without thanks or shaking hands.</p>		x 15	
TOTAL POINTS						



Connecticut FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Follow Up Correspondence Rubric

50 points

NAME _____

CHAPTER _____

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Score
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