



# **National FFA Career Development Events**

*A Special Project of the  
National FFA Foundation*

# National FFA Career Development Events

## General Information

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These are the official rules and regulations for National FFA Career Development Events for 2012-2016. Refer to the CDE webpage on [ffa.org](http://ffa.org) for the most up-to-date edition of the career development event handbook.

Prepared and published by the National FFA Organization. The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities except as expressly provided for in the National FFA Organization Constitution and Bylaws. The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff.

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. National FFA Online, [www.ffa.org](http://www.ffa.org), FFA's Internet web site, can provide information about the National FFA Organization.

## **Philosophy of National FFA Career Development Events**

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education. The primary goal of career development events is to develop individual responsibilities, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each career development event:

- include problem solving, critical thinking and teamwork skills, where appropriate.
- encourage appreciation for diversity by reducing barriers to participation among members.
- develop general leadership and recognize individual and team achievement.
- promote concentrated focus on future needs of members and society.

The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA career development events. National career development events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. Career development events and awards are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop career development events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. National FFA Career Development Events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Career development events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

## **Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards**

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. In order to maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agrisciences, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to can maintain the nation's agricultural edge.

The National AFNR Career Cluster Content Standards were developed as part of the National FFA 10 x 15 project to provide state agricultural education leaders and teachers with a forward-thinking guide for what students should know and be able to do through the study of agriculture. The National AFNR Career Cluster Content Standards should be used as a guide to develop well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete copy of the AFNR Career Cluster Content Standards please visit [www.agedlearning.org](http://www.agedlearning.org).

National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into all national award and recognition programs for the benefit of the members, school administration and agriculture as a whole. Details outlining the incorporation of the standards in career development events can be found at the end of each event chapter in the CDE handbook.

## Official CDE Rules and Policies – 2012-2016

### General Rules

Violations of any of the following rules may be grounds for the event superintendent to disqualify the participants. National FFA staff and event superintendents will use the published rules and procedures to organize and implement the National FFA Career Development Events. Event activities may not be conducted due to lack of necessary materials, expertise or extreme impact to event budgets. Teams that are certified to compete will receive the current event format in a team orientation packet prior to the convention.

### Official Dress Recommendations, Number of Participants and Number of Scores for Team Total

Event	Official Dress Appropriate	Number of Participants Allowed (per team)	Number of Scores Counted for Team Score
Agricultural Communications	Yes	3	3
Agricultural Issues Forum	Optional	3-7	Team Score Event
Agricultural Technology and Mechanical Systems	No	4	Top 3 Scores
Agricultural Sales	Yes	4	4
Agronomy	Yes	4	4
Creed Speaking	Yes	1	N/A
Dairy Cattle Management and Evaluation	Yes	4	4
Dairy Cattle Handlers	Yes	1	N/A
Environmental and Natural Resources	No	4	4
Extemporaneous Public Speaking	Yes	1	N/A
Farm Business Management	Yes	4	Top 3 Scores
Floriculture	Yes	4	4
Food Science and Technology	Yes	4	4
Forestry	No	4	4
Horse Evaluation	Yes	4	Top 3 Scores
Job Interview	Yes	1	N/A
Livestock Evaluation	Yes	4	4
Marketing Plan	Yes	3	Team Score Event
Meats Evaluation and Technology	No	4	Top 3 Scores
Milk Quality and Products	Yes	4	4
Nursery/Landscape	Yes	4	Top 3 Scores
Parliamentary Procedure	Yes	6	Team Score Event
Poultry Evaluation	Yes	4	Top 3 Scores
Prepared Public Speaking	Yes	1	N/A
Veterinary Science	No	4	4

### Eligibility of Participants

- A. Each participant must be a current, bona fide, dues paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year which the participant qualified to participate at the national level.
  - 1. In the event a participant's name is not on the chapter's official roster for the years in which the dues were payable to the National FFA Organization, a past due membership processing fee, in addition to the dues, must be paid prior to the national event.
  - 2. National FFA membership staff will set the processing fee amount annually.
- B. The participant, at the national event, must:
  - 1. Be a high school FFA member; high school refers to grades 9-12. (A graduating senior is considered eligible to compete in state and national career development events up to and including his/her first national convention following graduation.)
  - 2. Have qualified as a 7th, 8th or 9th grade member to participate in the Creed speaking event.
  - 3. While in high school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
  - 4. If a student moves to a different chapter or a different state once a he/she has qualified as a state representative in a career development event, that student may be allowed to compete in the national event with the school he/she qualified with during the qualifying year.
- C. A student may not participate more than once in the same official National FFA Career Development Event.
- D. No student may participate in more than one National FFA Career Development Event each year.
- E. Each member participating in a National FFA Career Development Event must submit the proper *Waiver, Release of Liability and Consent to Medical Treatment Form* prior to start of event.

### Selection and Certification of State Teams

- A. Each state will submit a team declaration form by **June 1** prior to the national FFA convention. An entry processing fee will be charged for participation in each declared event with the exception of the dairy cattle handlers activity.
- B. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter. Members must qualify in the career development event in which they are to participate at the national level. Teams must be selected at a state or interstate career development event held between the immediate previous national FFA convention and prior to the national FFA convention in which they are participating. States that qualify more than one year out must request and submit a written waiver for approval by the certification deadline.
  - 1. Online certification deadline: **September 15**.
  - 2. Online add/delete deadline: **Tuesday before convention at noon (Eastern)**.
- C. With extenuating circumstances a teacher may substitute another student from the chapter who may not have participated at a state qualifying event, with the exception of Creed speaking, dairy handlers activity, extemporaneous public speaking, job interview and prepared public speaking, which must be submitted and approved by state staff.

- D. The state supervisor of agricultural education or the executive secretary must certify that participants are eligible. If an ineligible student participates in any career development event, the member will be disqualified and may result in the disqualification of the team as well.
- E. All students must be certified online by the designated deadline. Once original certification has been completed, no member may be added without first deleting a member.
- F. The national organization will certify National FFA Career Development Event winners for international competition when states request, with the understanding that the state team will provide their own travel expenses.

### **Emergency Conditions**

Under emergency conditions a state team participating in a National FFA Career Development Event may be made up of less than the required members. States must still certify teams prior to the national FFA convention, but fewer than the required members could compete if an emergency condition such as illness, death in the family or an act of God would occur. Those individuals competing would still be eligible to qualify for individual awards, if applicable.

### **Disqualification**

- A. Any communication, verbal or non-verbal, between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event. The only exception to this would be communications between team members during the team activity portion of a given career development event.
- B. Teams or participants arriving after the career development event has begun may be disqualified or penalized.
- C. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.
- D. Event superintendents may stop any participant if they deem their manner to be hazardous either to themselves or others. Such action shall deem the individuals disqualified for that section of the career development event.
- E. Participants who start an event and do not complete the event without notifying event officials at the time of departure will be disqualified. This can affect the overall team rank and position. In some events this will also disqualify the entire team.
- F. Participants will not be allowed to utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.
- G. No participant shall gain access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the national event.

### **Additions/Deletions of National Events**

- A. National FFA staff is expected to be proactive in developing new or initiating changes within existing career development events to ensure that they meet the needs of FFA members.
- B. If fifteen (15) state supervisors/executive secretaries develop a proposal for a new career development event, the national FFA staff will conduct a study for the validity of the career development event and make a recommendation to the chief executive officer. Representatives of these states must be from each of the FFA regions. The same process may be used to eliminate a national career development event.
- C. Three years following the initiation of a new career development event, at least fifteen (15) states should be participating. After the next three-year period, at least twenty-six (26) states should be participating in order to retain the event at the national level.

### **Rules Committee/Scoring Appeals Process**

- A. If a written appeal is filed within the seven (7) calendar days after results announcement, national CDE staff will review the appeal. Upon receiving input from team leader and division director, national CDE staff will accept or deny the appeal. The national CDE staff's recommendation will be shared with appeals committee and National FFA Chief Executive Officer for further input, if necessary.
  1. The written appeal must be filed with the Education Division staff responsible for scoring career development events within seven (7) calendar days of the results announcement and accompanied by a \$50 filing fee. The fee will be returned if the appeal is justified.
- B. The appeals committee will be chaired by the National FFA Awards, Recognition and Career Development Events Advisory Committee chairperson who will in turn appoint a representative of each of the following organizations: National Association of Supervisors of Agricultural Education (NASAE), National Association of Agricultural Educators (NAAE) and the American Association for Agricultural Education (AAAE). The National FFA staff responsible for career development events will also serve on the committee.

### **Waiver of FFA Rules**

Any local chapter seeking a waiver of a National FFA policy or procedure must submit in writing to the chapter's state FFA association office. If the request is approved at the state level, it must be forwarded, under the signature of the state advisor or executive secretary, to the career development events education specialist. After study by the appropriate FFA staff, a recommendation to grant or deny the appeal will be forward to the chief executive officer for his/her approval. The request must be submitted to the national FFA staff at least 30 days prior to the scheduled event or due date for which the waiver is requested. This policy does not supersede any current FFA policy for appeals already established for a particular FFA program.

### **Selection of CDE Superintendents and CDE Committee Members**

- A. Nominations for CDE superintendents may come to National FFA staff from the following sources:
  - 1. standing CDE superintendent
  - 2. current CDE committee members
  - 3. state leadership
  - 4. Team Ag Ed partners
- B. CDE superintendents will be selected by national CDE staff and approved by the National FFA Chief Executive Officer.
- C. Each CDE superintendent will serve a three to five year term. At the end of the superintendent's term, a qualified replacement will assume the duties of superintendent.
- D. National FFA staff and CDE superintendents will select qualified individuals to serve on CDE committees. Selection of committee members will be based on:
  - 1. individual qualifications.
  - 2. recommendations from state leaders, current CDE committee members, CDE superintendents or National FFA staff.
  - 3. recommendations from Team Ag Ed partners.
  - 4. current rotational procedures developed by each CDE committee.
  - 5. provide diversity for the committee.
  - 6. commitment to serve a minimum of three years on the committee.
- E. Final approval of new committee members is the responsibility of the National FFA CDE staff with input and recommendations from CDE event superintendent and committee.

### **Sanctioning Events**

Sanctioning of non-national FFA competitive events (those competitive events conducted by organizations other than the National FFA Organization) as National FFA Career Development Events should occur when:

- 1. The highest quality event possible is conducted.
- 2. Organization conducting event and National FFA Organization agree that event can and should be sanctioned.
- 3. Event is recommended by the National FFA Staff responsible for CDEs with input and agreement from the Award and Recognition Advisory Committee and approved by the National FFA Chief Executive Officer.
- 4. National FFA is represented by staff responsible for career development events on the planning and implementation committee for each event.
- 5. Winners of the national sanctioned event will be recognized in the same manner as national career development events winners are currently recognized.

### **Official Dress**

Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career development events. (Please reference the latest edition of the Official FFA Manual.) Official FFA dress is highly recommended for all participants where appropriate and is required for the awards presentation and recognition.

### **Accessibility for All Students**

All special needs requests and appropriate documentation as outlined in the special needs request policy must be submitted at time of certification.

- 1. Special needs policy is posted on the CDE program page at [www.ffa.org/cde](http://www.ffa.org/cde)
- 2. Special needs request due: **August 15**

**Written Document Penalties**

A penalty of 10% of the total points allotted will be assessed for the written documents received after the postmarked deadline. If the document is still not received seven days after the postmarked deadline, the team/individual may be subject to disqualification.

1. National staff will mark late entries as such.
2. Event officials will be notified of late entries at the time written documents are provided for judging.
3. Event superintendent will ensure that penalty is applied.

# National FFA Job Interview Career Development Event

A Special Project of the National FFA Foundation

## Important Note

*Please thoroughly read the Introduction Section at the beginning of this handbook for complete rules and procedures that are relevant to all National FFA Career Development Events.*

## I. Purpose

The National FFA Job Interview Career 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 will be used by real-world employers.

## II. Agriculture, Food and Natural Resource (AFNR) Career Cluster Content Standards

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

## III. Event Rules

- A. The National FFA Job Interview Career Development Event will be limited to one participant per state.
- B. It is highly recommended that participants wear FFA Official Dress for this event.
- C. All written materials, including cover letter, resume, etc., will be the result of each participant's own efforts.
- D. Any participant in possession of an electronic device in the event area is subject to disqualification.

## IV. 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. Pad folio
2. The following items are not permitted:
  - a. Letters of reference
  - b. Samples of work
  - c. Pictures
  - d. Personal pages

**B. Activities**

1. 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 September 15 participants will submit the following:**

- a. Cover Letter - 100 Points
    - i. **Ten copies** of the cover letter on 8 1/2" x 11" **white** paper. The cover letter is to be typed, one page, single spaced, left justified using Times, Times New Roman or Arial 11 point minimum font.
    - ii. The letter is to be dated for the first day of the national event and addressed to:  
Job Interview CDE Superintendent  
6060 FFA Dr.  
P.O. Box 68960  
Indianapolis, IN 46268-0960
  - b. Resume - 200 Points
    - i. **Ten copies** of the resume on 8 1/2" x 11" **white** paper. The resume is to be single sided, typed using Times, Times New Roman or Arial 11 point minimum font. The resume should not exceed two pages total. Paper should be 24 lb max weight. DO NOT use cardstock or colored paper for the event. Resume paper is acceptable.
    - ii. Resume must be non-fictitious and based upon actual work history.
  - c. Score of the cover letter and resume from the preliminary round will be transferred to the scorecard for those participants who advance to the final round.
  - d. **Ten copies** of the cover letter and resume must be sent to the National FFA Center at the address above and postmarked by September 15 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 postmark deadline. If document is not received by seven days after postmark deadline, the participant may be subject to disqualification.
    - ii. States qualifying after the September 15 deadline will have ten days from state qualifying event date to submit their documents.
3. At the national event, the participant will complete:  
***Preliminary Round***
    - a. Electronic Employment Application—100 Points
      - i. Participants will complete a standard electronic job application on-site, prior to the personal interview.
    - b. Initial Telephone Contact—50 Points
      - i. The participant will be contacted by the potential employer to arrange an interview time. The potential employer may ask questions regarding aspects of the participant's resume.
      - ii. The initial telephone contact will last three to five minutes.
    - c. Personal Interview—500 Points
      - i. The preliminary round interview will be with a panel of judges. Each interview will last twenty minutes.

d. Follow-Up Correspondence—50 Points

- 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.

***Final Round***

All scores from the preliminary round will be carried over for the participants advancing to the final round.

e. Networking Activity—100 points

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. Personal Interview—500 Points

The final round interview will be conducted with a different panel of judges than the preliminary round. Each interview will last a maximum of twenty minutes.

**V. 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.

**VI. Awards**

Awards will be presented to individuals based upon their rankings at the awards ceremony. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation.

**VII. Scoring**

All event participants will be evaluated in the preliminary round. The eight students with the top scores will advance to the final round. The participants advancing to the final round will have all scores from the preliminary round carried into the final round.

*Preliminary Round*

<b>Section</b>	<b>Points</b>
Cover letter	100
Resume	200
Application	100
Telephone	50
Personal Interview	500
Preliminary Follow up Letter	50
<b>TOTAL POSSIBLE</b>	<b>1000</b>

*Final Round*

<b>Section</b>	<b>Points</b>
Preliminary Round Points	1000
Networking Activity	100
Final Round Personal Interview	500
<b>TOTAL POSSIBLE</b>	<b>1600</b>

### VIII. References

This list of references is not intended to be inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

National FFA Core Catalog—Past CDE Material (<http://shop.ffa.org/cde-qas-c1413.aspx>)

Greggs Manual

*Elements of Style* - Strunk and White

Microsoft® Word® résumé templates

*101 Toughest Interview Questions...and Answers That Win Job*, Daniel Porto, Daniel Porot / Paperback / Published 1999

*25 Reasons Why I Won't Hire You! What You Did Wrong Before, During & After the Interview!*, Zenja Glass / Paperback / Published 1998

*Best Answers to the 201 Most Frequently Asked Interview Questions*, Matthew J. DeLuca, Mathew J. DeLuca / Paperback / Published 1996

*The Complete Job Interview Handbook*, John J. Marcus / Paperback / Published 1994

**Job Interview CDE  
Cover Letter Scorecard**

**Name:** \_\_\_\_\_

**State:** \_\_\_\_\_

**Member #:** \_\_\_\_\_

	Possible Score	Participant's Score
<b>Format</b>		
• Spacing	5	
• Appropriate Font	5	
• Paragraph justification (left)	5	
• Addressed correctly	5	
• Limited to one page	5	
• Used correct paper	5	
<b>Grammar/Punctuation/Spelling</b>	20	
<b>Content</b>		
• Identified position sought	5	
• Interest in position	5	
• Where learned of job	5	
• Appropriately conveyed contact info	5	
• Employability	10	
• Identified next steps	5	
• Meshed with resume and references	5	
<b>General appearances</b>		
• Overall impression	5	
• Readability and flow	5	
<b>Subtotal</b>	<b>100</b>	
Deduction for materials postmarked after the deadline	10% or -10 points maximum	
<b>Total</b>	<b>100</b>	

Judge's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Job Interview CDE  
Resume Scorecard**

**Name:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Member #:** \_\_\_\_\_

	Possible Score	Participant's Score
<b>Format</b>		
• Appropriate Font	2	
• Structure	2	
• Limited to two pages	4	
• Used correct paper	2	
<b>Content</b>		
• Contact information conveyed	25	
• Position sought or employment objective	25	
• Identified education or relevant course-work	25	
• Identified relevant experience & skills	25	
• Identified achievements & honors	25	
• Mentioned/had references	25	
<b>Grammar</b>	3	
<b>Punctuation</b>	3	
<b>Spelling</b>	4	
<b>General appearance</b>		
• Overall impression	15	
• Readability and flow- spacing	15	
<b>Subtotal</b>	<b>200</b>	
Deduction for materials postmarked after the deadline	10% or -10 points maximum	
<b>Total</b>	<b>200</b>	

Judge's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Job Interview CDE  
Application Scorecard**

**Name:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Member #:** \_\_\_\_\_

	Possible Score	Participant's Score
<b>Consistent with Resume</b>		
• Name	10	
• Education	10	
• Experience	10	
• Other information	10	
• Reference	10	
<b>Grammar/Punctuation/Spelling</b>		
• Capitalization when appropriate	6	
• Abbreviations when appropriate	6	
• Punctuation	6	
• Spelling	6	
• Grammar	6	
<b>Form Completed</b>		
• Finished in allotted time	5	
• "N/A" indicated where appropriate	5	
<b>Overall impression</b>		
• Spacing	5	
• Consistency	5	
<b>Total</b>	<b>100</b>	

Judge's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Job Interview CDE  
Initial Telephone Contact Scorecard**

**Name:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Member #:** \_\_\_\_\_

	Possible Score	Participant's Score
<b>First Impression</b>		
• Introduction	5	
• Spoke clearly	5	
• Appropriate voice inflection	5	
<b>Gathered appropriate information</b>		
• Time/Date	5	
• Location	5	
• Contact information (name, number, etc.)	5	
<b>Response to questions</b>		
• Accurate	5	
• Concise	5	
<b>Overall impression</b>	10	
• Poise		
• Pleasant		
• Professional		
• Courteous		
• Communicated effectively		
• Ends call appropriately		
<b>Total</b>	<b>50</b>	

Judge's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Job Interview CDE  
Personal Interview Scorecard**

**Name:** \_\_\_\_\_

**State:** \_\_\_\_\_

**Member #:** \_\_\_\_\_

	Possible Score	Participant's Score
<b>Appearance</b>		
• Professional dress	25	
• Appropriately groomed/neat	25	
<b>First impression</b>		
• Greeting	25	
• Introduction	25	
• Body language	25	
<b>Responses to questions</b>		
• Knowledge relayed	30	
• Abilities described & matched resume	20	
• Accurate	20	
• Cogent & organized	20	
• Shared appropriate experiences	20	
• Quality of information	20	
• Consistent responses	20	
<b>Communication skills</b>		
• Persuasive	20	
• Proper grammar	15	
• Enunciation	15	
• Appropriate volume	15	
• Concise, avoided rambling	15	
• Confident	20	
• Sincere	15	
• Poise	20	
• Discretion/tact	15	
<b>Conclusion</b>		
• Posed appropriate questions to employer	25	
• Clarified next steps	25	
• Appropriate thanks and exit	25	
<b>Total</b>	<b>500</b>	

Judge's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Job Interview CDE  
Follow-up Correspondence Scorecard**

**Name:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Member #:** \_\_\_\_\_

	Possible Score	Participant's Score
<b>Format</b>		
<ul style="list-style-type: none"> <li>• Directed to appropriate person</li> <li>• Address/salutation appropriate</li> <li>• Level of formality appropriate</li> </ul>	10	
<b>Content</b>		
<ul style="list-style-type: none"> <li>• Expressed appreciation</li> </ul>	5	
<ul style="list-style-type: none"> <li>• Appropriate level of reiteration of qualities</li> </ul>	5	
<ul style="list-style-type: none"> <li>• Re-expressed interest</li> </ul>	5	
<ul style="list-style-type: none"> <li>• Provisions for follow-up stated</li> </ul>	5	
<b>Grammar/punctuation/spelling</b>	10	
<b>Overall impression</b>		
<ul style="list-style-type: none"> <li>• Legible (including signature)</li> <li>• Appropriate length</li> </ul>	10	
<b>Total</b>	<b>50</b>	

Judge's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Job Interview CDE  
Networking Activity Scorecard**

**Name:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Member #:** \_\_\_\_\_

	Possible Score	Participant's Score
<b>First Impression</b>		
• Initiated conversation politely	5	
• Clear introduction	5	
• Body language (posture, eye contact)	5	
<b>Communication Skills</b>		
• Engaged in the conversation	10	
• Concise, avoid rambling	10	
• Confident	10	
• Sincere	5	
<b>Making the Connection</b>		
• Connected interest to company/person	10	
• Attempted to find commonalities with company/person	10	
• Posed appropriate questions	10	
• Made positive comments about company/person	5	
<b>Conclusion</b>		
• Exchange of contact information	5	
• Inquired about follow-up options (website, email, upcoming company events)	5	
• Appropriate thanks and exit	5	
<b>Total</b>	<b>100</b>	

Judge's Signature \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Performance Measurement Levels</b>	<b>Event Activity Addressing Measurement</b>	<b>Related Academic Standards</b>
<b>CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.</b>			Social Studies: 4d and 4h
	CS.01.01.01.c. Work independently and in group settings to accomplish a task.	all event activities	
	CS.01.01.03.a. Exhibit good planning skills for a specific task or situation	application, follow-up letter, telephone	
	CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).	resume, cover letter, follow-up letter	
<b>CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.</b>			Language Arts: 12 Social Studies: 4h
	CS.01.02.01.a. Explain human relation skills such as compassion, empathy, unselfishness, trustworthiness, reliability and being friendly.	interview	
<b>CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.</b>			Social Studies: 4a, 4d and 4h
	CS.01.03.04.a. Describe techniques used to build consensus.	interview	
<b>CS.01.04. Performance Indicator: Character: Conduct professional and personal activities based on virtues.</b>			Social Studies: 4c and 4f
	CS.01.04.01.b. Explain a personal decision where integrity played a role in the decision.	interview	
	CS.01.04.02.a. Describe personal values.	interview	
	CS.01.04.04.c. Demonstrate respect for others.	interview, networking	
<b>CS.01.05. Performance Indicator: Awareness: Desire purposeful understanding related to professional and personal activities.</b>			Language Arts: 1 Social Studies: 1e, 4e, 10b and 10j
	CS.01.05.02.a. Identify civic leadership role opportunities.	resume, cover letter, application	
<b>CS.01.06. Performance Indicator: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.</b>			Science: A4 Language Arts: 8 Social Studies: 4h
	CS.01.06.05.b. Assess personal motivations and their impact on acquiring new knowledge and skills.	interview, cover letter, resume	
<b>CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.</b>			Language Arts: 12 Social Studies: 1e
	CS.02.02.02.c. Present oneself appropriately in various settings.	interview, networking, telephone	
	CS.02.02.03.c. Maintain effective professional relationships.	follow up, interview, telephone, networking	

<b>CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.</b>		Language Arts: 12 Social Studies: 4a
CS.02.03.01.a. Explore various career interests/options.	resume, application, networking	
CS.02.03.03.b. Develop skills required for a specific career.	resume, application	
<b>CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.</b>		Math: 6C Science: A4 Language Arts: 4 and 8
CS.02.04.01.a. Describe the skills necessary to think critically and creatively.	cover letter, interview, networking	
CS.02.04.02.b. Analyze problems that were solved well and problems that were not solved well.	interview	
<b>CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.</b>		Social Studies: 4a
CS.02.05.03.b. Analyze an individual's personal level of self confidence.	interview, telephone, networking	
<b>CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.</b>		Language Arts: 4, 5 and 12
CS.03.01.01.b. Select the appropriate form of technical and business writing or communication for a specific situation.	resume, cover letter, follow-up letter	
CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.	resume, application	
<b>CS.03.02. Performance Indicator: Decision Making: Analyze situations and execute an appropriate course of action.</b>		Science: A1 and A5 Social Studies: 1c and 4h
CS.03.02.04.c. Implement appropriate preparation plans for a career path based on passion, abilities, aptitude, opportunities.	resume, cover letter, application	
<b>CS.09.02. Performance Indicator: Apply skills with computer software to accomplish a variety of business activities.</b>		Math: 6C Science: A3
CS.09.02.01.a. Demonstrate basic computer and software systems skills.	application, follow-up letter	
<b>CS.09.03. Performance Indicator: Use technology to demonstrate the ability to network and interface with technology.</b>		Science: A3 and E2
CS.09.03.01.b. Show technical competence for efficient workplace communications.	application, interview, cover letter, resume, follow up	

## Appendix A: AFNR Career Cluster Content Standards

**Appendix B: Related Academic Standards**

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

**Mathematics****6. Standard and Expectations: Problem Solving**

6C. Apply and adapt a variety of appropriate strategies to solve problems.

**Science****A. Content Standard: Science as an Inquiry**

A1. Identify questions and concepts that guide scientific investigation.

A3. Use technology and mathematics to improve investigations and communications.

A4. Formulate and revise scientific explanations and models using logic and evidence.

A5. Recognize and analyze alternative explanations and models.

**E. Content Standard: Science and Technology**

E2. Understanding about science and technology

**English Language Arts**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

**Social Studies****1. Thematic Strand: Culture**

1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

- 1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;
4. Thematic Strand: Individual Development and Identity
- 4a. articulate personal connections to time, place and social/cultural systems;
- 4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
- 4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;
- 4e. examine the interactions of ethnic, national or cultural influences in specific situations or events;
- 4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
- 4h. work independently and cooperatively within groups and institutions to accomplish goals;
10. Thematic Strand: Civic Ideals and Practices
- 10j. participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.
- 10b. identify, analyze, interpret and evaluate sources and examples of citizens’ rights and responsibilities;