EMPLOYMENT SKILLS LDE

PURPOSE

The 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 will be used by real- world employers. This event is designed to stimulate interest and acquaint FFA members with employment procedures they will face when applying for a job. The event also allows students to demonstrate oral and written communications.

EVENT RULES

A) An FFA member must be in good standing with the local chapter and the state FFA association. The member cannot have graduated from high school at the time of the district event for the given competition year. A state FFA Employment Skills LDE winner may not compete again in any FFA Employment Skills LDE in succeeding years.

B) An FFA chapter may have **two** entries for the Employment Skills LDE at the district event in a given year. **Two** district winners will advance to the sectional event. These may be from the same school, if so selected by the judges. One sectional winner per section will advance to the state event.

C) The Official FFA dress must be worn by all contestants participating. Deductions for deviations from Official FFA dress will be at the discretion of the judges who will consider special situations when presented prior to the contestant's presentation.

D) All written materials, including cover letter, resume, etc. will be the result of each participant's own efforts.

E) Any participant in possession of an unapproved electronic device in the event area is subject to disqualification.

F) Recording of presentations is permitted by one person from each participant's chapter for that participant only.

EVENT MATERIALS

MATERIALS PARTICIPANTS ARE REQUIRED TO BRING:

- Writing Utensils

MATERIALS PARTICIPANTS MAY BRING:

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

Contestants at the district, sectional and state level are allowed to bring a portfolio to the interview. It is to the discretion of the judges to evaluate materials brought into the interview. The interview is treated as any real-life interview.

MATERIALS **NOT PERMITTED:**

- Letters of reference
- Samples of work
- Pictures
- Personal Pages
- Correction fluid

EVENT FORMAT

A) 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, resume 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 resume; They must utilize their actual experience. They are expected to target the resume toward a real job for which they presently qualify.
   The job/career selected must be an agriculturally based occupation and must be a job that the contestant would be qualified to do as a high school graduate and/or student.

B) Contestants must submit **four (4)** copies of their Job Description, Cover Letter and Resumes postmarked two weeks before the district event to the district host. Those advancing to the sectional event must submit **four (4)** copies of their Job Description, Cover Letter and Resume postmarked two weeks before the sectional event to the sectional host. Those advancing on to the state event must submit **six (6)** copies of their Job Description, Cover Letter and Resume to the Wisconsin FFA Center postmarked the date set by the State FFA Executive Director (Tentatively May 25). Twenty-five points will be deducted each day these items are late.

INDIVIDUAL PRACTICUMS

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

The cover letter is to be typed, one page, single spaced, left justified using Time, Time New Roman or Arial 10-12 point minimum font. The cover letter should focus on introducing the contestant and why they are interested in the job. The district event letters should be addressed to the district host and dated the day of the event. The sectional event letters addressed to the sectional host. The state level letter shall be addressed to the following:

> Cheryl Zimmerman, State FFA Executive Director
> Wisconsin FFA Center
> P.O. Box 110
> Spencer, WI 54479

RESUME

The resume should not exceed two pages total. Resume must be non-fictitious and based upon actual work history.

EMPLOYMENT APPLICATION

Each contestant will complete an employment application. An application form will be provided at the time of the event. The only materials that may be brought into the event by the contestant is a copy of the personal resume and a pen. Notes are not allowed to complete the application of the contestant's current resume. Each contestant will have 15 minutes to complete the application. The job application is given to the judges prior to the interview.

JUDGING

A) There shall be three judges for the interview. In events with a large number of participants an additional three judges may score the employment applications. All judges will score the contestant in making the final decision. All three judges will ask questions during the interview. The decision of the judges is final. Suggested personnel for judges include: Human, Fiscal and Resource personnel director; employer's assistants; employer themselves.

B) Each contestant will be allowed a maximum of 10 minutes for the interview. The event timekeeper will call time at the end of 10 minutes. It is up to the student to quickly and concisely conclude their interview.

SCORING

Employment Application Form – 100 points possible

1) Consistent with Resume	20
2) Grammar/Punctuation/Spelling	30
3) Form Completed	20
4) Overall impression	30

Cover Letter – 100 points possible

1) Format and General Appearance	20
2) Introductory Paragraph	20
3) Skills and Experiences	20
4) Closing Paragraph	15
5) Spelling/Grammar Punctuation	25

Resume – 200 points possible

1) Contact Information	10
2) Employment Objective	10
3) Education or Relevant Coursework	35

4) Relevant Experience and Skills	45
5) Achievements and Honors	25
6) References	10
7) Spelling/Grammar/Punctuation	25
8) Format and General Appearance	40

Interview – 500 points possible

1) Appearance	50
2) First Impression	75
3) Responses to Questions	150
4) Communication Skills	150
5) Conclusion	75

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.

PROPER OFFICIAL DRESS

Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career and leadership development events. (Please reference the latest edition of the Official FFA Manual.) Proper Official Dress is required for this competition.

Proper Official Dress for an FFA member includes:

- Official FFA Jacket zipped to the top
- Black slacks and black socks/nylons or black skirt and black nylons
- White collared blouse or white collared shirt
- Official FFA tie or official FFA scarf
- Black dress shoes with closed heel and toe
- Note: Official garb of recognized religions may be worn with Official Dress.

(Taken from the FFA Official Manual)

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-candidates-ought-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*

AGRICULTURE, FOOD, AND NATURAL RESOURCES (AFNR) CONTENT STANDARDS

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
CS.05.01. Performance Indicator: Evaluate the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).		
CS.05.01.01.c. Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one's plan of action	All Components of the event	
CS.05.01.02.c. Implement one's personal plan of action for obtaining the required education, training and experiences and evaluate progress to identify opportunities for improvement and necessary adjustments.	Resume, Personal Interview and Networking	
CS.05.01.03.c. Evaluate, update and improve a set of personal tools to reflect current skills, experiences, education, goals, etc. and complete the processes needed to pursue and obtain a career in an AFNR pathway.	All Components	
CS.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.		
CS.05.02.01.b. Assess personal skills and align them with potential career opportunities in AFNR pathways.	Application, Resume and Cover Letter	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Interviewing and Networking	
CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.		
CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Interview	
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Interview, Resume, Application and Cover Letter	
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		

CRP.01.02.01.c. Make and defend personal decisions after analyzing their near- and long-term impacts on self and others.	Interview	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Interview	
CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.		
CRP.01.03.01.c. Devise strategies for involvement in professional service opportunities at work and in the community (e.g., coaching/mentorship, presentations at meetings, etc.).	Resume, Interview and Application	
CRP.01.03.02.c. Devise strategies for personal involvement in civic service at work and in the community (e.g., volunteer at food pantry, community clean-up, join organizations or committees, etc.).	Resume, Interview and Application	
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Round 2 Interview	
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Round 2 Interview	
CRP.02.02.01.a. Identify opportunities to apply technical concepts to solve problems in the workplace (e.g., identify how to: increase sales, better customer service, reduce inputs, reduce waste, ensure sustainability, etc.).	Preliminary and round 2 Interview	
CRP.02.02.02.a. Identify opportunities to apply technical concepts to solve problems in the community (e.g., identify how to: ensure safe routes to schools, reduce vandalism, reduce air pollution, etc.).	Preliminary and round 2 Interview	
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Preliminary and round 2 Interview	
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Preliminary and round 2 Interview, Phone and Networking	
CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.		
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Cover Letter, Resume and Follow-up	

CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	All written documents	
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Networking, Phone and Round 2 Interview	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings**.**	Networking, Phone and Round 2 Interview	
CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.		
CRP.10.01.01.c. Plan a career path based on personal interests, goals, talents and preferences.	All Components	
CRP.10.01.02.c. Match potential career opportunities in career clusters with personal interests, talents, goals and preferences.	All Components	
CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.		
CRP.10.02.01.a. Categorize career advancement requirements for potential careers (e.g., degrees, certification, training, etc.).	All written components	
CRP.10.02.02.a. Identify methods for setting goals for personal improvement and continuous growth in a career area (e.g., SMART goals, training, professional development, etc.).	All Written components	
CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.		
CRP.10.04.01.c. Select and use appropriate tools to pursue career advancement opportunities and assimilate feedback from the process to identify improvements for the future.	All Interviews and Networking	
CRP.10.04.02.c. Apply skills to complete common processes involved in pursuing a career and assimilate input and feedback from experts (e.g., mentors, teachers, business persons, etc.) to improve.	All Components	

©National FFA Employment Skills Career and Leadership Development Event Handbook, revised May 2016

EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC – 1of 4 rubrics

Employment Application Rubric - 100 points

CONTESTANT 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

EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC – 2 of 4 rubrics

Cover Letter Rubric - 100 points

CONTESTANT 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

EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC – 3 of 4 rubrics
Resume Rubric - 200 points

CONTESTANT 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 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 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.		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	

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
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 SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC – 4 of 4 rubrics
Personal Interview Rubric - 500 points

CONTESTANT 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 questions; 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	

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 "you know". **Discretion/Tact:** Shared appropriate information and did not create an awkward situation through responses.	**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". **Discretion/Tact:** Most professional in tone and shared information that created little ,if any, awkwardness.	**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 information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.		x 30	
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			

EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT

FINAL SCORE SUMMARY

CONTESTANT NAME   CHAPTER

_____

TOTAL POINTS – EMPLOYMENT APPLICATION   _____

TOTAL POINTS – COVER LETTER   _____

TOTAL POINTS – RESUME

                                                               _____

TOTAL POINTS – PERSONAL INTERVIEW   _____

GROSS TOTAL POINTS: _____

Late Cover Letter/Resume Deduction: -25 point per day late   _____

NET TOTAL POINTS: _____

Rank of Contestant: _____

Judge's Signature: _____   Date: _____