



# IOWA

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## FFA ASSOCIATION

### JOB INTERVIEW LEADERSHIP DEVELOPMENT EVENT

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**1055 SW Prairie Trail Pkwy  
Ankeny, IA 50023  
P: 515-965-7376  
F: 515-965-7373  
[iowaffa.com](http://iowaffa.com)**

# LEADERSHIP DEVELOPMENT EVENT (LDE)

## GENERAL POLICIES, RULES, RESULTS AND STANDARDS

\*Violations of any of the following rules may be grounds for the disqualification of the participants.

### I. **Board Policies**

The following board policies (<https://www.iowaffa.com/about.aspx>, "Governing Documents" link on the right) apply directly or in part to LDEs:

- Board Policy #2-2: Changes to Judging Event Results
- Board Policy #2-3: Use of Electronic Storage/Transmission Devices
- Board Policy #2-4: Substitution of Team Members
- Board Policy #2-5: Advancement of Teams to National FFA Competition

### II. **Eligibly of Chapters and Participants**

- A. Events are open to all FFA chapters in good standing with the Iowa FFA Association. The first qualifying level of participation varies among sub-district, district, and state levels. Refer to event specific rules to identify the initial level of participation.
- B. It is recommended, but not required, to have local FFA advisors or their designee enter teams in the initial level of an event their intent to have a team on Iowa FFA On-Line (<http://anfmp01.dmac.edu/fmi/webd#>) seven (7) days prior to the initial event.
- C. Participants in the following events may compete in only one sub-district, one district and one state FFA event:
  - Ag Broadcasting
  - Ag CSI
  - Ag Impact
  - Ag Issues & Perceptions
  - Ag Sales (Individual)
  - Chapter Program
  - Chapter Website (Event Day Presenter)
  - Conduct of Meetings
  - Experience the Action
  - Extemporaneous Speaking
  - FFA Creed Speaking
  - Job Interview
  - Parliamentary Procedure
  - Public Speaking
- D. Only one entry per chapter is permitted in each official event with the following exceptions: Ag CSI and Ag Impact. It is strongly recommended that local events be utilized to determine the local winner to broaden the base of competition at the local level.
- E. After an FFA Advisor registers the chapter's intent to enter an event, it is suggested, but not required, to enter the names of the participants on Iowa FFA On-Line (<http://anfmp01.dmac.edu/fmi/webd#>) by noon three (3) days prior to the event. Any member not listed on Iowa FFA On-Line will need to be registered as an FFA member on the National FFA Roster (<https://www.ffa.org/>). Changes to online entries may be made the day of the event. State and National FFA Dues will be invoiced in accordance with Iowa FFA Association policies and by-laws.
- F. A participant, at the time of his/her participation in the state event and selection as a national team member, must:
  1. Be a current bona fide dues paying FFA member in good standing with the local chapter, state FFA Association and the National FFA Organization at the time of the LDE in which he/she participates.
  2. Be a middle school or high school FFA member. A graduating senior is considered eligible to compete in state and national LDEs up to and including their first national convention following graduation. Middle school refers to students in grades 7-8 and high school refers to students in grades 9-12.
  3. Currently be an active FFA member of the chapter making entry into the event.
- G. A member may not participate in both a state 4-H and state FFA event when said events are held on the same day.
- H. If an entry in an LDE is not able to advance, the designated alternate(s) will become the participant(s).
- I. Members are eligible to participate for up to two years in the following LDEs on the sub-district/district level. Once they have participated in one of those events on the state level they are ineligible to participate in that event in future years.
  - Ag Broadcasting
  - Ag CSI
  - Ag Impact
  - Ag Issues & Perceptions
  - Ag Sales (Individual)
  - Chapter Program
  - Conduct of Meetings
  - Experience the Action
  - Extemporaneous Speaking
  - FFA Creed Speaking
  - Job Interview
  - Parliamentary Procedure
  - Public Speaking

- J. At the Sub-District and District level, it is permissible to deliver the written materials to the Sub-District Advisor or District Advisor respectively. Written materials will be returned following the respective event and may be revised before the next event. Written materials advancing to the State event must be postmarked to the FFA Enrichment Center seven (7) business days following the District event. Events with written materials include:
- Ag CSI
  - Ag Impact
  - Ag Sales (Individual)
  - Chapter Program
  - Experience the Action
  - Job Interview
  - Public Speaking
- K. No student may participate in more than one LDE/CDE each year at the national level.
- L. Accommodations for participants can be made upon request of the FFA Advisor. The accommodation form must be submitted no less than 14 days prior to the respective event. Any assistance given to a team member from any source other than the LDE officials or assistants will be sufficient cause to eliminate the team from the LDE.
- M. Proctors that are identified for online or virtual components shall have proper credentials to deliver educational programs to youth and shall not have a conflict of interest with participants in the event. The FFA advisor(s) and/or assistant FFA advisor(s) shall not serve as a proctor.
- N. Participants shall not initiate contact with the judges. Doing so will result in a 5% deduction of points. Interactions allowed between the judges and participants are identified in each respective LDE's rules.
- O. Items needed for specific phases of each LDE will be noted under their specific rules.
- P. Participants are expected to observe the National FFA Code of Ethics and the Proper Use of the FFA Jacket during the career development events found in the Official FFA Manual (<https://www.ffa.org/official-manual/>).
- Q. Official FFA dress is expected for all participants when appropriate. If official dress is not appropriate, official casual dress should be worn. Official casual dress shall consist of 1) FFA t-shirt or polo shirt and 2) khaki or nice denim pants or shorts.

### **III. Holding Room Operating Procedures**

- A. Only holding room supervisor(s) and FFA participants are allowed in the holding area while competitive events are in session.
- B. Participants will be escorted to the bathroom by an official FFA student or courtesy corps member. If participants are in procession of electronic storage or transmission devices, participants will hand over technology to student escort during that time.
- C. In case of emergency, the sub-district or district advisor will be notified immediately, as well as the participant's advisor(s) and holding room supervisors.
- D. In the event of an emergency contact which must be made with a participant, the message will be relayed to the participant by means of the holding room supervisor(s), and/or the holding room supervisor accompanying the advisor(s) delivering the message.
- E. In the event that participants are arriving late, the participants will be met at the main entrance of the event and escorted by an event official to the holding room area and immediately check in with the holding room supervisor(s). Allowance of a late arrival is at the discretion of the host advisor.

### **IV. Judging Results and Awards**

- A. All events at sub-district, district and state levels are to be judged on a group ranking basis of Gold Emblem, Silver Emblem, and Bronze Emblem. Members placing below the three rankings will be listed as participants. Only if a written rule is violated will a "participation" ranking be given. This will prevent that entry from advancing. If necessary for entry in a regional or national event, one or more of the winners will be selected.
- B. First, second, and third place shall be designated in every event at the state level.
- C. In sub-district, district and state events, effort will be made to secure three (Ag Sales and Job Interview events shall have four) qualified and impartial persons to serve as judges whose decisions shall be final.
- D. Judges:
  - 1. Effort will be made to make the comments of judges on strong and weak features available to all advisors for their participants, after the placings have been made.
  - 2. Of all events should make every effort to supply comments on individuals and team events.
  - 3. Must obtain permission from the LDE Chairperson before issuing a "participation" rating.
- E. The results of all district FFA events will be released only by the District FFA Advisor, upon completion of the events at the district level.

- F. Results of sub-district, district, and state events are to be released to the press and radio services so that parents and others at home may know of the outcome of the FFA events at the earliest opportunity. Release dates should be STRICTLY observed.
- G. All references to awards to be provided by the National FFA Foundation, Inc. or Iowa FFA Foundation, Inc., are tentative, pending final announcement by the organization.
- H. Should an unusual interruption occur while an event is in progress it is expected that good judgment will be exercised in maintaining fairness to all participants.
- I. Officer books advancing to the state level of competition will not be displayed at the district event in order to assist the district advisors in meeting their obligations to preserve the materials for further competition. They will be displayed at the state leadership conference.

**V. AFNR Career Cluster Content Standards**

AFNR Content Standards are specifically outlined within each respective LDE.

# Job Interview

**2026 Chairperson: Bret Spurgin, Charles City**  
**Committee: Elisa Poggemiller, Dike; Kaylee Berry, Winterset**

## **I. Overview**

This event was established to provide FFA members an opportunity to demonstrate their ability in completing a job application form, writing a letter of application, preparing a resume, interviewing properly, answering questions clearly, and presenting the proper impression.

**This is a Sub-District, District, State & National Level Event.**

## **II. AFNR Career Cluster Content Standards**

**CRP.01. Standard:** Act as a responsible and contributing citizen and employee.

**CRP.01.01. Indicator:** Model personal responsibility in the workplace and community.

**CRP.01.02. Indicator:** Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.

**CRP.01.03. Indicator:** Identify and act upon opportunities for professional and civic service at work and in the community.

**CRP.02. Standard:** Apply appropriate academic and technical skills.

**CRP.02.01. Indicator:** Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.

**CRP.02.02. Indicator:** Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

**CRP.04. Standard:** Communicate clearly, effectively and with reason.

**CRP.04.01. Indicator:** Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

**CRP.04.02. Indicator:** Produce clear, reasoned and coherent written and visual communication in formal and informal settings.

**CRP.04.03. Indicator:** Model active listening strategies when interacting with others in formal and informal settings.

**CRP.05. Standard:** Consider the environmental, social and economic impacts of decisions.

**CRP.05.01. Indicator:** Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

**CRP.05.02. Indicator:** Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.

**CRP.06. Standard:** Demonstrate creativity and innovation.

**CRP.06.01. Indicator:** Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.

**CRP.06.02. Indicator:** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

**CRP.06.03. Indicator:** Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.

**CRP.07. Standard:** Employ valid and reliable research strategies.

**CRP.07.01. Indicator:** Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.

**CRP.07.02. Indicator:** Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.

**CRP.08. Standard:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP.08.01. Indicator:** Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

**CRP.08.02. Indicator:** Investigate, prioritize and select solutions to solve problems in the workplace and community.

**CRP.08.03. Indicator:** Establish plans to solve workplace and community problems and execute them with resiliency.

**CRP.09. Standard:** Model integrity, ethical leadership and effective management.

**CRP.09.01. Indicator:** Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).

**CRP.09.02. Indicator:** Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

**CRP.09.03. Indicator:** Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

**CRP.10. Standard:** Plan education and career path aligned to personal goals.

**CRP.10.03. Indicator:** Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

**CRP.10.04. Indicator:** Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

**CRP.11. Standard:** Use technology to enhance productivity.

**CRP.11.01. Indicator:** Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

**CRP.11.02. Indicator:** Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

**CRP.12. Standard:** Work productively in teams while using cultural/global competence.

**CRP.12.01. Indicator:** Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.

**CRP.12.02. Indicator:** Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

### III. Event Rules

The rules governing Sub-District, District and State events, in addition to general rules for all LDEs, are as follows:

- A. All participants should appear in FFA dress.
- B. Guidelines for the Job Interview materials:
  - Cover Letter:
    - Addressed to the Sub-District, District, or State FFA Advisor at his/her address for the appropriate level of competition
    - Must be a letter quality printed document or points will be deducted
  - Resume:
    - Limited to one page (both sides) or two pages (one side each) including references
    - Contain current facts about the member
- C. Four (4) copies of the written materials must be enclosed in four (4) separate manila (not file folders), one for each of the four judges. The participant's name and school post office must be on each envelope. The written materials must include the resume and letter of application.
- D. The participant will select one agriculture related entry-level job and apply for that position. The participant **MAY** utilize a job search website, like <http://www.agcareers.com/> to search for a position in for which they can apply. **An up to one-page printed job description CAN be included in the manila envelopes with the other written materials. The job description can be from a job search website, or it can be created by the student.**
- E. There shall be four judges for this event. One will role-play the employer and the other three will score the participants. The judge to serve as the employer will be selected by the respective Sub-District Advisor, District Advisor, or State FFA Staff. The participant will be notified of which judge this is upon entering the event room. The employer judge may assist the other three judges in making the final evaluations, but will not complete forms nor critique sheets. The employer judge does not have to ask each participant the same questions.
- F. The same judge will assume the role as the employer for all participants. All judges may ask questions at the end of the interview. There will be a five-minute time limit on questions at the end.
- G. Each participant will be allowed 6-10 minutes for the interview. However, the interview may be culminated at the end of 6 minutes or less if the employer (judge) desires. The timekeeper will hold up a warning card with an eight on it and also provide a verbal warning. Points will be deducted for presentations where the student made no attempt to close the interview. Points should not be deducted if the employer judge's participation causes the interview to exceed ten minutes. (.1 point per second overtime or under time will be deducted when necessary.)
- H. Judges may write comments on any of the materials, brochures, or summary sheets. Judges are to use the official score form for the event on which to write comments. The blue critique sheets will not be used for this event.

- I. At Sub-District level, it is permissible to deliver the written materials to the Sub-District Advisor the day of the event. Written materials will be returned following the Sub-District event. Materials for the advancing teams may be revised and delivered at registration of the District event.
- J. At District level, it is permissible to deliver the written materials to registration the day of the event. Written materials will be returned following the District event. Materials for the advancing teams may be revised.
- K. Written materials of advancing chapter must be postmarked to the FFA Enrichment Center seven (7) business days following the District event.
- L. The judges in each Sub-District shall designate the top two individuals to compete in the District event. The judges shall also name an alternate.
- M. The judges in each District shall designate the top two individuals to compete in the State event. The judges shall also name an alternate.
- N. The judges at the State level shall designate the top two individuals. The top individual will compete in the National event. The judges shall also name an alternate and a third-place finisher.

#### IV. Resource Information (From National FFA)

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 Resources (<https://ffa.app.box.com/s/oe96v4ll79r5efehjzdzqfn4d0hmihspl>)
- Gregg's 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

#### V. Awards

<b>Sub-District:</b>	Chapters:	FFA Certificate	(Available online)
	Individuals:	FFA Certificates	(Available online)
<b>District:</b>	Chapters:	FFA Certificate	(Available online)
	Individuals:	FFA Certificates	(Available online)
<b>State:</b>	Chapters:	FFA Certificate	(Available online)
	Individuals:	FFA Certificates	(Available online)
	Champion Individual:	Plaque	(Awarded on Stage at SLC)
		Cash Award	(Awarded after SLC)
		Travel Money	(Awarded after SLC)
	Reserve Individual:	Plaque	(Awarded on Stage at SLC)
		Cash Award	(Awarded after SLC)
	3 <sup>rd</sup> Place Individual:	Plaque	(Awarded on Stage at SLC)
	Gold Individuals:	LDE Pin	(Awarded in Chapter Packet at SLC)

**All awards subject to available sponsorship.**

## **VI. Event Hosting Guidelines/Checklists**

### **Needed Materials Checklist:**

- \_\_\_ Copies of Job Interview Written Materials
- \_\_\_ Job Interview Judges Score Form on white (1 copy x 3 judges x Total Number of Contestants)
- \_\_\_ General Critique Forms on blue (1 copy x 3 judges x Total Number of Participants)
- \_\_\_ Job Interview Individual Judge Critique Form on pink (1 copy of Forms A, B, and C x 3 judges x Total Number of Contestants)
- \_\_\_ Job Interview Summary Form on yellow (1 copy)
- \_\_\_ 2 Tables for Judges
- \_\_\_ 3 Chairs for Judges
- \_\_\_ 1 Table for Contestants/Judge
- \_\_\_ 2 Chairs for Contestant/Judge
- \_\_\_ "8 Minutes" Time Card
- \_\_\_ Stopwatch
- \_\_\_ Pens/Pencils for Judges

**Event Chairperson: Refer to the "Advisor's Handbook" for specific directions.**

## **VII. Event Forms**



Judge:

## Cover Letter

	Very strong Evidence of skill <i>Most points</i>	Moderate Evidence of skill <i>Middle points</i>	Weak Evidence of skill <i>Few points</i>	Points Possible	Points Earned
<b>Cover Letter – 50 Points</b>					
Format and General Appearance	Does not exceed one page without overcrowding; margins are acceptable; font size and style are readable (10–12 pt); uses appropriate business format, date and address at top; addressed to appropriate person; appropriate signature block	Does not exceed one page without overcrowding; margins are acceptable; font size and style are readable (10–12 pt); uses appropriate business format, date and address at top; not addressed to appropriate person; inappropriate signature block	Exceeds one page; margins are inappropriate; font style is unreadable; font size is too small or too large; no signature; no date or address; no inside address; not in appropriate business format	<b>10</b>	
Introductory Paragraph	Clearly identifies position they are applying for; states how they heard about the position; states why they are interested in the position; uses wording to attract reader's attention	Identifies position they are applying for; does not state how they found the job; vaguely describes why they are interested in the job; introduction is bland and not attention catching	Does not clearly identify position they are seeking; no description of how you heard about the position; does not grab the reader's attention	<b>10</b>	
Skills and Experiences	Identifies two to three qualifications for the job; indicates how their education has prepared them for this job; states they are interested in the position; skills and experiences are consistent with resume; refers to resume	Identifies one to two qualifications for the job; indicates how their education has prepared them for this job; provides a vague explanation of why they are interested in the job; skills and experiences are somewhat consistent with resume; refers to resume	Does not identify relevant qualifications for the job; does not indicate how their education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume	<b>10</b>	
Closing Paragraph	Thanks reader for taking time to read their cover letter; provides appropriate contact information; makes appropriate provisions for follow up	Thanks reader for taking time to read their cover letter; provides appropriate contact information, but leaves reader to pursue a follow up	Does not thank reader for reading their cover letter; does not mention a plan for follow up; does not provide any contact information	<b>10</b>	
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	<b>10</b>	

# Job Interview LDE

Contestant:

Chapter PO:

Date:

Job Being Interviewed For

\_ District

Judge:

## Resume

	Very strong Evidence of skill <i>Most points</i>	Moderate Evidence of skill <i>Middle points</i>	Weak Evidence of skill <i>Few points</i>	Points Possible	Points Earned
<b>Resume – 70 Points</b>					
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	<b>10</b>	
Education and Relevant Coursework	Contains complete information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; GPA listed in correct format (if appropriate), includes appropriate honors and awards	Contains information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; inappropriate GPA listed, includes appropriate honors and awards	Information not listed in reverse chronological order; important information missing; information not listed in correct format	<b>10</b>	
Relevant Experience and Skills	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments; results are quantified; bullets are listed in order of importance (stance, posture, facial expressions	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences	Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed	<b>10</b>	
Achievements and Honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reverse chronological order	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors; listed in reverse chronological order	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed	<b>10</b>	

References	Listed appropriate references and provided complete contact information for references	References are listed, but not all are appropriate or not all contact information for references is included	Inappropriate references are listed; no references listed; no contact information listed	10	
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	10	
Format and General Appearance	Does not exceed two pages without overcrowding; margins are acceptable; font size and style are readable (10–12 point); headings reflect content and content substantiates headings; resume is targeted to job	Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style are readable (10–12 point); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job	Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large	10	

# Job Interview LDE

Contestant:

Chapter PO:

Date:

Job Being Interviewed For

Judge:

\_ District

## Personal Interview

	Very strong Evidence of skill <i>Most points</i>	Moderate Evidence of skill <i>Middle points</i>	Weak Evidence of skill <i>Few points</i>	Points Possible	Points Earned
Interview – 165 Points					
Appearance	<b>Professionally dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, conservative accessories	<b>Dressed appropriately:</b> Just not as professional and "put together" shoes clean, but not polished; conservative accessories	<b>Very disheveled:</b> Dirty shoes, not wearing black shoes, inappropriate accessories	15	
First Impression	<b>Greeting:</b> Appropriate salutation and firm handshake <b>Introduction:</b> States name <b>Body language:</b> Smiling and pleasant, does not <u>sit</u> until invited, confident in manner	<b>Greeting:</b> Confident but uneasy, soft handshake <b>Introduction:</b> States name only when asked <b>Body language:</b> Rarely smiles, cologne or perfume is distracting	<b>Greeting:</b> Does not use salutation, very informal <b>Introduction:</b> Fails to introduce self, fails to shake hands with interviewer <b>Body language:</b> Obnoxious cologne or perfume, chewing gum	15	
Position Knowledge	Used appropriate terms for position; cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position	Seems to know terms associated with position; cited several relevant examples, but list is incomplete; knew about position, but conveyed incomplete picture; unsure of education or experience required for position	Knew some of the terms with position, but used incorrectly or did not show understanding of terms; unable to cite or provide relevant examples; position education and requirements not known or does not match applicants' skill set	15	

Skills Related to Position	Discussed skills gained through school or past jobs and how they are relevant to current position applied; abilities described match resume.	Described incomplete list of skills gained through school and past jobs and relevance to current position applied; abilities mostly match resume	Unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume	15	
Communication Details	Responses are concise and logically communicated; responses are not "canned"; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a "theme" that describes overall abilities	Responses seem rehearsed and somewhat disorganized; provided some depth to description of skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications	Responses were "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	15	
Non-Verbal	Maintained optimal eye contact; used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement; exhibited poise (cool under pressure)	Maintained appropriate eye contact; seemed nervous under pressure, which impacted poise, pleasantness	Interview lacked engagement as evidenced by lack of eye contact; appeared very nervous, not poised (cracks under pressure)	15	
Persuasiveness	Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked.	Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.	Answered yes or no to most questions; did not expand on skill set	15	

Verbal	<p><b>Appropriate volume:</b> Spoke with proper volume to be heard clearly; not too loud, not too soft.</p> <p><b>Enunciation/grammar:</b> Enunciated clearly and avoid informal dialect; used proper words when speaking (didn't use 10-dollar words when a 5-dollar word would do).</p> <p><b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts.</p>	<p><b>Appropriate volume:</b> Did not modulate volume to express answers; could be heard sometimes but was quiet when unsure of response and was hard to hear.</p> <p><b>Enunciation/grammar:</b> Some language not appropriate for position applied; used some slang and exhibited some "dialect".</p> <p><b>Concise:</b> Some questions were answered in a rambling fashion, but made point; thoughts were logical but somewhat disorganized.</p>	<p><b>Appropriate volume:</b> Volume was either too soft to hear answers or too loud for the room.</p> <p><b>Enunciation/grammar:</b> Used overly complex or simplistic language; sprinkled in slang and exhibited dialect.</p> <p><b>Concise:</b> Rambled and used run-on sentences; answers were poorly organized and thoughts not clearly expressed</p>	15	
Poise and Confidence	<p><b>Confident:</b> Exhibited self-confidence with body language and verbal communication</p> <p><b>Sincere:</b> Expressed true interest in the position they were seeking</p> <p><b>Poise:</b> Avoids distracting mannerisms, such as drumming fingers or overuse of "um" and "you know"</p> <p><b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward situation through responses</p>	<p><b>Confident:</b> Exhibited some nervousness, but recovered well; voice and body language showed some uncertainty</p> <p><b>Sincere:</b> Seemed somewhat interested in the position and was slightly distracted</p> <p><b>Poise:</b> Seemed comfortable with some nervousness; caught self before exhibiting distracting mannerisms; rarely used "um" or "you know"</p> <p><b>Discretion/tact:</b> Most professional in tone and shared information that created little, if any, awkwardness</p>	<p><b>Confident:</b> Did not appear comfortable; was nervous; slouched in chair</p> <p><b>Sincere:</b> Seemed uninterested in the position and was distracted</p> <p><b>Poise:</b> Demonstrated distracting mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc.; displayed excessive use of "um" and "you know"</p> <p><b>Discretion/tact:</b> Shared information that may be seen as personal about someone else that created awkwardness; appeared unprofessional</p>	15	

Contestant:

Judge:

Participant Questions	Posed appropriate questions (e.g., when notification of selection will occur and how); clarified next steps, inquired next step in interview process (e.g., if there will be additional interviews, etc.)	Questions posed were somewhat appropriate; some had no relevance to interview; incomplete inquiry of the next steps in the interview process	Asks no questions or if questions were asked, questions have no relevance to next steps in the interview process	15	
Next Steps	Asked for business card, thanked interviewer, confidently stood and shook hands prior to exiting room	Asked for business card, thanked interviewer, and shook hands, but seemed uncertain how to end the interview and exit	Did not ask for business card; ended interview abruptly or awkwardly; exited without expressing thanks or shaking hands	15	
Total Points				285	
Points Deducted					
Final Score					

# Individual Judge's Job Interview FFA Event Summary

This form is to be used by Job Interview Judges to compile their own results.

Event: Job Interview

Judge Name: \_\_\_\_\_

\_\_\_\_\_ Sub-District of \_\_\_\_\_ District

District: \_\_\_\_\_

Date of Event: \_\_\_\_\_

			Your Rating					
	School P.O. (Town)	Participant Name	Total Points	G = Gold	S = Silver	B = Bronze	P = Participation	Advance to Next Event
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								



# Judge's Job Interview FFA Event Summary

This form is to be used by Event Chairperson to report results of the judging.

Event: Job Interview

\_\_\_\_\_ Sub-District of \_\_\_\_\_ District

District/State: \_\_\_\_\_

Date of Event: \_\_\_\_\_

Judge Names:

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	School P.O. (Town)	Participant Name	Use letters to indicate ratings G - S - B - P			Total Points	G = Gold	S = Silver	B = Bronze	P = Participation	Advance to Next Event
			Judge 1	Judge 2	Judge 3						
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Chairperson: Hold up this card at the 8 minute mark.

8

Minutes