IOWA
FFA ASSOCIATION

JOB INTERVIEW
LEADERSHIP DEVELOPMENT EVENT

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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.dmacc.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.dmacc.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. <u>Video Recording</u>

A. Recording performances at the sub-district and district level is strictly prohibited.

B. Requests to record a performance at the state competition shall be submitted to state FFA staff for consideration at least 3 weeks before the event date.

C. Approval for a request to record a performance at state competitions shall be at the discretion of state FFA staff.

V. <u>AFNR Career Cluster Content Standards</u>

AFNR Content Standards are specifically outlined within each respective LDE.

Job Interview

2027 Chairperson: Bret Spurgin, Charles City
Committee: Elisa Poggemiller, Dike; Kaylee Berry, Winterset; Carlton Ness, Jewell; Ari Duncan, Rockford

I. Overview

This event was established to provide FFA members an opportunity to demonstrate their ability in 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 cover letter.
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. Judges may write comments on any of the materials, resumes, cover letters, job descriptions, and blue critique sheets.

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 three 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/oe96v4ll79r5efehjzdzgfn4d0hmihsp*)
- 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

V. Awards

Sub-District:	Chapters:	FFA Certificate	(Available online)
	Individuals:	FFA Certificates	(Available online)
District:	Chapters:	FFA Certificate	(Available online)
	Individuals:	FFA Certificates	(Available online)
State:	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)
	3rd 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 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

Cover Letter Rubric

Indicator	Strong Evidence of Skill 5-4 Points	Moderate evidence of skill 3-2 Points	Work evidence of skill 1-0 points	Points Earned
Format and General Appearance	• One page in length • Appropriate margins • Appropriate format • Date and contact info at top • Addressed to correct person • Signed by candidate	• One page in length • Appropriate margins • Appropriate format • Date and contact info at top • Not addressed to correct person • Not signed by candidate	• More than one page in length • Font is unreadable • Text size is too small or large • Missing date and contact info • Not addressed to correct person • Not signed by candidate • Not in appropriate business format	
Introductory Paragraph	• Identifies position of interest • States how they heard about position • States interest for position • Writing attracts readers' attention	• Identifies position of interest • Does not state how they heard about position • Vaguely state interest for position • Writing somewhat grabs readers' attention	• Does not identify position of interest • Does not state how they heard about position • Does not state interest for position • Writing does not grab readers' attention	
Skills and Experiences	• 2-3 qualifications for job listed • Clearly indicates how education has prepared them for the position • Clearly indicates how work experience has prepared them for the position • Skills and experiences are consistent with resume	• 1-2 qualifications for job listed • Indicates how education has prepared them for the position • Indicates how work experience has prepared them for the position • Skills and experiences are somewhat consistent with resume	• No relevant qualifications listed • No indication regarding how education prepared them for the positions • No indication regarding how work experience has prepared them for the position • Skills and experiences are not consistent with resume	
Closing Paragraph	• Thanks reader • Provides appropriate contact information	• Thanks reader • Provides appropriate contact information	• Does not thank reader • Does not provide appropriate contact information	

	• Makes appropriate provisions for follow up	• Does not make appropriate provisions for follow up	• Does not make appropriate provisions for follow up	
Spelling/ Grammar/ Punctuation	• Extremely high quality spelling, grammar and punctation • Two or less errors within the document	• Adequate spelling, grammar and punctation • 3-5 errors within the document	• Less than adequate spelling, grammar and punctation • Six or more errors within the document	
			TOTAL POINTS	/25

Resume Rubric

Indicator	Strong Evidence of Skill 5-4 Points	Moderate evidence of skill 3-2 Points	Work evidence of skill 1-0 points	Points Earned
Contact Information	• Name, address, email, and phone number included • Name stands out • Professional email address provided	• Missing name, address, email, or phone number • Name does not stand out • Email address provided is too casual	• Missing two or more of the name, address, email, or phone number • Name does not stand out • Email used is inappropriate or unprofessional	
Education and Relevant Coursework	• Complete information • Relevant courses listed • Reverse chronological order used • GPA listed in correct format (if appropriate) • Appropriate honors/awards included	• Mostly complete information • Relevant courses listed • Reverse chronological order used • GPA incorrectly listed • Appropriate honors/awards included	• Missing important information • No relevant courses listed • Reverse chronological order not used	
Relevant Experience and Skills	• Reverse chronological order used • Company name, job title, location and employment dates are included • Strong action verbs used • Correct verb tense used • Bullets are concise and direct • Bullets are listed in order of importance	• Reverse chronological order used • Company name, job title, location and employment dates are included • Weak action verbs used • Inconsistent verb tenses • Bullets are not concise or direct • Bullets are written in complete sentences • Bullets are not listed in order of importance	• Reverse chronological order not used • Missing company name, job title, location or employment dates • Poor action verbs used • Inconsistent verb tenses • Bullets are wordy and/or vague • Bullets are not listed in order of importance	
Achievements and Honors	• Appropriate and relevant achievements and honors listed • Achievements and honors related to career goal	• Appropriate and relevant achievements and honors listed • Achievements and honors somewhat related to career goal	• Inappropriate or irrelevant achievements listed • No achievements or honors listed • Reverse chronological order not	

	• Details related to achievements and honors provided • Reverse chronological order used	• Lacks specific details related to achievements and honors • Reverse chronological order used	used	
References	• Listed appropriate references • Complete contact information for references provided	• One or two references listed are inappropriate • Missing some contact information for references	• Inappropriate references are listed • No references listed • No contact information listed	
Spelling/ Grammar/ Punctuation	• Extremely high quality spelling, grammar and punctation • Two or less errors within the document	• Adequate spelling, grammar and punctation • 3-5 errors within the document	• Less than adequate spelling, grammar and punctation • Six or more errors within the document	
Format and General Appearance	• Does not exceed two pages without overcrowding • Margins are acceptable • Font size and style are readable (10–12 point) • Headings and content match • Resume is targeted to position	• Does not exceed two pages but slightly overcrowded • Margins are acceptable • Font size and style are readable (10–12 point) • Headings and content do not completely match • Resume is targeted to position	• Exceeds two pages • Margins are inappropriate • Font style is unreadable • Font size is too small or too large • Headings and content do not match • Resume is not targeted to position	
			TOTAL POINTS	/25

Interview Rubric

Indicator	Strong Evidence of Skill 5-4 Points	Moderate evidence of skill 3-2 Points	Work evidence of skill 1-0 points	Points Earned
First Impression	• Appropriate greeting • Firm handshake • States name • Smiling and pleasant • Confident in manner • Solid eye contact	• Appropriate greeting • Soft handshake • States name only when asked • Smiles occasionally • Confident but uneasy • Some eye contact	• Informal or inappropriate greeting • No handshake • Fails to state name • No smile • Timid and uncomfortable • No eye contact	
Response to Questions: Position Knowledge	• Used appropriate terms for position • Knowledge of career field evident • Knows education and experience required for position • Shows understanding of employer	• Seems to know terms associated with position • Some knowledge of position • Some knowledge of education or experience required for position • Some understanding of employer	• 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	
Responses to Questions: Skills Related to Position	• Discussed skills gained through school or past jobs and their relevancy • Abilities described match resume	• Described incomplete list of skills gained through school and past jobs and their relevancy • Abilities mostly match resume	• Unable to relate skills learned in school or past jobs and relevance to position applied • Abilities hardly match resume	
Response to Questions: Communication Details	• Responses are concise and logically communicated • Responses are not "canned"; provided in-depth description	• Responses seem rehearsed and somewhat disorganized • Provided some depth to description of skills	• Responses were "canned" with little logical progression • Mainly provided list of skills with little explanation	

	of skills ● Provided in-depth response to questions, not yes/no responses to questions ● Established a “theme” that describes overall abilities	● 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.	● Provided yes/no responses; unable to see an overall theme of persons' abilities	
Communication Skills: Non-verbals	● Maintained optimal eye contact ● Used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement ● Exhibited poise	● 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	
Communication Skills: Persuasiveness	● Led the interview in a direction that enabled them to expand so their skills were expressed ● Took initiative to add information beyond questions 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	
Communication Skills: Poise and Confidence	● Exhibited self-confidence with body language and verbal skills ● Expressed a true interest in the position ● Avoided distracting mannerisms such as filler words and finger tapping ● Professional in tone, not awkward	● Exhibited some nervousness, but recovered well ● Seemed somewhat interested in the position, but was slightly distracted ● Seemed comfortable, exhibited minimal distracting mannerisms, rarely used filler words. ● Mostly professional in tone, created little, if any, awkwardness	● Did not appear comfortable, was nervous, slouched ● Seemed uninteresting the position and was distracted ● Demonstrated mannerisms such as foot tapping, finger drumming, etc. Excessive use of filler words. ● Appeared unprofessional and created awkwardness	

Conclusion	• Poses appropriate questions • Clarified next steps • Thanked interviewer • Shook hands prior to exiting the room	• Questions posed were somewhat appropriate • Incomplete inquiry of the next steps and how to end the interview. • Shook hands prior to exiting the room	• Asked no questions, or, if questions were asked, they didn't relate to the interview or next steps in the process • Did not shake hands prior to exiting the room	
			TOTAL POINTS	/40

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.

Judge Names:

_____

_____

_____

_____

Event: Job Interview

_____ Sub-District of _____ District

District/State: _____

Date of Event: _____

	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