



New Mexico FFA

Employment Skills

Career Development Event

EMPLOYMENT SKILLS

Last Edit: 7/15/2023

PURPOSE

To develop, practice, and demonstrate skills needed in seeking employment in the agricultural industry.

COMMON CORE REFERENCES

7th Grade

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8th Grade

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

9th-10th Grade

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

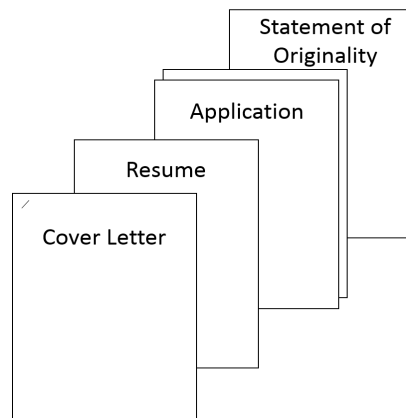
11th-12th Grade

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

EVENT RULES

- 1 Employment Skills is only for students who are regularly enrolled in agricultural education during the calendar year. When selected, participants must be active members of a chartered FFA chapter and the National FFA Organization.
- 2 **Each participant's cover letter, resume, and application will be the result of his or her own efforts. Using the State approved format for each, these three documents must be submitted electronically to the state office by the appropriate deadline.**

Example:



- 3 Participants will submit the electronically signed statement of originality upon selection of participation and other materials required by the State FFA Office.
- 4 Participants shall be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judges' ranking of each participant then shall be added, and the winner will be the participant whose total ranking is the lowest. Other placings will be determined in the same manner (low point score method of selection).
- 5 Participants who will compete in the state contest must qualify through a district contest. The **TOP 3** participants from each district will qualify for state competition.
- 6 The state contest will consist of a preliminary round with two contest rooms. Half of the contestants will be assigned to each room. The top three ranking contestants from each preliminary room will proceed to the final round
- 7 Any assistance given to a member from any outside source including Teachers/Coaches/Advisors during the contest, will be sufficient cause for the contestant to be eliminated from the Career Development Event.

EVENT FORMAT

The Chapter Employment Skills Contest will be held at the Annual State FFA Convention.

Equipment

Students are allowed to bring a copy of the following items previously submitted to the State Office to the event:

Resume

Cover Letter

List of References (3 preferred)

Application

(no additional items may be presented to the judges during the contest

ex: business cards)

Activities

The event is developed to help participants in their current job search (for SAE projects, 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. Participants cannot develop a fictitious resume for a fictitious job. Students will draw for order of interviewing prior to the event.

- A. Cover Letter (100 points)
 1. **Submit an electronic copy of a letter of intent. The letter must be in the state approved format. Typed in 12 point font and block justified.**
 2. Letter is to be addressed to the Judges of the Career Development Event and dated for the day of the event.
- B. Resume (200 points)
 1. **Submit an electronic copy of the resume. It is to be one sided only, single spaced, and must follow the state approved format.**
 2. Resume must be based on actual work experience. Include list of references with complete contact information.
- C. Application (100 points)

Students will complete a standard job application (use electronic form) and submit it

to the state office with the cover letter & resume.

D Personal Oral Interview (500 points)

1. The participants will interview for up to **ten** minutes in front of a panel of three
indoes

E Telephone Interview (50 points)

AWARDS

The state winner will be presented a plaque and recognized on stage at the State FFA Convention.

The state winner will represent New Mexico in the National FFA Employment Skills Career Development Event.

REFERENCES

The following list contains references that may prove helpful during event preparation, but is not intended to be inclusive.

Greggs Manual

Elements of Style - Strunk and White

Microsoft Word resume templates

101 Toughest Interview Questions...and Answers That Win Jobs.

Daniel Porto / Paperback / Published 1998

25 Reasons Why I Won't Hire You! What You Did Wrong Before, During & After the Interview!

Zenja Glass / Paperback / Published 1996

Best Answers to the 201 Most Frequently Asked Interview Questions

Matthew J. Deluca ? Paperback ?Published 1996

The Complete Job Interview Handbook

John J. Marcus / Paperback ? Published 1994



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Cover Letter Rubric

100 points

NAME _____

MEMBER NUMBER _____

CHAPTER _____

STATE _____

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	

Employment Skills

Cover Letter Rubriccontinued

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
Closing Paragraph	Thanks reader for taking time to read; provides appropriate contact information, makes appropriate provisions for follow up.	Thanks reader for taking time to read; provides contact information, but makes reader to assume a follow up.	Does not thank reader; does not mention a plan for follow up; does not provide any contact information.		X3	
Spelling/ Grammar/ Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.		X5	
TOTAL POINTS						



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Resume Rubric

200 points

NAME _____

MEMBER NUMBER _____

CHAPTER _____

STATE _____

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, and phone number; name stands out on resume; provides professional e-mail.	Name does not stand out; email is too casual.	Missing name, address, email, 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	

Employment Skills

Resume Rubriccontinued

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Relevant Experience and Skills	Entries are listed in reverse chronological order; company name, title, location, and dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/ accomplishments; results are quantified; bullets are listed in order of importance.	Entries are listed in reverse chronological order; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences.	Entries are not in 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 for 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 for 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.		X5	
References	Listed appropriate references and provide 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						



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Employment Application Rubric

100 points

NAME _____

MEMBER NUMBER _____

CHAPTER _____

STATE _____

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						



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Personal Interview Rubric

500 points

NAME _____

MEMBER NUMBER _____

CHAPTER _____

STATE _____

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 and state association. 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 do responses provided 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 question, some yes/no, 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 do 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	

Employment Skills

Personal Interview Rubric continued

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
<p>Communication Skills</p>	<p>Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked.</p> <p>Confident: Exhibited confidence in self with body language and verbally.</p> <p>Appropriate volume: Spoke with proper volume for room to be heard clearly; not too loud, not too soft.</p> <p>Enunciation/grammar: Avoided words like "git" versus "get" and "agin" versus "again", used proper words when speaking (didn't use 10 dollar words when a five dollar word will do).</p> <p>Concise: Avoided run on sentences and answered with logical and organized thoughts.</p> <p>Sincere: Expressed true interest in the position they are seeking.</p> <p>Poise: avoids distracting mannerisms such as drumming fingers or overuse of "uhm" and "you know".</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses.</p>	<p>Persuasive: Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.</p> <p>Confident: Exhibited some nervousness, but covered well, voice and body language showed some uncertainty.</p> <p>Appropriate volume: Did not modulate volume to express answers, could hear sometimes, but quiet when unsure of response and hard to hear,</p> <p>Enunciation/grammar: Some language not appropriate for position applied, used some slang and exhibited some "dialect".</p> <p>Concise: Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized.</p> <p>Poise: Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used "uhm" or "you know".</p> <p>Discretion/Tact: Most professional in tone and shared information that created little if any awkwardness.</p>	<p>Persuasive: Answered yes or no to most questions, did not expand on skill set.</p> <p>Confident: Did not appear comfortable, nervous, slouched in chair.</p> <p>Appropriate volume: Hard to hear answers or volume too loud for room.</p> <p>Enunciation/grammar: Used overly complex or simplistic language, sprinkled in words like "git" versus "get" and "agin" versus "again".</p> <p>Concise: Rambled and used run on sentences. Answers were poorly organized and thought not clearly expressed.</p> <p>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".</p> <p>Discretion/Tact: Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.</p>		x 30	
<p>Conclusion</p>	<p>Posed appropriate questions of interviewer: e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p>Appropriate thanks and exit: Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.</p>	<p>Questions posed were somewhat appropriate: Some had no relevance to interview, Incomplete inquiry of the next steps in the interview process, Asked for business card, thanks interviewer and shook hand but seemed uncertain how to end the interview and exit.</p>	<p>Asks no questions: Questions asked (if asked, have no relevance to next steps in the interview process, Ends interview abruptly or awkwardly, exits without thanks or shaking hands,</p>		x 15	
TOTAL POINTS						