



**2025**

# **Employment Skills**

Refer to the National FFA Career and Leadership Events webpage on [FFA.org](https://ffa.org) for the most up-to-date career and leadership development handbook edition.

### CONTACT

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### FFA VISION

Growing the next generation of leaders who will change the world.

### FFA MISSION

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

### FFA CODE OF CONDUCT

FFA members participating in National FFA programs understand and agree to abide by the National FFA Code of Conduct at:  
<https://ffa.app.box.com/s/x6l2lkovv4x9tgiegy73mei30zvli5j>

## Guiding Principles

National FFA believes that awards and competitive events should:

1. Be inclusive and engaging for all students and FFA members.
2. Provide awards and recognition opportunities for students at all levels.
3. Inspire members to explore, learn, and be prepared for future careers related to the AFNR career pathways and FFA AFNR Value Chain.
4. Recognize achievements in skill development and knowledge, including:
  - a. leveraging relevant technologies
  - b. utilizing creative problem-solving
  - c. meeting developmentally appropriate learning objectives (Bloom's Taxonomy)
  - d. utilizing employability skills (teamwork, communication, collaboration)
5. Work with other groups to utilize or partner with existing experiences.
6. Provide feedback that promotes personal and professional growth.

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

The National Council for Agricultural Education has provided permission to the National FFA Organization to use the National AFNR Career Cluster Content Standards in the development of their educational resource materials. The National Council for Agricultural Education is the owner and developer of the National AFNR Career Cluster Content Standards ©2016 and reserves all rights to the original material used here with permission. In addition, The National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation (NASDCTE/NCTEF) has provided permission to use the Common Career and Technical Core (CCTC) Standards in support of this project. NASDCTE/NCTEF are the owners and developers of the Common Career and Technical Core (CCTC) Standards © 2012 and reserve all rights to the original material used here with permission.

The National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into the national award and recognition programs for the benefit of members, school administration, and agriculture as a whole. For a complete set of the standards, please visit the [2016 AFNR Career Cluster Content Standards](https://ffa.app.box.com/s/hrxlqv7g6zo54xfi5x5ktylyusqjhy0). You may access the standards alignments for this event at <https://ffa.app.box.com/s/hrxlqv7g6zo54xfi5x5ktylyusqjhy0>.

## Professional Integrity

FFA members participating in national FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in National FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

## Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the [Standard Operating Procedures on the Use of Artificial Intelligence \(AI\) for National Programs and Events document](#).

## Code of Conduct

FFA members participating in National FFA programs understand and agree to abide by the [National FFA Code of Conduct](#).

# 2025 CAREER AND LEADERSHIP DEVELOPMENT EVENTS GUIDELINES

## POLICIES AND GUIDELINES

### I. Eligibility of Students

- a. Each student must be a student FFA member on the current roster in good standing with the local chapter, state FFA association, and the National FFA Organization during the school year in which the student qualified to participate at the national level.
- b. If a student's name is not on the chapter's official roster, please work with the National FFA membership team to update the membership before the national event.
- c. The student, at the national event, must be:
  - i. A secondary education (grades 7-12) FFA member during the school year in which the participant qualified to participate at the national level as determined by the roster at the time of qualifying.
  - ii. A graduating senior is eligible to compete in state and national career and leadership development events up to and including their first national convention following graduation.)
  - iii. Participants in the Creed Speaking and Conduct of Chapter Meetings LDEs must qualify as a 7th, 8th, or 9th grade member.
- d. If a student moves to a different chapter or a different state once the student has qualified as a state representative in an event, that student may be allowed to compete in the national event with the school they qualified with during the qualifying year.
- e. A student may only participate in the same official CDE/LDE once. No student may participate in more than one National FFA event each year.
- f. Each student participating in a national event must complete an online Waiver and release of Liability through the convention registration system.

### II. Selection/Certification of State Teams

- a. Each state will submit a team declaration form by July 1, before the national FFA convention. Participation in each declared event will incur an entry processing fee. State Staff Declaration Instructions
- b. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter.
- c. All students must be certified online by the designated deadline of Sept. 1 or within 10 days of the qualifying date if after the deadline. Advisors or state staff must certify members in each event by the certification deadline How to certify a team or member Instructions
- d. Once the original certification has been completed, no member may be added without first deleting a member. (See III. Drop/Add Process).
- e. State staff shall approve students are eligible (See I. Eligibility of Students). State Staff Certification Approval Instructions If an ineligible student participates in any career or leadership development event, the member will be disqualified, which may also impact the team's ranking.
- f. States may approve teams comprised of fewer members than the required members.
- g. Substitutions of any student or team are subject to the determination and approval of the state association.
- h. If reputable international competitions invite teams to competition the national organization will certify National FFA Career and Leadership Development Event winners for international competition when states request. This is with the understanding that the state team will provide their travel expenses.

### III. Drop/Add Process

- a. If a student needs to be substituted or dropped, the online drop/add process must be used to substitute or drop the team member. A team member must be dropped before another team member may be substituted. How to Drop/Add a team member Instructions
- b. The Drop/Add must be submitted one hour before the first event component or official activity of an event as listed in the schedule of events. Changes will not be permitted after this time.
- c. Members added to any team must meet all the eligibility and membership requirements described in this Guide's other sections.
- d. Substitutions may be allowed after the online document submission date (See individual Event Handbooks for details).

### IV. Disqualification

- a. FFA members participating in national FFA programs and events understand and agree that all work must result from their effort and ability, created and completed alone (except for partner or chapter applications). Details about Professional Integrity, the Use of Artificial Intelligence (AI) for National Programs and Events, and the National FFA Code of Conduct are included in event handbooks.
- b. Any verbal or non-verbal communication between students during an event that is not part of the event will be sufficient cause to eliminate the team member involved from the career development event.
- c. Teams or students arriving after the career development event has begun may be disqualified or penalized. This includes a zero or lower score for that team or student for the missed section of the career or leadership development event.
- d. Any assistance given to a student from any source other than the career development event officials or assistants will be sufficient to disqualify that

student from the career and leadership development event.

- e. Event superintendents may stop any student if they deem their manner hazardous to themselves or others. Such action may result in a zero or lower score for that student for that section of the career or leadership development event.
- f. Students who start an event and do not complete it without notifying event officials at the time of departure may be disqualified. This can affect the overall team rank and position; in some events, it could also disqualify the entire team.
- g. Students will not be allowed to utilize personal electronic communication devices other than those approved by the event officials during the entire event. Students who access personal electronic communication devices without prior approval from the event officials may be disqualified from the national event.
- h. Any CDE/LDE student, team, advisor, or coach who is proven to have gained access to event materials intended for or utilized by the event committee during the competition will be disqualified from the national event.

## Purpose

*The National FFA Employment Skills Leadership Development Event is designed for FFA members to develop, practice, and demonstrate skills needed for employment in the agriculture industry. Each part of the event simulates, as closely as possible, real-world activities that real-world employers use.*

## Event Rules

Review the [Career and Leadership Development Event Policy and Guidelines](#) for information on eligibility, selection, certification, team member changes, disqualification and more. [General Information for National Competition](#) can provide general guidance on preparing for national competition.

- Participation will be limited to one participant from each state association.
- It is highly recommended that participants wear FFA Official Dress for this event.
- All written materials, including a cover letter, resume, etc., will result from each participant's efforts.
- The job description, cover letter, and resume must be uploaded by the designated deadline and found on the [CDE/LDE webpage](#).

## Evaluation

Participants will be placed in six interview flights in the preliminary round.

The top two individuals from each flight (based on the scores from submitted items, preliminary interviews, and follow-up correspondence) will advance to compete in the final round. The final round will consist of 12 competitors.

Scores from the preliminary round will not carry over to the final round. All finalists will complete a final face-to-face panel interview, and the top eight finalists will complete the networking activity, and the telephone job offer activity.

## Event Format

The event is developed to help participants in their current job search (including their Supervised Agricultural Experience (SAE) programs, internships, and other part-time and full-time employment). Therefore, materials submitted by the participant must reflect their current skills and abilities and be targeted to a job they would like to apply for. In other words, participants cannot develop a fictitious resume; they must utilize their actual experience. They are expected to target the resume toward a real job for which they presently qualify.

## Equipment

Participants are required to bring the following items to the event:

- Writing utensils.

Participants may be required to bring the following items to the event:

- Laptop or tablet capable of a Wi-Fi connection (Notification of this requirement will be in the event orientation packet.).

Participants are permitted to bring these items:

- Blank paper
- Copies of the submitted resume and cover letter at the designated deadline for the event
- List of references
- Business cards
- Padfolio

The following items are **not** permitted:

- Letters of reference
- Samples of work
- Pictures
- Personal pages

## Items to be electronically submitted before the convention

Participants will electronically submit the following in PDF format:

- Job description
- Cover letter
- Resume
  - Statement of Authenticity — Added a “Statement of Authenticity” requirement to be signed by all students competing on the team, i.e.,  
*“I certify that all materials presented here are of my own creation and that any work adopted from other sources is duly cited and referenced as such.” — signature*

States qualifying after the upload deadline will have ten days from the state qualifying event date to submit their documents. A penalty of 10 percent will be assessed for documents received after the deadline. If the document is not received by seven days after the deadline, the participant may be subject to disqualification.

Instructions for submitting electronic documents will be posted on the [Event Status Tracker](#) webpage under Key Resources, Declaration/Certification How-to Guides, and select [How to Upload a pdf for a CDE LDE](#).

## Job description

- The job description is required for the judges to score sections of the event. The job description will not be scored but is a required submission.
- Participants who fail to submit this component will be subject to disqualification.
- The job description should include a description of the position the student is applying for, desired qualifications for the job, and work experience.

- Sources for job descriptions can be found in the newspaper or online through job searches and company websites.

### *Cover Letter (100 Points)*

The cover letter is to be typed, one page, single-spaced, left justified using Times, Times New Roman or Arial 10 to 12-point minimum font.

The letter is to be dated for the first day of the national event in Indianapolis and addressed to:

Mr. Mark Kline  
6060 FFA Dr.  
P.O. Box 68960  
Indianapolis, IN 46268-0960

### *Resume (200 Points)*

The resume should not exceed two pages in total. If necessary, a complete list of references may be included on a third page, but references are the only information to be included.

The resume must be non-fictitious and based upon actual work history.

### **Items to be completed before convention**

#### *Electronic Employment Application (50 Points)*

Participants will complete a standard electronic job application per instructions at the CDE/LDE website.

The application will be open online the two weeks before certification closes on Sept. 1 (ex. Aug. 18 – Sept. 1, 2025).

#### *Virtual Initial Screening Interview (200 Points)*

Students will complete a virtual screening interview via Zoom with two human resource representatives to simulate the initial screening process normally conducted by hiring firms that screen candidates for various jobs. The purpose of this screening interview is to determine if the student is qualified by asking questions to see if the applicant and their skills match the job requirements and if the credentials fit the position and the company. This interview can last up to 20 minutes. Students will sign up for potential interview times when they complete their electronic employment application.

#### *Follow-Up Correspondence #1 (75 Points)*

- Participants will submit follow-up correspondence via email after completing the virtual initial screening interview. Participants will receive the necessary information and instructions to compose the follow-up correspondence. Participants will have 30 minutes to complete the follow-up correspondence.



## Items to be completed at the on-site national event

### **Preliminary Round**

#### *Personal Face-to-Face Interview (300 Points)*

The personal face-to-face interview will be with a panel of judges. Each interview will last 15-20 minutes and will focus on more in-depth questions about students' skills, work experience, availability, expectations, and ambitions.

#### *Follow-Up Correspondence #2 (75 Points)*

- Participants will submit follow-up correspondence via a hand-written thank you note after completing the personal face-to-face interview. Participants will receive the necessary information and instructions to compose the follow-up correspondence. Participants will have 30 minutes to complete the follow-up correspondence.

### **Final Round**

#### *Final Face-to-Face Interview (500 Points)*

- This interview in the final round will be an interview with a panel of three judges who did not participate in the preliminary round. This interview will focus on leadership, problem-solving, decision-making, and organizational skills needed for the job. Each interview will last a maximum of 15 minutes.

#### *Networking Activity (100 Points)*

- The top eight finalists from the final face-to-face interview will participate in a meal function with judges representing individuals within the organization to which students have applied. Each participant will respond to two-to-three direct questions that judges will ask, and then the discussion will be open to everyone. Students will be evaluated on how well they respond to the judges' questions, professional etiquette, mannerisms, attention to others, etc.

#### *Telephone Job Offer (100 Points)*

- The top eight finalists from the final face-to-face interview will participate in a follow-up phone call where they will receive a job offer. They will be scored on their ability to collect information and negotiate. They will also be scored on their response to the offer and overall impression.

### **Tiebreakers**

In the event of a tie in the preliminary round, the participant with the highest personal face-to-face interview score shall receive the higher rank.

If a tie still exists, the participant with the highest resume score will receive the higher rank.

In the event of a tie in the final round, the participant with the highest final face-to-face interview score shall receive the higher ranking. If a tie still exists, the participant with the highest resume score will receive the highest ranking.

## Scoring

Preliminary Round	Individual Points
Electronic employment application	50
Resume	200
Cover letter	100
Initial Contact Interview	200
Follow-up correspondence #1	75
Personal face-to-face interview	300
Follow-up correspondence #2	75
<b>TOTAL POINTS</b>	1,000
Final Round	
Final face-to-face interview	500
Networking activity	100
Telephone job offer	100
<b>TOTAL POINTS</b>	700

## Awards

Awards will be presented at the awards ceremony to individuals based on their rankings. Advisors of cash award recipients will receive information about claiming their award following the convention. Guidelines for amounts and recipients of cash awards can be found [here](#).

# References

*This list of references is not intended to be all-inclusive.*

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- Past CDE materials and other resources are available on [FFA.org](http://FFA.org).
- Open Colleges – How to Write a Resume, <http://www.opencolleges.edu.au/careers/resumes/how-to-write-a-resume>
- 8 Subtle Ways to Ace the Interview, <http://www.businessinsider.com/subtle-ways-to-ace-the-interview-2015-2>
- 9 Tips to Help You Prep for a Virtual Interview, <https://learn.uvm.edu/blog/blog-business/nine-tips-to-help-you-prep-for-a-virtual-interview>
- Sending Your Thank You After the Job Interview, [http://www.job-hunt.org/job\\_interviews/job-interview-thank-you.shtml](http://www.job-hunt.org/job_interviews/job-interview-thank-you.shtml)
- How to Accept a Job Offer, <https://www.theforage.com/blog/basics/accept-job-offer>
- How to Negotiate a New Job Offer - <https://www.payscale.com/salary-negotiation-guide/im-negotiating-new-job-offer>
- The Professional's Guide to Negotiating a Job Offer - <https://www.learnhowtobecome.org/career-resource-center/negotiate-job-offer/>
- Tips for Networking Events, <https://grad.illinois.edu/sites/default/files/PDFs/NetworkingEvents.pdf>
- How to Network Effectively: 15 Tips You Can Start Using Today, <https://blog.hubspot.com/marketing/the-ultimate-guide-to-non-awkward-effective-networking>
- References from the career center at the land-grant university in your respective state.

# Cover Letter Rubric

## 100 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Format and General Appearance</b>	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		X 4	
<b>Introductory Paragraph</b>	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		X 4	
<b>Skills and Experiences</b>	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		X 4	
<b>Closing Paragraph</b>	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		X 3	
<b>Spelling/ Grammar/ Punctuation</b>	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		X 5	
<b>TOTAL POINTS</b>						

# Resume Rubric

## 200 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

Indicator	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Contact Information</b>	Includes name, address, email address and phone number; name stands out on resume; provides professional e-mail address	Name does not stand out; email address is too casual	Missing name, address, email address or phone number; email used is inappropriate or unprofessional		X 3	
<b>Education and Relevant Coursework</b>	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		X 7	
<b>Relevant Experience and Skills</b>	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	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		X 10	
<b>Achievements and Honors</b>	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		X 5	

Indicator	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
References	Listed appropriate references and provided complete contact information for references	References are listed, but not all are appropriate or not all contact information for references is included	Inappropriate references are listed; no references listed; no contact information listed		X 2	
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		X 5	
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		X 8	
TOTAL POINTS						

# Electronic Employment Application Rubric

## 50 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

Indicator	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Consistent with Resume</b>	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.		x 2	
<b>Grammar/ Punctuation/ Spelling</b>	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		x 3	
<b>Form Completed</b>	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; "N/A" used inappropriately		x 2	
<b>Overall Impression</b>	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		x 3	
<b>TOTAL POINTS</b>						

# Initial Screening Interview Rubric

## 200 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Appearance and First Impression</b>	Introduced self when joining the video interview; sat at comfortable distance from camera; background was free from distractions; dressed appropriately; spoke clearly and articulately with no hesitation; used appropriate tone, spoke at right pace to be clear, pronounced words clearly; exhibited confident tone, did not demonstrate nervousness	Incomplete introduction; sat at comfortable distance from camera; background was appropriate with minimal distractions; dressed appropriately; spoke clearly and articulately, but with some hesitation; used appropriate tone, spoke at right pace, but showed some nervousness; pronunciation of words was usually clear, but sometimes vague	Did not introduce self upon joining video interview; sat too far or too close from camera; background was distracting; dressed too casually for interview; did not use appropriate tone, frequently hesitated when speaking; pace was too fast; appeared nervous; pronunciation of words is difficult to understand or was unclear		x 4	
<b>Responses to Questions: Position Knowledge</b>	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 associated with position, but used incorrectly or did not understand terms; unable to cite or provide relevant examples; position education and requirements not known or does not match applicants' skill set		x 5	
<b>Responses to Questions: Skills Related to Position</b>	Discussed skills gained through school or past jobs and how those skills 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		x 5	
<b>Response to Questions: Communication Details</b>	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		X 5	



INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Communication Skills: Non-Verbal</b>	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 with camera; appeared very nervous, not poised (cracks under pressure)		x 2	
<b>Communication Skills: Persuasiveness</b>	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		x 4	
<b>Communication Skills: Verbal</b>	<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</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>		x 4	
<b>Communication Skills: Poise and Confidence</b>	<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 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>		x 4	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Conclusion: Participant Questions</b>	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	Did not ask any questions or if questions were asked, questions had no relevance to next steps in the interview process.		x 5	
<b>Conclusions: Next Steps</b>	Asked for contact information, ended video interview appropriately and smoothly (thanked interviewers, said good-bye).	Ended video interview somewhat appropriately (not sure what to do) or without thanking interviewers.	Ended video interview awkwardly and abruptly; did not thank interviewers or say good-bye, just ended video session		x 2	
<b>TOTAL POINTS</b>						

# Preliminary Personal Interview Rubric

## 300 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Appearance</b>	<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		X4	
<b>First Impression</b>	<b>Greeting:</b> Appropriate salutation and firm handshake <b>Introduction:</b> States name <b>Body language:</b> Smiling and pleasant, does not sit 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		x 7	
<b>Responses to Questions: Position Knowledge</b>	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		x 6	
<b>Responses to Questions: Skills Related to Position</b>	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		x 6	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Response to Questions: Communication Details</b>	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		x 6	
<b>Communication Skills: Non-Verbals</b>	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)		x 4	
<b>Communication Skills: Persuasiveness</b>	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		x 3	
<b>Communication Skills: Verbal</b>	<b>Appropriate volume:</b> Spoke with proper volume to be heard clearly; not too loud, not too soft. <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). <b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts.	<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. <b>Enunciation/grammar:</b> Some language not appropriate for position applied; used some slang and exhibited some “dialect”. <b>Concise:</b> Some questions were answered in a rambling fashion, but made point; thoughts were logical but somewhat disorganized.	<b>Appropriate volume:</b> Volume was either too soft to hear answers or too loud for the room. <b>Enunciation/grammar:</b> Used overly complex or simplistic language; sprinkled in slang and exhibited dialect. <b>Concise:</b> Rambled and used run-on sentences; answers were poorly organized and thoughts not clearly expressed.		x 8	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Communication Skills: Poise and Confidence</b>	<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>		x 7	
<b>Conclusion: Participant Questions</b>	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		x 6	
<b>Conclusions: Next Steps</b>	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		x 3	
<b>TOTAL POINTS</b>						

# Follow-Up Correspondence Rubric (E-mail)

## 75 POINTS

Name

Member Number

Chapter

State

INDICATOR	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
<b>Format</b>	Follow-up was directed to the appropriate person with an appropriate salutation and title. The level of formality and tone was appropriate for the type of correspondence.	Follow-up was directed to the appropriate person with an appropriate salutation and title with minor errors. The level of formality and tone was generally appropriate for the type of correspondence.	Follow-up was not directed to the appropriate person. No salutation or title was included. The level of formality and tone was not appropriate.		x 3	
<b>Content</b>	Effectively expressed appreciation and appropriately reiterated their qualities; expressed interest and appropriately stated provisions for follow-up	Attempted to express appreciation and generally reiterated their qualities; generally expressed interest and attempted to state provisions for follow-up	Did not attempt to express appreciation; did not attempt to reiterate their qualities; did not attempt to express interest or state provisions for follow-up		x 5	
<b>Grammar/ Punctuation/ Spelling</b>	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.		x 4	
<b>Overall Impression</b>	Follow-up was appropriate length, provides complete follow-up information, follows appropriate netiquette guidelines (avoids ALL CAPS, sarcasm, and exclamation points)	Follow-up was appropriate length, provides most follow-up information, follows appropriate netiquette guidelines (avoids ALL CAPS, sarcasm, and exclamation points)	Follow-up was too short, no follow-up information provided, does not follow netiquette guidelines (uses ALL CAPS, sarcasm, exclamation points)		x 3	
<b>TOTAL POINTS</b>						

# Follow-Up Correspondence Rubric (Thank-You Note)

**75 POINTS**

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
<b>Format</b>	Follow-up was directed to the appropriate person with an appropriate address and salutation. The level of formality and was appropriate for the type of correspondence.	Follow-up was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality and was generally appropriate for the type of correspondence.	Follow-up was not directed to the appropriate person. No address or salutation was included. The level of formality and was not appropriate.		x 3	
<b>Content</b>	Effectively expressed appreciation and appropriately reiterated their qualities; expressed interest and appropriately stated provisions for follow-up	Attempted to express appreciation and generally reiterated their qualities; generally expressed interest and attempted to state provisions for follow-up	Did not attempt to express appreciation; did not attempt to reiterate their qualities; did not attempt to express interest or state provisions for follow-up		x 5	
<b>Grammar/ Punctuation/ Spelling</b>	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.		x 4	
<b>Overall Impression</b>	Follow-up was appropriate length, writing was neat and legible, completed appropriate sections of thank-you note, envelope addressed correctly	Follow-up was appropriate length, writing was somewhat legible, completed appropriate sections of thank-you note, envelope addressed correctly	Follow-up was too short, writing was illegible, did not complete appropriate sections of thank you note, envelope addressed incorrectly		x 3	
<b>TOTAL POINTS</b>						

# Final Personal Interview Rubric

**500 POINTS**

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Appearance</b>	<b>Professionally dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, conservative accessories	<b>Dress 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		x 8	
<b>First Impression</b>	<b>Greeting:</b> Appropriate salutation and firm handshake <b>Introduction:</b> States name <b>Body language:</b> Smiling and pleasant, does not sit 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		x 13	
<b>Responses to Questions: Position Knowledge</b>	Used appropriate language 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 language of position, but used incorrectly or did not show understanding of terms; unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants' skill set		x 10	
<b>Responses to Questions: Skills Related to Position</b>	Discussed skills gained through school or past jobs and how they are relevant to current position applied; abilities described match the 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		x 10	



INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Response to Questions: Communication Details</b>	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		x 10	
<b>Communication Skills: Non-Verbals</b>	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)		x 4	
<b>Communication Skills: Persuasiveness</b>	<b>Persuasive:</b> Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked.	<b>Persuasive:</b> Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.	<b>Persuasive:</b> Answered yes or no to most questions; did not expand on skill set		x 5	
<b>Communication Skills: Verbal</b>	<b>Appropriate volume:</b> Spoke with proper volume for room to be heard clearly; not too loud, not too soft <b>Enunciation/grammar:</b> Enunciated clearly and avoided informal dialect; used proper words when speaking (didn't use 10-dollar words when a 5-dollar word would do) <b>Concise:</b> Avoided run-on sentences and answered with logical and organized thoughts	<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 <b>Enunciation/grammar:</b> Some language not appropriate for position applied; used some slang and exhibited some dialect. <b>Concise:</b> Some questions were answered in a rambling fashion, but made point; thoughts were logical but somewhat disorganized	<b>Appropriate volume:</b> Volume was either too soft to hear answers or too loud for the room <b>Enunciation/grammar:</b> Used overly complex or simplistic language; sprinkled in slang and exhibited dialect. <b>Concise:</b> Rambled and used run-on sentences; answers were poorly organized and thoughts not clearly expressed		x 13	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Communication Skills: Poise and Confidence</b>	<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 <i>recovered</i> 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>		x 12	
<b>Conclusion: Participant Questions</b>	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		x 10	
<b>Conclusions: Next Steps</b>	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		x 5	
<b>TOTAL POINTS</b>						

# Networking Activity Rubric

## 100 POINTS

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>First Impression</b>	Exhibited a clear, polite introduction; used correct posture and body language	Had an introduction; somewhat exhibited correct posture and body language	Did not use proper posture and body language		X 2	
<b>Communication Skills</b>	Clear, confident, sincere, and concise; avoided rambling; was very engaging in the conversation and stayed very detail oriented	Rambled at times; attempted to engage in conversation; fairly detail oriented; fairly confident, sincere, and concise	Lacked confidence; insincere; rambled; struggled to engage in conversation and vague		X 6	
<b>Making the Connection</b>	Clearly connected career interest to company/person; found commonalities with company/person; posed appropriate questions; made positive comments about company/person	Attempted to connect career interest to company/person; found commonalities with company/person; posed questions; made positive comments about company/person	Struggled to connect career interest to company/person; found commonalities with company/person; posed questions; made positive comments about company/person		X 6	
<b>Overall Impression</b>	Demonstrated courtesy to everyone involved in the networking activity, engaged in appropriate small talk, maintained focus through entire networking activity, demonstrated appropriate table etiquette skills when eating	Was courteous to most individuals in networking activity, engaged in appropriate small talk, was generally focused through entire networking activity, most table etiquette skills while eating were appropriate	Exhibited discourteous behavior to individuals in networking activity, engaged in big talk (deep conversations), unfocused through entire networking activity, table etiquette skills while eating were inappropriate		X 4	
<b>Conclusion</b>	Proficiently used appropriate thanks; exchanged contact information; left positive impression upon exit	Attempted to use appropriate thanks; exchanged contact information; left neutral impression upon exit	Struggled to use appropriate thanks; failed to exchange contact information; left negative impression upon exit.		X 2	
<b>TOTAL POINTS</b>						

# Telephone Job Offer Rubric

**100 POINTS**

Name \_\_\_\_\_

Member Number \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Response to Offer</b>	Expressed appreciation; upbeat; sincere; shows excitement for the offer	Seemed caught off guard; attempted to be sincere; showed excitement for offer	Unengaged; insincere; showed little excitement for offer		X 4	
<b>Gathered Appropriate Information</b>	Provisions for follow up expressed; posed appropriate questions (start time, date, who to report to); got contact information	Somewhat expressed provisions for follow up; attempted to pose appropriate questions (start time, date, who to report to); asked for contact information	Poorly expressed provisions for follow up; did not pose appropriate questions (start time, date, who to report to); did not ask for contact information		X 5	
<b>Negotiating Points</b>	Negotiating points appropriate; exhibited appropriate poise and professionalism while negotiating points; accepted results with an appropriate response and maturity	Negotiating points were posed but were a little inappropriate; exhibited some poise and professionalism while negotiating points; accepted results with a mostly appropriate response.	Negotiating points were inappropriate/ none were stated; did not exhibit appropriate poise and professionalism; was disgruntled with results.		X 8	
<b>Overall Impression</b>	Exhibited poise; was pleasant; professional; courteous; ended call appropriately	Exhibited poise with some nervousness and attempted to be pleasant and courteous; Ended call with a thank you or just said bye	Seemed nervous; forced conversation; just hung up.		X 3	
<b>TOTAL POINTS</b>						