



EMPLOYMENT SKILLS LDE

PURPOSE

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

ELIGIBILITY

The participant must be an active member of a chartered Florida FFA Chapter and enrolled in grades 9, 10, 11 or 12. Participants can not participate in more than one LDE (Extemporaneous Public Speaking, Prepared Public Speaking, Creed Speaking or Employment Skills) at State Convention. Each chapter may enter one participant.

EVENT PROCEDURES

FFA members are to wear INDOOR FFA Official Dress, and will be scored accordingly.

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

Job description, cover letter and resume must be uploaded by the designated deadline.

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 and resume submitted by the participant must reflect their current skills and abilities and must be targeted to a job for which they would like to apply. In other words, participants cannot develop a fictitious resume for a fictitious job. Instead, they are expected to target the resume towards a real job that they qualify for.

EVENT MATERIALS

MATERIALS STUDENTS MUST PROVIDE:

- Pencils

MATERIALS STUDENTS MAY BRING:

- Blank paper

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

THE FOLLOWING ITEMS ARE NOT PERMITTED:

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

EVENT SCHEDULE

PRELIMINARY

The preliminary event will consist of:

- Job Description (not scored, electronically submitted)
- Cover Letter (electronically submitted)
- Resume (electronically submitted)
- Job Application (electronically submitted)

The top 20 finalists will be determined by the combined cover letter, resume, and application score.

FINALS

The state level event will consist of:

- Phone interview (conducted prior to State Convention)
- Personal interview
- Follow up letter

The top three from each flight at State Convention will then participate in a final round of personal interviews.

INDIVIDUAL PRACTICUMS

WRITTEN PRACTICUMS

By the deadline listed on the official FFA Calendar, the participant will electronically submit the following in PDF format:

JOB DESCRIPTION

- The job description is required in order for the judges to score sections of the event. The job description will not be scored but is a required submission.
- Participants who fail to submit this component will be subject to disqualification.
- The job description should include a description of the position the student is applying for, desired qualifications and work experience.
- Sources for job descriptions can be found by looking in the newspaper or online through job search websites and company websites.

COVER LETTER

- The cover letter is to be typed, one page, single spaced, left justified using Times, Times New Roman or Arial 10-12 point minimum font.
- The letter is to be dated for the first day of the state event and addressed to:
 - Job Interview CDE Superintendent
 - Florida FFA Association
 - 5600 SW 34th Street



Gainesville, Florida 3260

RESUME

- The resume should not exceed two pages total.
- Resume must be non-fictitious and based upon actual work history.
- The resume should be generated from the resume generated from the resume generators at FFA.org.

APPLICATION

- Students will complete and submit the provided job application.

At convention, the following written practicums will be completed:

FOLLOW-UP CORRESPONDENCE

- Participants will submit follow-up correspondence after the interview. Participants will be provided with necessary information to compose a follow up correspondence.
- Correspondence may include, but is not limited to, one of the following: e-mail, hand-written note or typed letter. Participants will be informed of the type of correspondence after their interview. Participants will have 30 minutes to complete the follow-up correspondence.
- Correspondence is to be addressed to “Employment Skills LDE Superintendent,” and should be a response to their most recent interview.

PERFORMANCE PRACTICUMS**PHONE INTERVIEW**

- The initial telephone contact will last three to five minutes.
- Students will be assigned a call time after the announcement of the top 20 finalists.
- The potential employer may ask questions regarding aspects of the participant’s resume
- Students are to position themselves so that they obtain a personal interview with the company they are applying. Student should interview with the thought that the company has already received their cover letter and resume.

PERSONAL INTERVIEW

- Each student will interviewed by a panel of judges with interviews that last no longer than twenty minutes.

SCORING**PRELIMINARIES**

Practicum	Activity	Individual
Written	Cover Letter	100
Written	Resume	200
Written	Electronic Employment Application	100
Total		400

STATE FINALS - PRELIMINARY ROUND

Practicum	Activity	Individual
Written (score from preliminary)	Cover Letter/Resume/Application	400
Performance	Phone Interview	50
Performance	Personal Interview	500
Written	Follow-up Correspondence	50



Total		1000
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STATE FINALS - FINAL ROUND

Practicum	Activity	Individual
Written (score from preliminary)	Cover Letter/Resume/Application	400
Performance (score from preliminary round)	Telephone & Personal Interview	550
Written (score from preliminary round)	Follow-up Correspondence	50
Performance	Personal Interview	500
Total		1,500

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 shall then be added, and the winner will be that whose total of rankings is the lowest. Other placings shall be determined in the same manner. (low point method of selection)

TIEBREAKERS

In the event of a tie, the participant with the highest personal interview score shall receive the higher rank. If a tie still exists, the highest resume score will receive the higher rank.

AWARDS

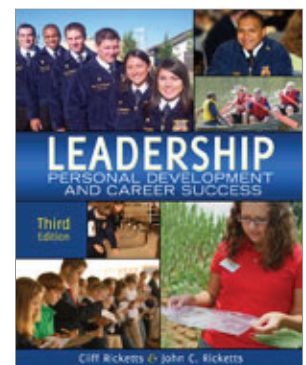
Awards will be presented during a designated session at the annual State FFA Convention and Expo.

Awards will be presented to the top five individuals at the state finals based upon their rankings. Awards are sponsored by a cooperating industry sponsor(s) as a special project and/or by the general fund of the Florida FFA Foundation.

REFERENCES

The 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. Previous event materials may be available on the Florida FFA Website.

- Past CDE materials and other resources FFA.org
- Open Colleges – How to Write a Resume. <http://www.opencolleges.edu.au/careers/resumes/how-to-write-a-resume>
- 8 Subtle Ways to Ace the Interview. <http://www.businessinsider.com/subtle-ways-to-ace-the-interview-2015-2>
- Killer Questions Candidates Ought to Ask the Interviewer. <http://theundercoverrecruiter.com/9-killer-questions-candidates-ought-ask-interviewer/>
- 9 Keys to Telephone Job Interview Success. http://www.job-hunt.org/job_interviews/telephone-interviews.shtml
- Sending Your Thank You After the Job Interview. http://www.job-hunt.org/job_interviews/job-interview-thank-you.shtml
- Accepting a Job Offer? Asking These 10 Questions First. <http://www.wetfeet.com/articles/accepting-a-job-offer-ask-these-10-questions-first>
- FFA resume generator FFA.org



Leadership: Personal Development and Career Success, 3rd Edition
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Published



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	

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	

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 reserve 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 reserve 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 reserve 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

Electronic 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

Initial Phone Interview Rubric

50 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
First Impression	Introduced self when answering the phone. Spoke articulately with no hesitation. Appropriate tone, speaks at right pace to be clear, pronunciation of words very clear and intent is apparent. Confident tone, no nervousness.	Incomplete introduction. Speaks articulately, but with some hesitation. Appropriate tone is usually consistent, speaks at right pace, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	Did not introduce self upon answering the phone, Appropriate tone, but frequently hesitates, Has difficulty using appropriate tone, pace is too fast, nervous. Pronunciation of words is difficult to understand or unclear.		X 3	
Response to Questions	Confirmed date, time and location along with contact person/information. Provided complete, accurate and concise answers. Sold themselves without being pushy. Used correct terminology. Communicated knowledge of the related industry. Used time efficiently.	Did not confirm all needed information for interview. Provided some answers, some incomplete, rambled occasionally. Seemed off-putting at times in an attempt to sell themselves. Some question as to correct terminology. Seemed to have holes in knowledge of related industry.	Caller had to offer interview and provide information. Unable to answer questioned asked. Off-putting presentation (tried to sell self too hard). Used incorrect terminology for event. Did not have a firm knowledge of the related industry.		X5	
Overall Impression	Exhibited poise (cool under pressure). Was pleasant, professional and courteous. Ended call appropriately and smoothly (thanked caller, said good-bye). Did not have distracting mannerisms that affected their effectiveness.	Seemed nervous under pressure which impacted poise, pleasantness. Used incorrect grammar which distracted from interview. Mannerisms distracted from interview (use of "ums" and "you know"). Ended call without thanking caller or somewhat appropriately (not sure what to do).	Very nervous, not poised (cracks under pressure). Ended call awkwardly and abruptly, did not thank caller or say good-bye, just hung up. Distracted from interview by mannerisms (excessive "ums" or "you know").		X2	
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	

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
Communication Skills	<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	
Conclusion	<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						



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Follow Up Correspondence Rubric

50 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 Score
Format	The document was directed to the appropriate person with an appropriate address and salutation. The level of formality was appropriate for the type of correspondence.	The document was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality was generally appropriate for the type of correspondence.	The document was not directed to the appropriate person. No address or salutation was included. The level of formality was not appropriate.		X 2	
Content	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.		X3	
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.		X2	
Overall Impression	Writing (when appropriate) was legible and length was appropriate.	Writing (when appropriate) was difficult to read and length was generally appropriate.	Writing (when appropriate) was illegible. Length was inappropriate.		X3	

TOTAL POINTS



COMPETITIVE EVENT POLICIES & PROCEDURES

PHILOSOPHY

The National FFA Organization and Florida FFA Association are dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education.

The primary goal of career and leadership development events is to develop individual college and career readiness skills through personal growth and premier leadership.

Individuals will be challenged to develop critical thinking skills, effective decision making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each event:

- Include problem solving, critical thinking and teamwork skills, where appropriate.
- Encourage appreciation for diversity by reducing barriers to participation among members.
- Develop general leadership and recognize individual and team achievement.
- Promote concentrated focus on future needs of members and society.

Career and Leadership Development Events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, instruction in leadership and supervised agricultural experience. Events are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization and the state association to develop events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global workforce needs. Those events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization and Florida FFA Association continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

POLICIES & PROCEDURES

Violations of any of the following rules may be grounds for the event superintendent to disqualify the participants.

Florida FFA staff and event superintendents will use the published policies and procedures to organize and implement the Florida FFA Career and Leadership Development Events. Event activities may not be conducted due to lack of necessary materials, expertise or extreme impact to event budgets. Teams will receive the current event format prior to the event.

ELIGIBILITY OF PARTICIPANTS

Each participant must be a current dues paying member in good standing with the local chapter, state FFA association, and National FFA Organization for the school year during which the event is held (or the previous year).

The participant must be enrolled in Agriculture, Food and Natural Resources Education, and maintain a Supervised Agricultural Experience (SAE) program.

Note: Certain exceptions may apply as follows. If a student is unable to enroll in an agriculture course due to extenuating circumstance, such as program closure or scheduling problems, that student may maintain active membership status for up to one membership year by paying local, chapter and state dues and by maintaining a Supervised Agricultural Experience (SAE) program and active involvement with the local FFA chapter. This period of FFA membership will be terminated at the end of that membership year if the student does not re-enroll in a systematic program of agricultural instruction.

If a student moves to a different chapter once he/she has qualified as a chapter representative in a CDE/LDE that student may be allowed to compete in the state event with the school he/she qualified with during the qualifying year. **Note:** this only applies to LDEs held at State FFA Convention.

A member who is a former state winner, either individual or team, in a particular FFA CDE/LDE is not eligible to compete in that CDE/LDE area again, with the exception of teams/individuals who win on the middle school level and then compete in the same CDE/LDE on the high school level.

The student must not have previously participated in a National Career or Leadership Development Event of the same kind.

Florida FFA will only permit students in grades 9-12 to represent Florida at national Career/Leadership Development Events, with the exception of the Creed LDE and Conduct of Chapter Meetings LDE. Creed and Conduct of Chapter Meetings will be open for students in grades 7-9

In the event that one, two, or three members of a four member team are ineligible to compete in national competition, the advisor must substitute eligible members from the chapter to compete nationally. Members serving as substitutes will be ineligible for future competition in that contest or award program area.

Few exceptions will be made in the scheduling of events for teams participating in two events, which are held simultaneously. Prior notice must be given to the Florida FFA Association office for such consideration.

REGISTRATION

Pre-registration is required for all events at the sub-district, district and state level, unless

otherwise announced by the Florida FFA Association. Chapters should register at www.flaffa.org. Registration will open approximately four (4) weeks prior to the event and will close approximately two (2) weeks prior to the event, as published on the official Florida FFA calendar.

Following the close of registration, a list of registered teams will be distributed electronically. If a chapter's name does not appear on the list as a result of registration error, notification must be made to the Florida FFA Office within twenty-four (24) hours or by the published deadline.

Chapters not properly registered will not be eligible for competition.

DISQUALIFICATION

A member or team may be disqualified from an event if:

- There is any communication, verbal or non-verbal, between participants during the event. The only exception to this would be communications between team members during the team activity portion of a given event.
- Any assistance is given to a team member from any source other than the event officials or assistants.
- Event superintendents stop any participants for manners they deem to be hazardous to themselves or others. Such action shall deem the individuals disqualified for that section of the event.
- Participants start the event and do not complete the event without notifying event officials at the time of departure. This can affect the overall team rank and position. In some events this will also disqualify the entire team.
- Participants utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.
- Participant, team, advisor or coach gains access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and provento do so will be disqualified from the event.
- It is prohibited for an advisor or anyone else to register their members under another member or chapter name. If this rule is violated, the chapter(s) involved will be disqualified from the event.

GENERAL GUIDELINES

1. Advisors should properly instruct students how to participate in a CDE/LDE prior to arrival at the event (including judging card completion, contest expectations, etc.).
2. Contestants must provide their own pens, pencils, erasers, clip boards and other necessary items necessary for competition.
3. Late arrivals may be ineligible for competition. Decisions regarding participation will be made at the discretion of the CDE/LDE superintendent.
4. FFA members should be in official dress, appropriate to the event, and will be scored accordingly. (See Official Dress Scoring for details.)
5. All participants will be assigned to a group number and are to stay with their assigned group at all times or until told otherwise by the event superintendent or group leader.
6. All participants will be given an identification number by which they will be designated for the event. It is imperative that participants make sure that the identification they were assigned matches the identification number on their materials.
7. FFA members are strongly encouraged to eat a healthy meal prior to start of the event in addition to staying properly hydrated for the duration of the event.
8. FFA members and advisors should act in a manner that will reflect favorably on the FFA chapter and the school.
9. Advisors will be expected to assist in event facilitation (i.e. act as group leaders, room

- monitors, proctors, etc.) as requested by the CDE/LDE superintendent.
10. If membership is questioned in any competitive event or award programs held above the chapter level, the advisor must then show evidence that state and national dues were paid by the member prior to the student having participated in that event or award program.
 11. Upon notification from the state office indicating the chapter's ineligibility, (i.e. the initial membership roster, dues and Quality Chapter Planning Guide have not reached the state office) all members in that chapter are ineligible for competition above the chapter level until the roster, dues and Quality Chapter Planning Guide are received in the state office.
 12. Judging cards that are incorrectly completed (i.e. contestant number not shaded in, stray marks, etc.) will not be scored.
 13. In the case that a team who has qualified at a qualifying event, not held at the State FFA Convention, notifies the State FFA Office, in writing, two (2) weeks prior to the Finals event that they are unable to compete, the State Association has the authority to allow the next qualifying team to participate.
 14. In the case that a team/individual who has qualified at a qualifying event, held at the State FFA Convention, notifies the State FFA Office, in writing, thirty days prior to the start of convention that they are unable to compete, the State Association has the authority to allow the second place team/individual from that district or the next qualifying team/individual to participate.
 15. Materials that have been used by chapters and coaches as resources for training purposes should not be presented in the same visual manner in the official CDE/LDE.

TABULATION OF RESULTS

1. At the conclusion of each event all completed cards will be delivered to the event coordinator for tabulation.
2. Event results will be posted the first business day following the event on the Florida FFA Association website at www.flaffa.org.
3. Team scores and team names will be posted rank order as well as the names of the winning team members and high individual. Individual team results will also be provided at this time.
4. State CDE/LDE results are considered unofficial for (2) business days following publishing. It is the responsibility of the FFA Advisor to request and review individual team results. Any appeal must be made to the FFA Executive Secretary in writing for necessary adjustments to be made. At the close of business on the second business day following publishing, results will be official.
5. Sub-District and District CDE/LDE results for individual and team events are to be considered final as announced onsite at each event location.
6. Completed cards and testing materials of individual and team participants will not be returned for local, district or state competition.
7. For events with subjective scoring, 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 shall then be added, and the winner will be that whose total of rankings is the lowest. Other placings shall be determined in the same manner. (low point method of selection)

OFFICIAL JUDGES

Official judges for each event will be selected by the CDE/LDE Superintendent or his or her representative. Careful consideration should be given to select qualified and competent judges.

Guidelines for Official Judges include:

- Official judges should make their placing in the same manner as is required of contestants with respect to handling specimens or animals.
- Official judges will give their completed official placings and scores to the event coordinator.
- Placings by the official judges must be kept confidential until the event is completed and

public announcements are made.

- Judges of Leadership Development Events are encouraged to use official comment cards provided to offer feedback to individual contestants.
- Current FFA Advisors are not permitted to serve as judges with the exception of the state Parliamentary Procedure LDE and/or other events which require certain expertise and as deemed appropriate by the event superintendent and Florida FFA Association.
- Judges decisions are considered final.

ADVISOR ATTENDANCE

As a matter of policy set by the Board of Directors of the Florida FFA Association, it is required that an advisor or other school district approved representative accompany all students to, from and while attending any Florida FFA event or activity. In the event that the advisor is unable to attend, a school district representative must be appointed by the school principal or superintendent and permission must be provided in writing to the Florida FFA Association. In the event that this policy is not followed, the student(s) will not be permitted to attend the event.

RULES & REVISIONS

As a matter of policy set by the FFA Board of Directors, authority is given to State FFA Staff to make technical revisions to Career and Leadership Development Event rules as necessary.

In addition, Board Policy directs CDE/LDE superintendents to follow CDE /LDE rules as closely as possible while also allowing the CDE/LDE superintendent the flexibility to make adjustments as necessary based on availability of resources.

ACCESSIBILITY FOR ALL STUDENTS

All special needs requests and appropriate documentation must be submitted at the time of registration.

HONESTY AND INTEGRITY

Florida FFA expects students to be honest in all of their work, including work outside of the classroom related to Career Development Events (CDE) and Supervised Agricultural Experience (SAE) programs. By participating in a competitive event, FFA members, advisors and proctors agree to adhere to high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in disciplinary action, up to and including event disqualification, loss of Quality FFA Chapter Status and termination of active FFA membership.

As an integral component of school-based agricultural education, FFA is obligated to report cases of student, teacher, chaperone or proctor dishonesty to the school district.

All FFA members and advisors have an ethical obligation to adhere to the Honor Code and are required to abide by the following Academic Honesty Policies:

I. By registering for or participating in any FFA event, FFA chapter representatives, including students and adults, agree to adhere to the following academic honesty code. FFA chapter representatives that do not agree to this policy should not register or participate. I understand that FFA expects its students and teachers to be honest in all of their work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including event disqualification, loss of Quality FFA Chapter Status and termination of active FFA membership.

II. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Policies. Those adjudged to have committed such conduct shall be subject to discipline. Violations of the Honor

Code and Policies include but are not limited to the following:

CHEATING

The improper taking or tendering of any information or material which shall be used to determine academic or competitive credit. Examples include but are not limited to the following:

- Copying from another student's test or materials.
- Allowing another student to copy from a test or materials.
- Using unauthorized materials during a test, such as the textbook, notebook, formula lists or notes, including those stored in a calculator or other electronic device.
- Collaborating during an event or activity with any other person by giving or receiving information without authority.
- Having another individual write or plan a paper, including those bought from research paper services.

PLAGIARISM

The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression, as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student or teacher.

When a student submits oral or written work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. It is the FFA advisor's responsibility to monitor and have an accurate understanding of the source of the students work.

Examples include:

- Quoting another person's actual words.
- Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
- Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
- Failing to accurately document information or wording obtained on the internet.
- Submitting anyone else's work as one's own work.
- Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
- Offering, giving, receiving or soliciting of any materials, items or services of value to gain competitive advantages for yourself or another.

BRIBERY

The offering, giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage for yourself or another.

MISREPRESENTATION

Any act or omission with intent to deceive an event official for competitive advantage.

Misrepresentation includes lying to an event official or misstating the facts to increase your competitive standing.

CONSPIRACY

The planning or acting with one or more persons to commit any form of academic dishonesty to gain competitive advantage for yourself or another.

FABRICATION

The use of invented or fabricated information, or the falsification of research or other findings with

the intent to deceive for competitive advantage.

Examples include:

- Citing information not taken from the source indicated.
- Listing sources in a Works Cited or reference not used in the academic exercise.
- Inventing data or source information for research or other academic exercise.
- Submitting any academic exercise as one's own prepared totally or in part by another, including on-line sources.
- Taking a test for someone else or permitting someone else to take a test for you.

COLLUSION

The act of working with another person on an competitive undertaking for which a student is individually responsible. Unless working together on an individual practicum has been prior approved, it is not allowed. On team practicums, students must stay within the guidelines set by the event coordinator. If the event coordinator provides additional guidelines, they must be followed. Failure to do so also constitutes a violation of these Policies and Rule.

COMPETITIVE MISCONDUCT

The intentional violation of integrity by tampering with scores or taking part in obtaining or distributing any part of a test or practicum.

Examples include:

- Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers without authorization.
- Asking or bribing any other person to obtain a test or any information about a test.
- Changing, altering, or being an accessory to changing and/or altering of an exam response or a grade recorded.
- Continuing to work on an examination or practicum after the specified time has elapsed.

IMPROPER COMPUTER/CALCULATOR USE

Examples of improper computer and/or calculator use include but are not limited to:

- Unauthorized access, modification, use, creation or destruction of calculator-stored or computer-stored data and programs.
- Sharing a calculator or computer while leaving answers on display or in memory.
- Submitting a duplicate printout with only the student's or chapter's name changed. This applies to all FFA events, awards and activities.

IMPROPER ONLINE TESTING USE INCLUDE:

- Having or providing unauthorized outside help when completing online assessments.
- Obtaining access to confidential test materials or questions before online assessments.
- Agriculture Teachers being in the room during online testing and/or certification.
- Proctors must not administer tests to their family members.
- Taking a test for someone else or permitting someone else to take a test for you.

NOTE: A third-party designated proctor must administer all FFA related exams and certifications. Third-party proctor must have received notification of and agree to these policies and may be required to submit documentation certifying the integrity of the online exam process. A third-party proctor cannot be the agriculture teacher(s). Examples of acceptable third-party proctors include: school administrators, computer lab coordinators, media specialists, guidance counselors, testing coordinators, teachers not affiliated with the agriculture program, other non-instructional school or school district officials.

DISRUPTIVE BEHAVIOR

Each chapter representative's behavior during an FFA event or activity is expected to contribute

to a positive learning/teaching/competitive environment, respecting the rights of others and their opportunity to learn or participate. No chapter representative has the right to interfere with this process, including the posting of inappropriate materials on social media sites.

FFA event officials have the authority to ask a disruptive chapter representative to leave the event or activity and will report the incident as appropriate.

ELECTRONIC DEVICES

The use of cell phones or other electronic devices are not allowed during any FFA competitive event or activity, unless prior approval is given from the event coordinator.

OFFICIAL DRESS, NUMBER OF PARTICIPANTS AND NUMBER OF SCORES FOR TEAM TOTAL

Competitive Event	Indoor/Outdoor	Max Participants	Scores Counted	Calculator	Preliminary	Coordinator
CAREER DEVELOPMENT EVENTS						
Agricultural Communications (HS)	IN	4	3	No	Yes	Dr. Ricky Telg
Agricultural Education (HS)	IN	1	N/A	No	Yes	Dr. Grady Roberts
Agricultural Sales (HS)	IN	4	3	No	No	Dr. Al Wysocki
Agricultural Technology and Mechanical Systems (HS)	^	4	3	Yes	Yes	Hal Moon & David Byrd
Aquaculture (HS/MS)	OUT	4	3	Yes	Yes	Carlos Martinez
Citrus (HS/MS)	IN	4	3	No	No	David Byrd
Dairy Cattle Evaluation and Management (HS/MS)	OUT	4	3	Yes	Yes	Chris Holcomb
Environmental Science and Natural Resources (HS)	OUT	4	3	Yes	Yes	Diane Mealo
Farm and Agribusiness Management (HS)	IN	4	3	Yes	No	Dr. Dustin Bass
Floriculture (HS/MS)	OUT	4	3	Yes	No	Merry Mott
Food Science and Technology (HS/MS)	IN	4	3	Yes	Yes	Drs. Keith & Renée Schneider
Forestry (HS/MS)	OUT	4	3	Yes	Yes	Jim Fleming
Horse Evaluation (HS/MS)	OUT	4	3	No	Yes	Dr. Sandra TenBroeck
Land Judging (HS/MS)	OUT	4	3	No	Yes	Dr. Rex Ellis
Livestock Evaluation (HS/MS)	OUT	4	3	No	Yes	Dr. Chad Carr
Meats Evaluation and Technology (HS/MS)	^	3*	3*	Yes	No	Dr. Chad Carr & Larry Eubanks
Nursery and Landscape (HS/MS)	OUT	4	3	Yes	No	Merry Mott
Ornamental Horticulture Demonstration (HS/MS)	IN	1-2	N/A	No	Yes	Dr. Ed Osborne
Poultry Evaluation (HS/MS)	OUT	4	3	No	No	Dr. Michael Davis
Safe Tractor Operations and Maintenance (HS)	OUT	1	N/A	No	Yes	Pam Walden
Tool Identification (MS)	IN	4	3	No	No	Scarlett Jackson
Vegetable Identification and Judging (HS/MS)	OUT	4	3	No	No	Lynn Nobles
Veterinary Assisting (HS)	^	4	3	Yes	Yes	Carrie Jo Anderson

* MS Meats is a 4 member team, 3 scores counted.

^ See event rules for specific clothing requirements

LEADERSHIP DEVELOPMENT EVENTS						
Agricultural Issues Forum (HS)	IN	3-7	Team	No	No	Pam Walden
Conduct of Chapter Meetings (HS/MS)	IN	7	7	No	No	Charlotte Emerson
Creed Speaking (HS/MS)	IN	1	N/A	No	Yes	Becky Sharpe
Extemporaneous Public Speaking (HS/MS)	IN	1	N/A	No	Yes	Robert Raulerson
Employment Skills (HS)	IN	1	N/A	No	Yes	Shirley Carte & Doug Register
Opening and Closing Ceremony (MS)	IN	7	Team	No	Yes	Erica Hall
Parliamentary Procedure (HS/MS)	IN	6	Team	No	Yes	Charlotte Emerson
Prepared Public Speaking (HS/MS)	IN	1	N/A	No	Yes	Dr. Brian Myers



OFFICIAL DRESS SCORING

FFA OFFICIAL DRESS

The uniform worn by FFA members at local, state and national functions is called Official Dress. It provides identify and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

OFFICIAL DRESS FOR A FFA MEMBER INCLUDES:

- An official FFA jacket zipped to the top
- Black slacks or black skirt
- White collared blouse or white collared shirt
- Official FFA tie or Official FFA scarf
- Black dress shoes with a closed heel and toe
- Black socks or hosiery

Note - official garb of recognized religions may be worn with official dress

Note: the skirt is to be at least knee-length, hemmed evenly across the bottom, with a slit no higher than two inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities as outlined in the safety exceptions.

SAFETY EXCEPTIONS

In extreme condition such as heat or inclement wether students may be asked to remove their FFA Jackets, ties and scarves.

Due to the nature of the event, some events do not require Official Dress. Participants should refer to the event rules for specific clothing instructions for the following events:

- Agricultural Technology and Mechanical Systems
- Meats Evaluation
- Veterinary Assisting

Additional safety exceptions include:

- Rubber boots may be worn during Land Judging. If desired, student can change footwear following Official Dress check prior to the start of the event.

EVENT CLASSIFICATIONS

INDOOR/LEADERSHIP EVENTS

- Agricultural Communications
- Agricultural Education
- Agricultural Issues Forum
- Agricultural Sales
- Citrus
- Conduct of Chapter Meetings
- Creed Speaking
- Employment Skills
- Extemporaneous Public Speaking
- Farm and Agribusiness Management
- Food Science and Technology
- Opening and Closing Ceremonies
- Ornamental Horticulture Demonstration
- Parliamentary Procedure
- Prepared Public Speaking
- Tool Identification

OUTDOOR EVENTS

- Agricultural Technology and Mechanical Systems*
- Aquaculture
- Dairy Cattle Evaluation and Management
- Environmental Science and Natural Resources
- Floriculture
- Forestry
- Horse Evaluation
- Land Judging
- Livestock Evaluation
- Meats Evaluation*
- Nursery and Landscape
- Poultry Evaluation
- Safe Tractor Operations and Maintenance
- Vegetable Identification and Judging
- Veterinary Assisting*

* See event rules for clothing instructions.

Please review the official dress scoring rubric for specific requirements relation to indoor and outdoor events.

OFFICIAL DRESS SCORING RUBRIC

GARMENT DESCRIPTION	POINTS
<p>FFA JACKET – ZIPPED TO THE TOP Deduct 5 points if unwilling to zip to top</p> <p><i>Note: Points will not be deducted in cases where FFA jacket was unavailable (new members, middle school members, etc.) and all other official dress criteria is followed.</i></p>	15
<p>WHITE COLLARED SHIRT / BLOUSE Deduct 5 points if shirt is not solid white or has no collar</p>	10
<p>BLACK SLACKS OR BLACK SKIRT Deduct 5 points if skirt is more than 2 inches above the knee Deduct 5 points if fabric has tears or is patterned Deduct 5 points if jeans are worn in Indoor Events</p> <p><i>Note: Black Jeans are acceptable for Outdoor Events.</i></p>	10
<p>BLACK DRESS SHOES – CLOSED TOE & CLOSED HEEL Deduct 5 points for open toe and/or open heel</p> <p><i>Note: Dark black or brown shoes/boots are acceptable for Outdoor Events and when black dress shoes are not available.</i></p>	10
<p>BLACK SOCKS OR BLACK HOSIERY Deduct 3 points for patterned hosiery</p> <p><i>Note: Students will not be asked to reveal garments that are not otherwise visible. If socks are completely covered by pants and shoes, full points will be given.</i></p>	3
<p>OFFICIAL FFA TIE OR OFFICIAL FFA SCARF</p> <p>Please note that not all ties and scarves purchased through National FFA are considered to be Official Dress. Please be sure that when purchasing you are purchasing ties and scarves that are listed as Official Dress in the FFA Blue catalog on or on shopffa.org.</p> <p><i>Note: Solid navy or black scarf/tie is acceptable when official FFA scarf/tie is not yet available.</i></p>	2