NEW JERSEY FFA

CAREER AND LEADERSHIP DEVELOPMENT EVENTS

Employment Skills 2023

Purpose

The New Jersey FFA 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.

Event Rules

- The New Jersey FFA Employment Skills Leadership Development Event will be limited to one participant per chapter.
- Participants are strongly encouraged to wear FFA Official Dress for this event.
- All written materials, including cover letter, resume, etc., will be the result of each participant's own efforts.
- Any participant in possession of an unapproved electronic device in the event area is subject to disqualification.
- Job application, job description, cover letter and resume must be completed and submitted by April 11, or as outlined in the calendar of events.

Evaluation

The order of participants will be randomly drawn by the event coordinator, unless there is a scheduling conflict with another component of convention (i.e. State Officer Selection Process).

The state event will be conducted in two rounds (ONLY if more than 6 contestants are registered and at the discretion of the state FFA advisor and the state FFA specialist).

- Preliminary Round
  - Takes place prior to the state FFA convention.
  - Application, Cover Letter and Resume are evaluated and scored and ranked during the Preliminary Round.
- Final
  - The top six candidates based on application, cover letter and resume ranks are invited to advance to the Final Round held at the state FFA convention.
  - The Final Round will consist of a Personal Interview and Follow-up Correspondence.
  - Scores from the application, cover letter and resume will be carried over to the final round.

Event Format

The event is developed to help participants in their current job search (for SAE projects, internships, part-time and full-time employment). Therefore, materials 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; 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 are permitted to 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

ITEMS TO BE ELECTRONICALLY SUBMITTED BEFORE STATE CONVENTION

By April 11, or on the date outlined in the calendar of events, participants will electronically submit the Employment Skills LDE Application Form (via JotForm), and attach to that application the following in (PDF format):

- Job Description (will not be scored)
- Cover Letter
- Resume

A penalty of 10 percent will be assessed for documents received after the April 11 deadline, or as outlined in the calendar of events. If the documents are not received by seven days after deadline, the participant may be subject to disqualification.

JOB DESCRIPTION

- The job description is required in order for the judges to adequately score other 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 (100 POINTS)

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 New Jersey State FFA Convention and addressed to:

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

RESUME (200 POINTS)

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

ELECTRONIC EMPLOYMENT APPLICATION (100 POINTS)
- Participants will complete a standard electronic job application via JotForm. https://www.jotform.com/NJFFA/EmploymentSkillsLDE

Job description, Cover letter, and Resume MUST be attached to the Electronic Employment Application.
DO NOT include letters of reference with the submission of these materials.

ITEMS TO BE COMPLETED AT THE STATE EVENT

PERSONAL INTERVIEW (500 POINTS)
- The personal interview will be with a panel of judges. Each interview will last no more than 15-minutes.

FOLLOW-UP CORRESPONDENCE (50 POINTS)
- Participants will submit follow-up correspondence after the interview. Participants will be provided with necessary information and items to compose a follow up correspondence.
- Correspondence in a hand-written note. Participants will have 30 minutes to complete the follow-up correspondence.

Scoring

Preliminary Round	Individual Points
Electronic Employment Application	100
Resume	200
Cover Letter	100
TOTAL POINTS	**400**
Final Round	Individual Points
Personal interview	500
Follow up correspondence	50
TOTAL POINTS	**550**

TIEBREAKERS
In the event of a tie in the preliminary round, the participant with the highest resume score shall receive the higher rank. If a tie still exists, the application rank will be used.

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

Awards

Awards will be presented to teams based upon their rankings at the 4th general session of the New Jersey State FFA Convention. Awards are sponsored by the New Jersey FFA Foundation.

Individual
    1st – $100.00 & plaque sponsored by the National FFA
    2nd – $75.00
    3rd – $50.00

The 1st place individual will represent New Jersey at the Big E in September and the National FFA Convention in October.

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, 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 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? Ask These 10 Questions First, http://www.wetfeet.com/articles/accepting-a-job-offer-ask-these-10-questions-first
- References from the career center at the land-grant university in your respective state.
- FFA Resume Generator, resumegenerator.FFA.org

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CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

Cover Letter Rubric
100 points

NAME _____   CHAPTER _____

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not 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 (10-12pt); uses appropriate business format, date and address at top; addressed to appropriate person; appropriate signature bock	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.		X4	
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 Experience	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 Rubric Continued

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not 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			

Resume Rubric
200 points

NAME _____ CHAPTER _____

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Points
Contact Information	Includes name, address, email address, and phone number; name stands out on resume; provides professional e-mail address.	Name does not stand out; email address is too casual.	Missing name, address, email address, or phone number; email used is inappropriate or unprofessional.		X2	
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	
Achievements and Honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reserve 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 reserve chronological order.	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.		X5	

Resume Rubric Continued

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Points
Relevant Experience and Skill	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	
References	Listed appropriate references and provided 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			

Employment Application Rubric
100 points

NAME _____   CHAPTER _____

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not 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	
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.		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		

Personal Interview Rubric
500 points

NAME _____ CHAPTER _____

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not 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.		X10	
First Impression	**Greeting:** Appropriate salutation and firm handshake. **Introduction:** States name **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.		X15	
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; provided in-depth response to questions, not yes/no responses to questions; establish a "theme" that overall describes their abilities.	**Seemed to know terms associated with career:** Some holes, cited several relevant examples; but list is 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, 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.	**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 does 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.		X30	

Personal Interview Rubric Continued

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Points
Communication Skills	**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. **Confident:** Exhibited self confidence with body language and verbally **Appropriate volume:** Spoke with proper volume for room to be heard clearly; not too loud, not too soft. **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). **Concise:** Avoided run-on sentences and answered with logical and organized thoughts. **Sincere:** Expressed true interest in the position they are seeking. **Poise:** Avoids distracting mannerisms, such as drumming fingers or overuse of "uhm" and "you know". **Discretion/Tact:** Shared appropriate information and did not create an awkward situation through responses.	**Persuasive:** Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty. **Appropriate volume:** Did not modulate volume to express answers, could hear sometimes; but quiet when unsure of response and hard to hear. **Enunciation/grammar:** Some language not appropriate for position applied, used some slang and exhibited some "dialect". **Concise:** Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized. **Poise:** Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used "uhm" or "you know". **Discretion/Tact:** Most professional in tone and shared information that created little ,if any, awkwardness.	**Persuasive:** Answered yes or no to most questions, did not expand on skill set. **Confident:** Did not appear comfortable, nervous, slouched in chair. **Appropriate volume:** Hard to hear answers or volume too loud for room. **Enunciation/grammar:** Used overly complex or simplistic language, sprinkled in words like "git" versus "get" and "agin" versus "again". **Concise:** Rambled and used run on sentences. Answers were poorly organized and thoughts not clearly expressed. **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". **Discretion/Tact:** Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.		X30	
Conclusion	**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. **Appropriate thanks and exit:** Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.	**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.	**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.		X15	
					TOTAL POINTS	

Follow Up Correspondence Rubric
50 points

NAME _____ CHAPTER _____

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Points
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.		X2	
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	
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.		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		

Agricultural, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
CS.05.01. Performance Indicator: Evaluate the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).		
CS.05.01.01.c. Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one's plan of action	All Components of the event	
CS.05.01.02.c. Implement one's personal plan of action for obtaining the required education, training and experiences and evaluate progress to identify opportunities for improvement and necessary adjustments.	Resume, Personal Interview and Networking	
CS.05.01.03.c. Evaluate, update and improve a set of personal tools to reflect current skills, experiences, education, goals, etc. and complete the processes needed to pursue and obtain a career in an AFNR pathway.	All Components	
CS.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.		
CS.05.02.01.b. Assess personal skills and align them with potential career opportunities in AFNR pathways.	Application, Resume and Cover Letter	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Interviewing and Networking	
CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.		
CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Interview	
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Interview, Resume, Application and Cover Letter	
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.01.c. Make and defend personal decisions after analyzing their near- and long-term impacts on	Interview	

self and others.		
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Interview	

CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.		
CRP.01.03.01.c. Devise strategies for involvement in professional service opportunities at work and in the community (e.g., coaching/mentorship, presentations at meetings, etc.).	Resume, Interview and Application	
CRP.01.03.02.c. Devise strategies for personal involvement in civic service at work and in the community (e.g., volunteer at food pantry, community clean-up, join organizations or committees, etc.).	Resume, Interview and Application	

CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Round 2 Interview	
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Round 2 Interview	
CRP.02.02.01.a. Identify opportunities to apply technical concepts to solve problems in the workplace (e.g., identify how to: increase sales, better customer service, reduce inputs, reduce waste, ensure sustainability, etc.).	Preliminary and round 2 Interview	
CRP.02.02.02.a. Identify opportunities to apply technical concepts to solve problems in the community (e.g., identify how to: ensure safe routes to schools, reduce vandalism, reduce air pollution, etc.).	Preliminary and round 2 Interview	

CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Preliminary and round 2 Interview	
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Preliminary and round 2 Interview, Phone and Networking	

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

settings.		
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Cover Letter, Resume and Follow-up	
CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	All written documents	
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Networking, Phone and Round 2 Interview	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings**.**	Networking, Phone and Round 2 Interview	
CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.		
CRP.10.01.01.c. Plan a career path based on personal interests, goals, talents and preferences.	All Components	
CRP.10.01.02.c. Match potential career opportunities in career clusters with personal interests, talents, goals and preferences.	All Components	
CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.		
CRP.10.02.01.a. Categorize career advancement requirements for potential careers (e.g., degrees, certification, training, etc.).	All written components	
CRP.10.02.02.a. Identify methods for setting goals for personal improvement and continuous growth in a career area (e.g., SMART goals, training, professional development, etc.).	All Written components	
CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.		
CRP.10.04.01.c. Select and use appropriate tools to pursue career advancement opportunities and assimilate feedback from the process to identify improvements for the future.	All Interviews and Networking	
CRP.10.04.02.c. Apply skills to complete common processes involved in pursuing a career and assimilate input and feedback from experts (e.g., mentors, teachers, business persons, etc.) to improve.	All Components	