



## Job Interview

**Job Interview**, an *individual event*, recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a *portfolio*, participate in an interview, and communicate a personal understanding of job requirements. Participants must prepare a *portfolio*, including a **job application**, and express their communication skills and job knowledge through an **interview**.

### EVENT CATEGORIES

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 84 for more information on event categories.

### PROCEDURES & TIME REQUIREMENTS

- Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.



A job application must be completed and included in the *portfolio*.

Download the form at [www.fcclainc.org/content/resources](http://www.fcclainc.org/content/resources)

- Room consultants and evaluators will have 15 minutes to preview the *portfolio* (*hardcopy* or *electronic*). The participant must make the *electronic portfolio* accessible to evaluators.

- The interview **may be up to** 20 minutes in length. A one-minute warning will be given at 19 minutes. The interview will be stopped at 20 minutes.
- Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

### ELIGIBILITY & GENERAL INFORMATION

- Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
- Participants should use the *portfolio* during the interview process and answer questions about the *portfolio* at this time. No other materials may be used during the interview.
- Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.
- Participant must apply for a job that matches their *current* skills and relates to their career interests/goals. Letters of recommendation must not be the work of the participant.

#### GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio and Job Application		Not provided		15 minutes prior to presentation	1-minute warning at 19 minutes; stopped at 20 minutes		40 minutes

#### PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
					■			*	

\* Presentation Equipment is allowed only for presentation of electronic portfolio.




## JOB INTERVIEW Specifications

### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

### Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 47 slides, as described below.

1-8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the STAR Events Resources page of the FCCLA national website and include proof of submission in the <i>portfolio</i> .
0-5	<i>Content Divider Pages</i> or Sections	Use up to 5 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 27 8 ½" x 11" pages or 37 slides	Job Specification Sheet	Give name of employer, job title, short job description, required hours, and wages typically offered for this job. <b>The selected job must match the participant's current skills and relate to future career interests and goals.</b>
	Business Communication	Include completed job application (download from <a href="http://www.fcclainc.org/content/resources">www.fcclainc.org/content/resources</a> ), cover letter, resume, and two letters of recommendation (one from a school official, administrator, counselor, or teacher and one from an employer or other <i>community</i> representative). All student-created business communication documents should be complete; use correct spelling, grammar, and be consistently written; be of consistent font style and of appropriate size; use appropriate business format and color; be well organized; and match <i>current</i> skills and reflect future career interests and goals.
	<i>Career-Related Education</i>	Describe <i>career-related education</i> that enhances employability. Include a summary of school activities, career research projects, application of Family and Consumer Sciences and/or related occupations skills and their relationship to job, and an example of ability to communicate in written form.
	<i>Educational Enhancement Opportunities</i>	Describe <i>educational enhancement opportunities</i> that enhance employability. Include career development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, or <i>community</i> service projects, and products developed during these experiences.

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## Job Interview Specifications (continued)

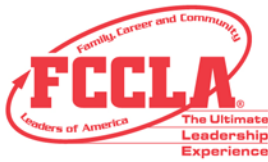
Up to 27 pages or 37 slides (continued)	Examples of Skills	Provide evidence of five skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the <i>dimensions</i> of the <i>portfolio</i> . Audio and/or video recordings may be included in the <i>portfolio</i> but <b>will not</b> be considered by evaluators. Examples or samples of skills will be identified as such and are considered <i>content pages</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

### Interview

The interview **may be up to** 20 minutes in length and will be conducted by evaluators. Questions will pertain to participant's *current* skill level and the specific job for which they are applying. The *portfolio* should be used during the interview.

Knowledge of Selected Job	Show evidence of how present skills relate to job, including Family and Consumers Sciences and/or related occupations coursework, and evidence of knowledge of specific abilities needed to perform job.
Communication Skills	Display effective verbal and nonverbal skills: clarity of expression, eye contact, body language, voice, grammar, word usage and pronunciation, friendly, poised, and personable.
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' interview questions.
Use of <i>Portfolio</i>	Use <i>portfolio</i> during interview to support understanding of job and emphasize skills.
<i>Professional</i> Appearance	Attire and grooming suitable for specific job interview.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, and eye contact throughout interview.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.





## JOB INTERVIEW Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Job Specification Sheet</b> 0-2 points	<b>0</b> Job specification sheet not provided	<b>1</b> 1-4 items provided, or information is incomplete		<b>2</b> All 5 items provided and are complete			
<b>Business Communication</b> 0-15 points	<b>0</b> None apply	<b>1-15 Score 1 point for each of these components</b> <input type="checkbox"/> Correct application used <input type="checkbox"/> Completed application <input type="checkbox"/> Cover letter <input type="checkbox"/> Resume <input type="checkbox"/> Recommendation letter #1		<b>2</b> <input type="checkbox"/> Recommendation letter #2 <input type="checkbox"/> Correct spelling <input type="checkbox"/> Correct grammar <input type="checkbox"/> Consistent font style <input type="checkbox"/> Appropriate font size	<b>3</b> <input type="checkbox"/> Appropriate business format <input type="checkbox"/> Consistently written <input type="checkbox"/> Well-organized <input type="checkbox"/> Reflects current skills and future goals <input type="checkbox"/> Appropriate colors used		
<b>Career Related Education</b> 0-5 points	<b>0</b> Not included	<b>1</b> Only one of the required items provided	<b>2</b> Only two of four items provided	<b>3</b> Three of four items provided	<b>4</b> All four items provided but they lack information	<b>5</b> All four items provided, thorough and professional	
<b>Educational Enhancement Opportunities</b> 0-5 points	<b>0</b> Not included	<b>1</b> Only one item provided	<b>2</b> Two of three items provided but lack information	<b>3</b> Two of three items provided completely	<b>4</b> All three items provided but they lack information	<b>5</b> All three items provided, thorough and professional	
<b>Examples of Special Skills</b> 0-5 points	<b>0</b> Not included	<b>1</b> Only one or two of the items provided	<b>2</b> Only three of five items provided	<b>3</b> Four of five items provided	<b>4</b> Five items provided	<b>5</b> All five items provided and relate well to job/career goals	
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly		<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling		<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information	
INTERVIEW							
<b>Knowledge of Selected Job</b> 0-10 points	<b>0</b> Little evidence of job knowledge	<b>1-2</b> Minimal evidence of job knowledge	<b>3-4</b> Some evidence of job knowledge	<b>5-6</b> Knowledge of job is evident but not in interview	<b>7-8</b> Knowledge of job is evident and shared at times in the interview	<b>9-10</b> Knowledge of job is evident and incorporated throughout the interview	
<b>Communication Skills</b> 0-10 points	<b>0</b> Participant does not take part in interview	<b>1-2</b> Interview is brief because participant does not carry on a conversation or answer questions with detail	<b>3-4</b> Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication	<b>5-6</b> Participant answers questions and relates to evaluators well	<b>7-8</b> Participant shows confidence and personality during interview. Answers questions well	<b>9-10</b> Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively	
<b>Responses to Evaluators' Questions</b> 0-15 points	<b>0</b> Did not answer evaluators' questions	<b>1-2-3</b> Unable to answer some questions	<b>4-5-6</b> Responded to all questions, but without ease or accuracy	<b>7-8-9</b> Responded adequately to all questions	<b>10-11-12</b> Gave appropriate responses to evaluators' questions	<b>13-14-15</b> Responses to questions were appropriate and given without hesitation	
<b>Use of Portfolio During Interview</b> 0-3 points	<b>0</b> Portfolio is not used during interview	<b>1</b> Portfolio is referenced but not used to support knowledge or skills	<b>2</b> Portfolio used minimally to support knowledge and skills		<b>3</b> Portfolio used appropriately to emphasize knowledge and skills		
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing	

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## Job Interview Rubric (continued)

					Points
<b>Body Language</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent or distracting during interview	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriately used during interview	<b>3</b> Gestures, posture, mannerisms and eye contact contribute to a positive interview experience	
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors	
<b>Professional Appearance</b> 0-3 points	<b>0-1</b> Non-professional appearance, attire, and/or grooming	<b>2</b> Neat appearance, attire and grooming	<b>3</b> Professional appearance, attire and grooming		

### Evaluator's Comments:

**TOTAL**  
(90 points possible)

**Evaluator #** \_\_\_\_\_

**Evaluator Initial** \_\_\_\_\_

**Room Consultant Initial** \_\_\_\_\_