# STAR EVENTS — 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 9, item #2 in the introduction section of the state manual for more information on event categories.

## STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

## CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

## PROCEDURES & TIME REQUIREMENTS

1. 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 from the STAR Events Resources page of the FCCLA national website.

2. 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.

3. 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.

4. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

## ELIGIBILITY & GENERAL INFORMATION

1. Review "General Policies" in the introduction section of the state manual on pages 8-18 prior to event planning and preparation.

2. 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.

3. **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. At state competition, however, if an electrical outlet is available in the competition room or station, participants are free to use it. Tables may not be moved in order to be closer to the outlet and extension cords will not be provided.

4. Participant must apply for a job that matches their *current* skills, education level, 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. | | | | | ■ | | | * | |

## 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*, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. 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 | *Project Identification Page* | *Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title. |
| 1-8 ½" x 11" page or 1 slide | Table of Contents | List the parts of the *portfolio* in the order in which the parts appear. |
| 1-8 ½" x 11" page or 2 slides | FCCLA *Planning Process* Summary Page | Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation. |
| 1 | Evidence of Online Project Summary Submission | Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*. |
| 0–5 | *Content Divider Pages* or Sections | Use 0 to 5 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*. |
| 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. **The selected job must match the participant's *current* skills, education level, and relate to future career interests and goals.** |
| | Business Communication | Include completed job application (download from the STAR Events Resources page of the FCCLA website), cover letter, resume, and two letters of recommendation (one from a school official, administrator, counselor, or teacher and one from an employer or other *community* 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 *current* skills and reflect future career interests and goals. |
| | *Career-Related Education* | Describe *career-related education* 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. |
| | *Educational Enhancement Opportunities* | Describe *educational enhancement opportunities* that enhance employability. Include career development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, or *community* service projects, and products developed during these experiences. |

| 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 *dimensions* of the *portfolio.* Audio and/or video recordings may be included in the *portfolio* but **will not** be considered by evaluators. Examples or samples of skills will be identified as such and are considered *content pages.* |
| | Appearance | *Portfolio* must be neat, legible, and *professional* 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 *Portfolio* | Use *portfolio* during interview to support understanding of job and emphasize skills. |
| *Professional* 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. |

# STAR Events Point Summary Form
## JOB INTERVIEW

**DIRECTIONS:**

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.

5. Please check with the Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points |
|---|---|---|---|
| **Check-in**<br>0 *or* 5 points | **0**<br>Did not attend participant check-in | **5**<br>Attended participant check-in | |
| **Hardcopy Portfolio**<br>0–1 point or<br>**Electronic Portfolio**<br>0–1 point | **0**<br>Binder is not the official FCCLA binder<br>**0**<br>Electronic Portfolio not in viewable format to the evaluators | **1**<br>Binder is the official FCCLA binder<br>**1**<br>Electronic Portfolio in viewable format to the evaluators | |
| **Portfolio Pages**<br>0–3 points | **0**<br>Portfolio exceeds the page limit | **1**　　　**2**　　　**3**<br>**2 or more errors**　**1 error**　**no errors**<br>Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including:<br>• 1 project ID page or slide<br>• 1 table of contents page or slide<br>• 1 Planning Process summary page or 2 slides<br>• Project Summary Submission Proof<br>• Up to 5 content divider pages or slides<br>• Up to 27 content pages or 37 content slides | |
| **Punctuality**<br>0–1 point | **0**<br>Participant was late for presentation | **1**<br>Participant was on time for presentation | |

**EVALUATORS' SCORES**

Evaluator 1_____     Initials _____

Evaluator 2_____     Initials _____

Evaluator 3_____     Initials _____

Total Score_____     divided by number of evaluators

_____     **= AVERAGE EVALUATOR SCORE**
*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

**ROOM CONSULTANT TOTAL**
(10 points possible)

**AVERAGE EVALUATOR SCORE**
(90 points possible)     _ _ . _ _

**FINAL SCORE**
(Average Evaluator Score plus Room Consultant Total)     _ _ . _ _

**RATING ACHIEVED** (circle one)　　**Gold:** 90-100　　　**Silver:** 70-89.99　　　**Bronze:** 1-69.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Evaluator 1_____　　Evaluator 2_____　Evaluator 3_____　Adult Room Consultant_____　Event Lead Consultant_____

# JOB INTERVIEW
## Rubric

| PORTFOLIO | | | | | | | Points |
|---|---|---|---|---|---|---|---|
| **FCCLA Planning Process Summary Page** 0–5 points | **0** Planning Process summary not provided | **1** Inadequate steps in the Planning Process are presented | **2** All Planning Process steps are presented but not summarized | **3** All Planning Process steps are summarized | **4** Evidence that the Planning Process was utilized to plan project | **5** The Planning Process is used to plan the project. Each step is fully explained | |
| **Job Specification Sheet** 0–2 points | **0** Job specification sheet not provided | | **1** 1-4 items provided, or information is incomplete | | **2** All 5 items provided and are complete | | |
| **Business Communication** 0–15 points | **0** None apply | **1-15: Score 1 point for each of these components** ☐ Correct application used ☐ Completed application ☐ Cover letter ☐ Resume ☐ Recommendation letter #1 | | ☐ Recommendation letter #2 ☐ Correct spelling ☐ Correct grammar ☐ Consistent font style ☐ Appropriate font size | ☐ Appropriate business format ☐ Consistently written ☐ Well-organized ☐ Reflects current skills and future goals ☐ Appropriate colors used | | ★ ★ ★ |
| **Career Related Education** 0–5 points | **0** Not included | **1** Only one of the required items provided | **2** Only two of four items provided | **3** Three of four items provided | **4** All four items provided but they lack information | **5** All four items provided, thorough and professional | ★ |
| **Educational Enhancement Opportunities** 0–5 points | **0** Not included | **1** Only one item provided | **2** Two of three items provided but lack information | **3** Two of three items provided completely | **4** All three items provided but they lack information | **5** All three items provided, thorough and professional | ★ ★ |
| **Examples of Special Skills** 0–5 points | **0** Not included | **1** Only one or two of the items provided | **2** Only three of five items provided | **3** Four of five items provided | **4** Five items provided | **5** All five items provided and relate well to job/career goals | |
| **Appearance** 0–3 points | **0** Portfolio is illegible and unorganized | **1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | | **2** Portfolio is neat, legible, and professional, with correct grammar and spelling | | **3** Neat, legible, professional, correct grammar and spelling used with effective organization of information | |

| INTERVIEW | | | | | | |
|---|---|---|---|---|---|---|
| **Knowledge of Selected Job** 0-10 points | **0** Little evidence of job knowledge | **1 2** Minimal evidence of job knowledge | **3 4** Some evidence of job knowledge | **5 6** Knowledge of job is evident but not in interview | **7 8** Knowledge of job is evident and shared at times in the interview | **9 10** Knowledge of job is evident and incorporated throughout the interview | |
| **Communication Skills** 0-10 points | **0** Participant does not take part in interview | **1 2** Interview is brief because participant does not carry on a conversation or answer questions with detail | **3 4** Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication | **5 6** Participant answers questions and relates to evaluators well | **7 8** Participant shows confidence and personality during interview. Answers questions well | **9 10** Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively | |
| **Responses to Evaluators' Questions** 0-15 points | **0** Did not answer evaluators' questions | **1 2 3** Unable to answer some questions | **4 5 6** Responded to all questions, but without ease or accuracy | **7 8 9** Responded adequately to all questions | **10 11 12** Gave appropriate responses to evaluators' questions | **13 14 15** Responses to questions were appropriate and given without hesitation | |
| **Use of Portfolio During Interview** 0-3 points | **0** Portfolio is not used during interview | **1** Portfolio is referenced but not used to support knowledge or skills | | **2** Portfolio used minimally to support knowledge and skills | | **3** Portfolio used appropriately to emphasize knowledge and skills | |
| **Voice – pitch, tempo, volume** 0-3 points | **0** Voice qualities not used effectively | **1** Voice quality is adequate | | **2** Voice quality is good, but could improve | | **3** Voice quality is outstanding and pleasing | |

*(continued next page)*

# Job Interview Rubric (continued)

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

**Evaluator's Comments:**

TOTAL

(90 points possible)

Evaluator #  _____

Evaluator Initial  _____

Room Consultant Initial  _____