Interpersonal Communications, an *individual* or *team event,* recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen area: *community, employment* relationships, *family, peer* groups, or school groups. Participants must prepare a *file folder,* an **oral presentation,** and a **response to a related case study.**

EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11–12

Level 4: Postsecondary

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.

ELIGIBILITY & GENERAL INFORMATION

1. Review all "General Policies" in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.
2. ~~Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at in person competitions.~~
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
4. ~~National Leadership Conference (in-person competition) participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference. If~~ events are held virtually, these points will be automatically awarded to all participants.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	~~Equipment Provided for In-Person Competition~~	Competition Dress Code	~~In-Person Competition Participant Set Up / Prep Time~~	~~In-Person Competition Room Consultant & Evaluator Review Time~~	Maximum Oral Presentation Time	~~In-Person Competition Evaluation Interview Time~~	~~In-Person Competition Total Event Time~~
1-3	File Folder, Oral Presentation	~~Table– yes Electrical Access – no Wall Space – no Supplies - no~~	Official dress -or- Professional dress – or costume appropriate to event	~~5 minutes set up/ 10 minutes case study; 1-minute warning~~	~~5 minutes prior to presentation~~	~~In-person: 1 min. warning at 4 min.; stopped at 5 min.~~ **Virtual:** 6 min. to include additional questions	~~5 minutes~~	~~30 minutes~~

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
	✓	✓	✓	✓		✓	✓	✓	✓

INTERPERSONAL COMMUNICATIONS

Procedures and Time Requirements for In-Person Competition

	Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
	Room consultants and evaluators will have 5 minutes to preview the *file folder* during participant set up time.
10 minutes	Participant(s) will be given 10 minutes to complete the case study related to their project, in a separate case study room. The completed case study will be given to the evaluators prior to the oral presentation.
5 minutes	The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. Participant(s) will be stopped at 5 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s) about the oral presentation and the case study.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will be returned to participants at the end of scoring.

Procedures and Time Requirements for Virtual Competition

	Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.
Folder Contents File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. The document should include one page for each of the file folder contents as described below.
Oral Presentation Video (to include Question Responses)	The oral presentation video may be up to 6 minutes in length, underlining the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file ~~can~~ MUST be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, Punctuality, and Case Study.

Specifications

File Folder

Participant(s) will upload ~~submit one letter-size~~ *file folder* ~~containing three identical sets, with each set stapled separately,~~ ~~of the items listed below to the event room consultant at the designated participation time~~ documents as described above. ~~The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant's name, and state~~.

Project Identification Page	One 8½" x 11" page on *plain paper,* with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, project title, and chosen area of emphasis (i.e. *family, peer* groups, school groups, *community,* or *employment* relationships).
FCCLA *Planning Process* Summary Page	One 8½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the *file folder*.
Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.

Oral Presentation

The oral presentation may be up to ~~5 minutes in length~~ (6 minutes for virtual competition) and is delivered to evaluators. The presentation should describe project in detail and discuss how communication techniques and methods such as verbal, nonverbal, written, active listening, one-on-one, and/or conflict resolution were used. Audio and/or video recordings are not permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Identify Concerns	Identify the need to act and provide two or more reasonable options or "alternative actions."
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan.
Act	Execute plan with a thorough understanding and application of communication techniques and solutions.
Follow Up	Evaluate project and express the significance of the project and its outcome.
Project Rationale Clearly Stated	Identify reason for implementing the project.
Use of Appropriate Techniques	Show evidence of communication techniques and methods used in the project, such as verbal, nonverbal, written, one-on-one, active listening, and/or conflict resolution.
Impact on Interpersonal Communications; Accomplishments	Show how an area of interpersonal communications was strengthened through the project.
Relationship to FCCLA Purposes and Family and Consumer Sciences	Explain direct connection to the purposes of FCCLA and Family and Consumer Sciences.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of *visuals* and notes or notecards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. For virtual competitions, include responses to the following questions at the end of the oral presentation: 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?

Case Study — In-Person Competition Only

~~Participants will be given a written case study to evaluate their understanding of communication techniques. The case study will relate to the area of the participant's project. Participant(s) will have 10 minutes to prepare a response. Work will take place in a separate room with no spectators. No pre-written material is allowed. Participant(s) will be provided blank Case Study Forms that should be used to respond and relay the developed solution(s).~~

~~Knowledge of Communication Techniques~~	~~Show evidence of awareness of methods for strengthening communication and of communication techniques.~~
~~Appropriate Solutions~~	~~Present feasible and suitable solutions for the situation.~~

INTERPERSONAL COMMUNICATIONS
Point Summary Form

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

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, 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' *file folder* 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. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0** Yes **3**			**3**
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser		**2** Official documentation provided at presentation time and signed by adviser	**2**
File Folder 0–4 points	**0** No File Folder presented	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**4** File Folder is presented with correct labeling and evaluators material • Project ID page • Planning Process Summary • Project Summary Submission Proof • Works Cited	
Punctuality 0–1 point	**0** Participant was late for presentation		**1** Participant was on time for presentation	**1**

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_____

INTERPERSONAL COMMUNICATIONS
Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

FILE FOLDER							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	
Works Cited/ Bibliography 0–3 points	**0** No resources listed		**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*	**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

ORAL PRESENTATION							
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Identify Concerns 0-4 points	**0** No evidence of identifying concerns	**1** Identifying concerns and needs are limited in scope	**2** Participants use one or two methods to identify concerns	**3** Participants use surveys, data collection, interviews or other methods to identify concerns	**4** Participants identify the need to act; realize circumstances are uncertain and changing; and two or more reasonable options or alternative actions		
Set a Goal 0-4 points	**0** Not evident	**1** Goal is evident	**2** Goal is clearly stated	**3** Goal is thoroughly stated	**4** Goal is stated in detail with measurable outcomes		
Form a Plan 0-4 points	**0** Not evident	**1** Plan is stated with some detail	**2** Plan is detailed	**3** Plan includes details, timelines, and alternatives	**4** Plan is thorough, feasible and complete		
Act 0-4 points	**0** Not evident	**1** Action steps are evident	**2** Plan is detailed in steps, tasks, and timelines	**3** Plan included analysis of effects of communication technology in family, work, and community settings	**4** Plan includes a thorough understanding and application of communication techniques and solutions		
Evaluation Follow-Up 0-4 points	**0** No evidence	**1** Some evaluation and follow-up is planned	**2** Evaluation plans include multiple strategies	**3** Evaluation and follow-up is detailed and varied in strategies	**4** Evaluation and follow-up is extensive and includes evidence of Project Self-Evaluation		
Project Rationale Clearly Stated 0-5 points	**0** No evidence	**1** Project rationale is limited	**2** Rationale for the project is clearly stated	**3** Rationale for the project is stated in a convincing manner, citing reasons and data	**4** Rationale for the project is thorough and compelling	**5** Rationale for the project is thorough, a compelling and urgent need and well documented	
Use of Appropriate Techniques 0-5 points	**0** No evidence	**1** Participants understanding limited methods of communication techniques	**2** Participants show some understanding of various communication techniques	**3** Participants show understanding of two or three communication techniques	**4** Participants show understanding and can apply various communication techniques	**5** Participants effectively apply techniques that are effective and appropriate	

Interpersonal Communications Rubric (continued)

Points

Impact on Interpersonal Communications 0–15 points	**0** Not evident	**1 2 3 4** Participants show a limited knowledge of the impact of interpersonal communications through their project	**5 6 7 8** Participants show areas of interpersonal communication that were strengthened by the project	**9 10 11 12** Participants explain one or more of the following: --how similarities and differences among people affect conflict prevention and management in their project --how to create an environment that encourages and respects ideas and perspectives --apply the roles of decision making and problem solving in reducing and managing conflict	**13 14 15** Participants show extensive knowledge and application of interpersonal communication that was strengthened by the project. Some of which might include those mentioned earlier and: --demonstrate processes for cooperating, compromising, and collaborating --demonstrate ethical behavior in family, workplace and community settings --demonstrate strategies to motivate, encourage, and build trust in group members --compare the relative merits of opposing points of view regarding current ethical issues	

Relationship to FCCLA Purposes and FCS 0-5 points	**0** Not evident	**1** Minimal evidence of and FCS relationship	**2** Some knowledge of relationship of FCCLA and FCS	**3** Knowledge of FCCLA and FCS relationship but not shared	**4** Knowledge of FCCLA and FCS relationship is evident and shared	**5** Knowledge of FCCLA and FCS relationship is evident and well explained

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
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors

Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation

CASE STUDY

Knowledge of Communication Techniques 0-4 points	**0** Not evident in explanations	**1** Knowledge of communication techniques is limited	**2** Knowledge of communication techniques is evident in the case study response. Participants demonstrate effective listening and feedback techniques	**3** Knowledge of communication techniques is thorough. Explain how similarities and differences among people affect conflict prevention and management	**4** Knowledge of communication techniques is explained in detail. Apply ethical principles of communication	**4**
Appropriate Solutions 0-4 points	**0** Not evident	**1** Participants share a limited response to one or two solutions	**2** Participants share feasible and suitable solutions	**3** Participants share many feasible and suitable solutions	**4** Participants share extensive suitable solutions and insights	**4**

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL

(90 points possible)

Evaluator # _____

Evaluation Initial _____

Room Consultant Initial _____

INTERPERSONAL COMMUNICATIONS
Case Study Form – In-Person Competition Only
(for use at 2021 national competition if in-person)

Name of Participant(s) _____

Chapter_____State_____Level _____

Participants will be given 10 minutes to complete the case study to evaluate their understanding of communication techniques. Participants will turn in this completed form to evaluators prior to the oral presentation.

Level (choose one): ❑ Level 1 (through grade 8)   ❑ Level 2 (grades 9-10)   ❑ Level 3 (grades 11-12)

Project Focus (choose one):

❑ Community   ❑ Employment Relationships   ❑ Family   ❑ Peer Groups   ❑ School Groups

Using the case study provided for the project focus selected above, what steps would you take in response?