

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**.

NEW JERSEY CORE CURRICULUM STANDARDS

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.2.2 Demonstrate job seeking and job keeping skills
- 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.
- 4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

EVENT CATEGORIES

Senior: Participants in a comprehensive program in grades 10 – 12

Occupational: Participants in an occupational program in grades 10 – 12

ELIGIBILITY

1. A chapter may register two (2) entries.
2. An entry is defined as one (1) participant.
3. An event category is determined by a member’s grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member in grades 10 – 12.

PROCEDURES & REGULATIONS

1. The Job Interview project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Job Interview project must be planned and prepared by the participant only. Supporting resources are acceptable as long as the participant is coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
Exception: Letters of recommendation must not be the work of the participant.
3. Each participant must submit the *portfolio* to a room location designated in the State Leadership Conference program during the specified registration time.
4. 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.
5. The interview **may be up to ten (10) minutes** in length.
6. Evaluators will use the rating sheet to score and write comments for participants.
7. 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.
8. Spectators may not observe any portion of this event.
9. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
10. Participants must apply for a job that matches their **current** skills, education level, and relates to their career interest/goals.
11. The cover letter and resume may be printed on resume paper. Letters of recommendation may be on the appropriate letterhead.

General Information				
Individual or Team Event	Prepare Ahead of Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual	Portfolio, Job Application	10 minutes	N/A	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
					■				

JOB INTERVIEW SPECIFICATIONS

Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. The *portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, event name and project title.
1- 8½” x 11” page	Table of Contents	One 8½” x 11” page. List the parts of the <i>portfolio</i> in the order in which the parts appear.
1- 8½” x 11” page	FCCLA <i>Planning Process</i> Summary Page	One 8½” x 11” summary page of 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. Each step if fully explained.
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 <i>portfolio</i> .
0-5	<i>Divider Pages</i> or Sections	Use up to 5 <i>divider/section</i> pages. <i>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 content.
Up to 27 8½” x 11” pages	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 <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.
	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 will not be considered by evaluators.

Up to 27 8½" x 11" pages (con't)		Examples or samples of skills will be identified as such and are considered content <i>pages</i> .
	Portfolio Appearance	<i>Portfolio</i> must be neat, legible, <i>professional</i> , and use correct grammar and spelling.

Interview

The interview **may be up to** ten (10) 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 Consumer 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/ Clothing Choice	Use appropriate, professional attire and body language including gestures, posture, mannerisms, eye contact, and appropriate handling of portfolio throughout interview.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.

Job Interview Rating Sheet

Name of Participant _____ School _____

Category: _____ Senior _____ Occupational

INSTRUCTIONS: 1. Before student presentation, evaluators must check the participants’ portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the “Score” column. Points given may range between 0 and the maximum number indicated. Total the points and enter under “TOTAL SCORE”. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments	
	Poor	Fair	Good	Good	Excellent			
PORTFOLIO								
FCCLA Planning Process Summary	0-1	2	3	4	5			
Job Specification Sheet	0-1	2	3	4	5			
Business Communication:								
Job Application	0-1		2		3			
Cover Letter	0-1	2	3	4	5			
Resume	0-2	3-4	5-6	7-8	9-10			
Letters of Recommendation	0		1		2			
Career Related Education	0-2	3-4	5-6	7-8	9-10			
Educational Enhancement Opportunities	0-2	3-4	5-6	7-8	9-10			
Examples of Special Skills	0-1	2	3	4	5			
Portfolio Appearance	0-1	2	3	4	5			
INTERVIEW								
Knowledge of Selected Job	0-1	2	3	4	5			
Communication Skills	0-2	3-4	5-6	7-8	9-10			
Response to Evaluators Questions	0-2	3-4	5-6	7-8	9-10			
Use of Portfolio During Interview	0-1	2	3	4	5			
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5			
Professional Appearance	0-1	2	3	4	5			

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78