

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 LEARNING STANDARDS

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| NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| NJSLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| NJSLSA.L6 | Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. |
| NJSLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| RST.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. |
| SL.11-12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| 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.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.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| 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

- 1.1.1 Summarize local policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of various career path decisions on balancing work and family.
- 1.2.1 Analyze potential career choice to determine knowledge, skills, attitudes, and opportunities for all family members.
- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.5 Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies in the workplace.
- 1.2.6 Demonstrate leadership skills abilities in school, workplace and community setting.
- 1.2.8 Demonstrate employability skills, work ethics, and professionalism.

EVENT LEVELS

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

- 1. A chapter may register two (2) entries.
- 2. An entry is defined as one (1) participant.
- 3. An event level is determined by a member's grade in school and affiliation status.
- 4. Participation is open to any affiliated FCCLA member in grades 9 – 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. Spectators may not observe any portion of this event.
- 4. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
- 5. Participants must apply for a job that matches their current skills, education level, and relates to their career interest/goals.
- 6. 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.
- 7. The cover letter and resume may be printed on resume paper. Letters of recommendation may be on the appropriate letterhead.
- 8. Two (2) individuals may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each participant <u>must</u> submit a digital <i>portfolio</i> by the identified due date and a hard copy <i>portfolio</i> to the room location designated in the State Leadership Conference program during the specified registration time. A job application must be completed and included in the <i>portfolio</i> (hard copy & digital). Download the form from the STAR Events Resources page of the FCCLA national website.	
10 minutes	The interview may be up to ten (10) minutes in length.
Evaluators will use the rating sheet to score and write comments for each entry.	

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
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JOB INTERVIEW SPECIFICATIONS

Portfolio


The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.

Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the “hard copy” portfolio. The digital portfolio is a digital replica of the “hard copy” portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

For the hard copy portfolio, 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 contain more than 36 pages, as described below. The *hard copy portfolio* will be used at the State Leadership Conference during event interview and 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>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, school, chapter name, city, state, event name, event level and project title.
1- 8½” x 11” page	Table of Contents	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	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. Each step is 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 signed proof of submission in the <i>portfolio</i> .
0-5	<i>Divider</i> Pages 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.

Up to 27 8½" x 11" pages (con't)	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 not be included in the <i>portfolio</i> because will not be considered by evaluators. 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 hard copy *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 Appearance</i>	Business 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 _____ **Event Level** _____

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	Poor	Fair	Good	Very Good	Excellent	Score	Comments
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