

Prior to the event

- Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

At the State Leadership Conference

- Attend room consultant orientation to review specific responsibilities.
- Please place phone in “airplane mode” during competition times.
- Prior to the event, check the room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media Team may be escorted into events)
- Check off participant names on time schedule following the presentation.
- Collect and review file folder while participants are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions. Once complete, distribute the file folder contents appropriately to the evaluators to review and score.
- Following the participants’ presentations, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Try to “dovetail” time allotment if possible. Collect participant file folder while judges finish from previous presentation.
- Total points on rubrics and point summary form and indicate final rating. Show evaluators final ratings for each participant and have evaluators initial the rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that evaluation team is asked to be within a 10-point range. Level 1 cannot be below 60.
- Make sure participants take all materials with them at the end of their presentation.
- Collect and return rubrics and point summary forms to the Lead Consultant as completed.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- Collect and return supplies to the Lead Consultant.
- Assist with Recognition Session as needed.

DO NOT DISCUSS RATINGS WITH ANYONE PRIOR TO RECOGNITION SESSION.

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At the State Leadership Conference

- ❑ Attend room consultant orientation to review specific responsibilities.
- ❑ Please place phone in “airplane mode” during competition times.
- ❑ Assist adult room consultants as needed.
- ❑ Escort participants to the designated presentation area.
- ❑ Serve as timekeeper for the event.
 - allow participants 5 minutes to setup; other persons may not assist
 - allow the adult room consultant and evaluators up to 5 minutes to review the file folder
 - begin timing as participants begin their oral presentation
 - hold up warning card at 4 minutes (one minute warning)
 - stop participants at 5 minutes
 - allow 5 minutes for evaluators to interview participants
 - after the oral presentation and evaluator interview, escort participants to the case study room and provide with note cards and pencil for preparing presentation. Stay with the participants.
 - allow 10 minutes for participants to prepare a response to the presentation of case study (begin timing when participants are seated in case study room). After 10 minutes, escort participants back to evaluation room. **DO NOT ALLOW VISITORS IN CASE STUDY ROOM.** If more than one team is working in the room at the same time, ask all participants to work quietly.
 - begin timing as participants begin their oral presentation on the case study
 - hold up warning card at 4 minutes (one minute warning)
 - stop participants at 5 minutes
 - Evaluators may question participants about their response at this time.
- ❑ Do not allow participants to take any materials used during the case study time.
- ❑ Direct participants outside of the event room after the evaluator questions so evaluators may complete rubrics. Make sure participants take their materials with them.
- ❑ Thank the participants for their work and presentation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before ushering in the next participant.
- ❑ At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Session as needed.

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INTERPERSONAL COMMUNICATIONS

EVALUATOR

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At the State Leadership Conference

- Please place phone in “airplane mode” during competition times.
- Review the participants file folder with the adult room consultant 5 minutes prior to the presentation and score the appropriate sections of the rubric.
- Participants may give up to a 5 minute oral presentation of their project to the evaluators.
- Following the oral presentation, evaluators will have 5 minutes to question participants to determine their knowledge of the subject or to ask for clarification on the presentation.
- While participants are completing the case study, evaluators should complete sections one and two of the rubric
- Participants will return to the room and present up to a 5 minute response to the case study to the evaluators. The participants will return the case study to the evaluators.
- Following the oral presentation, evaluators will have 5 minutes to question participants to determine their knowledge of the subject or to ask for clarification to the case study.
- Score the entry and discuss in private with the other evaluators on your team.
- Spend a few minutes reviewing strengths and areas for improvement of the presentation. Make written remarks on the rubric or the provided comment sheets.
- Complete the rubric and initial the rubric next to the “Total Score” box at the bottom of the second page.
- Submit the final rubric and any additional comment sheets to the adult room consultant for review.
- Once the adult room consultant has finished reviewing and totaling the participants’ score, double check for accuracy and initial the Point Summary Form where directed.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!



Interpersonal Communications



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

See page 83 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 85 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, if desired.
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 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 prior to National Leadership Conference.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	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	5 minutes prior to presentation	1-minute warning at 4 minutes; stopped at 5 minutes (same for case study)	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

Each entry will submit a <i>file folder</i> 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 <i>file folder</i> 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.

Specifications

File Folder

Participant(s) must 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. The *file folder* must be labeled (typed or handwritten) in the top left corner with name of event, level, participant's name(s), and state.

<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(s), chapter name, school, city, state, event name, project title, and chosen area of emphasis (i.e. <i>family</i> , <i>peer groups</i> , <i>school groups</i> , <i>community</i> , or <i>employment relationships</i>).
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; 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 Portal, and include signed proof of submission in the <i>file folder</i> .
<i>Works Cited/Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .

Oral Presentation

The oral presentation **may be up to 5** minutes in length 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.

Interpersonal Communications Specifications (continued)

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 <i>visuals</i> 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.

Case Study

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 or Assistant Lead Consultant.
5. Check with the Lead or Assistant 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		
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	
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	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL (10 points possible)
Evaluator 1 _____	Initials _____	AVERAGE EVALUATOR SCORE (90 points possible) _ . _ . _	
Evaluator 2 _____	Initials _____	FINAL SCORE (Average Evaluator Score plus Room Consultant Total) _ . _ . _	
Evaluator 3 _____	Initials _____		
Total Score _____	divided by number of evaluators = AVERAGE EVALUATOR SCORE <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		

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 (<i>see style sheet</i>)	3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>)			
ORAL PRESENTATION							
Organization/Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 Presentation covers some topic elements	2 Presentation covers all topic elements but with minimal information	3 Presentation gives complete information but does not explain the project well	4 Presentation covers information completely but does not flow well	5 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 Participants show a limited knowledge of the impact of interpersonal communications through their project	2	3	4	5 Participants show areas of interpersonal communication that were strengthened by the project	6	7	8	9 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	10	11	12	13 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	14	15	
Relationship to FCCLA Purposes and FCS 0-5 points	0 Not evident	1 Minimal evidence of FCCLA 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												
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												

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

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?