



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 category: *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 CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Interpersonal Communications 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.
4. The Interpersonal Communications project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are 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.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. 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. Following the presentation, evaluators will have 5 minutes to interview participant(s).
6. Participant(s) will then be given a written case study related to their project. They will have 10 minutes to prepare a response to the case study.
7. Participant(s) will have up to 5 minutes to present the case study response to evaluators. Evaluators may ask questions after the response.
8. Evaluators will use the rubric to score and write comments for participant(s). Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
9. The total time required for this event is approximately 35 minutes.

GENERAL INFORMATION

1. A table and blank note cards for the preparation of the case study response will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Only *visuals* that were used during the “ACT” step of the *Planning Process* for this project may be used during the oral presentation. Audio and/or video recordings are **not** allowed in this event.
5. **Presentation Elements:**
Allowed: *Costumes/Uniforms, Easel(s), File Folder, Flip Chart(s), Props/Pointers, Skits, Visual Equipment, Visuals.*
Not Allowed: *Audio, Manuals, Portfolios.*

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 in the top left corner with name of event, category, participant's name(s), state, and FCCLA national region.

<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, FCCLA national region, project title, and chosen category 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.
Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be reliable and current.

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. *Visuals* may be used during the oral presentation only if the *visuals* were actually used in the "ACT" step of the *Planning Process*. Audio and/or video recordings are not permitted.

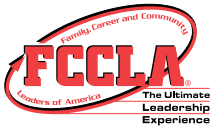
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Identify Concerns	Identify the need to act and provide two or more reasonable options or "alternative actions."
Set a Goal	State a detailed and measureable goal.
Form a Plan	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 <i>visuals</i> and notes or notecards if used. Wear appropriate clothing 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.

Interpersonal Communications Specifications (continued)

Case Study

Participants will be given a written case study to evaluate their understanding of communication. The case study will relate to the area of the participant’s project. Participant(s) will have 10 minutes to prepare a response. The response may not exceed 5 minutes. Work will take place in a separate room with no spectators. No prewritten material is allowed, but blank note cards will be provided.

Presentation	Case study responses indicate an understanding of the concepts and issues.
Knowledge of Communication Techniques	Show evidence of awareness of methods for strengthening communication and of communication techniques.
Appropriate Solutions	Present solutions that are feasible and suitable for the situation.
Responses to Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding case study response.



STAR Events Point Summary Form INTERPERSONAL COMMUNICATIONS



INTERPERSONAL COMMUNICATIONS

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
File Folder 0-2 points	0 No File Folder presented	1 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	2 File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary • Works Cited
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	0 Participant was late for presentation	1 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**

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



INTERPERSONAL COMMUNICATIONS

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

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 Incomplete list of resources/resources listed are not current	2 Complete list of resources but incorrect style	3 Complete list of appropriate resources in MLA or APA style			
ORAL PRESENTATION							Points
Organization/Delivery 0-10 points	0 Presentation is not done or speaks 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 and explains project fully	9-10 Presentation covers all relevant information completely and explains project 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, 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 includes 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 Not evident	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 Project rationale is thorough, a compelling and urgent need and well documented	
Use of Appropriate Techniques 0-5 points	0 No evidence	1 Participants understand 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

INTERPERSONAL COMMUNICATIONS

Impact on Interpersonal Communications 0–10 points	0 Not evident	1 Participants show a limited knowledge of the impact of interpersonal communications with their project	2 Participants show areas of interpersonal communication that were strengthened by the project	3–5 Participants explain one or more of the following: <ul style="list-style-type: none"> ■ how similarities and differences among people affect conflict prevention and management in their project ■ how to create an environment that encourages and respects the ideas, perspectives, and ■ apply the roles of decision making and problem solving in reducing and managing conflict. 	6–10 Participants show extensive knowledge and application of interpersonal communication that was strengthened by the project. Some of which might include those mentioned earlier and: <ul style="list-style-type: none"> ■ 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 FACS 0–5 points	0 Not evident	1 Connection to FACS and FCCLA is mentioned	2 Connection to FACS and FCCLA understood	3 Connection to FACS and FCCLA understood and clearly communicated by participants	4 Participants understand and connect the FCCLA purposes and FACS classes or content areas	5 Participants understand the connections and know standards, Purposes and FACS content thoroughly
Voice—pitch tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language/ Clothing Choice 0–3 points	0 Body language shows nervousness and unease/ inappropriate clothing	1 Body language shows minimal amount of nervousness/ clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the 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						
Presentation 0–2 points	0 No case study presentation is made	1 Case study response is limited in scope	2 Case study responses indicate an understanding of the concepts and issues			
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	
Responses to Evaluators' Questions 0–3 points	0 Not evident	1 Did not answer questions	2 Answers show a limited understanding	3 Answers are in depth and thorough		

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____