



## Leadership

**Leadership**, an *individual* event, recognizes participants who actively evaluate and grow in their leadership potential. Participants investigate their leadership ability, assess leadership and employability skills, and develop and implement a plan to further their leadership development. Participants must prepare a **portfolio** and an **oral presentation**.

### EVENT CATEGORIES

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 85 for more information on event categories.

*This event developed in partnership with Cottey College (www.cottey.edu).*



### STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

### CAREER CLUSTERS

- Education & Training
- Human Services
- Information Technology

### PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio (hardcopy or electronic)* to the event room consultant at the designated participation time.
2. Participants will have 10 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio (hardcopy or electronic)* before the presentation begins, during participant set up time. The participant must make the *electronic portfolio* accessible to evaluators.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to a 1 minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participant.
7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for the participant.

*Continued on next page...*

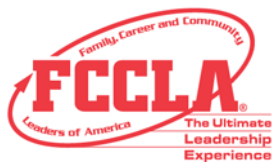
GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Oral Presentation	Table	Not provided	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

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

\* Presentation Equipment is allowed only for presentation of electronic portfolio.

## ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.






## LEADERSHIP Specifications

### Hardcopy Portfolio



The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 42 pages, as described below. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

### Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 60 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page		Plain paper or slide, with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents		List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process 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.
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> .
0-7	Content Divider Pages or Sections		Use 0 to 7 <i>content divider/section pages</i> or slides. <i>Content divider/section pages</i> 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 <i>content</i> .
Up to 31 8 ½" x 11" pages or 48 slides	Leadership Profile and Employability Skills Checklist		Using the "Personal Leadership Profile and Employability Skills Checklist Instructions" located on the STAR Events Resources page of the FCCLA national website, create a personal leadership profile, outlining leadership activities or experiences in the following areas: <ul style="list-style-type: none"> <li>FCCLA (national programs, competitive events, Leadership Academy, local/regional/state/national leadership roles, etc.)</li> <li>School (clubs, sports, activities, etc.)</li> <li>Personal/Family/<i>Community</i> (employment, clubs, organizations, etc.)</li> </ul> Using the Employability Skills Checklist, indicate the employability skills that have been developed or improved through the leadership activity/experience identified. The leadership profile with identified skills should not exceed three 8 ½" x 11" pages or five slides.
	Leadership Competencies Inventory (Self) Analysis and Summary		Using the FCCLA Leadership Competencies Inventory (Self), located on the STAR Events Resources page of the National FCCLA website, participants will complete the inventory, analyze their results, and include a summary of the results. The participant may use graphs, narrative, bullet points, etc. to convey their inventory results in a way they believe is most effective. The summary should not exceed four 8 ½" x 11" pages or six slides.

## Leadership Specifications (continued)

<p>(continued from previous page)</p> <p>Up to 31 8 ½" x 11" pages or 48 slides</p>	<p>Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary </p>	<p>Using the FCCLA Leadership Competencies Inventory (Observer), located on the STAR Events Resources page of the National FCCLA website, participants will gather insight from three others who have observed their leadership skills. Of the three individuals chosen, at least one must be a teacher, adviser, or other adult; and at least one must be from another student (one who has observed the participant in a leadership role and is willing to give helpful and honest insight). Using the information gathered from the assessments, along with results from the Leadership Inventory, the student will develop an image awareness summary of their leadership strengths and areas for growth. This section should not exceed seven 8½"x 11" pages or ten slides.</p>
	<p>Admirable Leader Summary</p>	<p>Using the questions from the FCCLA Leadership Competencies Inventory (Self) as a guide, describe one significant person who has been or is a leader in the participant's life. The description should include attributes of the person which contribute to their leadership. Participants may discuss how their relationship has been meaningful in the participant's personal growth (may be leadership related or in another capacity). The Admirable Leaders Summary should not exceed one 8 ½"x11" page or two slides.</p>
	<p>Leadership Development Plan </p>	<p>Using information obtained from the FCCLA Leadership Competencies Inventory (Self), FCCLA Leadership Competencies Inventory (Observer), and Admirable Leader Summary sections, participants will use the Leadership Development Plan, located on the STAR Events Resources page of the National FCCLA website, to develop a Leadership Development Plan to address goals in areas of the participant's personal leadership abilities. Goals should be short term and can pertain to any area of the participant's leadership abilities and activities. Goals must be SMART (Specific, Measurable, Attainable, Realistic, and Time-Based). The Leadership Development Plan section of the portfolio should include the participant's personal LDP and a detailed description of the progress and experience of working on each individual goal. This section should not exceed ten 8 ½"x 11" pages or fifteen slides.</p>
	<p>Outside Perspective Reflection</p>	<p>Include two reflections from a third-party who have witnessed the participant's efforts toward working on their LDP. The participant should explain what they are trying to achieve after developing the LDP and provide insight to the third-party to aid the reflection. The reflection should briefly describe the relationship and the observed effects of the LDP. It is highly recommended that these reflections come from two of the individuals who completed the FCCLA Leadership Competencies Inventory (Observer) insight that contributed to the Self Awareness section. Each Outside Perspective Reflection should include the third-party's name and relationship. This section should not exceed two 8 ½"x11" pages or four slides.</p>
	<p>Leadership Reflection</p>	<p>Include a summary reflection of the overall experience of developing leadership. This reflection should include a discussion of the impact of working toward goals on personal leadership effectiveness, what was learned, how he/she utilized and built upon leadership strengths and improved his/her weaknesses, what he/she will take from the experience for the future, their plan for future actions/development, and any other thoughts about leadership. This section should not exceed four 8 ½"x11" pages or six slides.</p>
	<p>Appearance</p>	<p>Portfolio must be neat, legible, and professional and use correct grammar and spelling.</p>

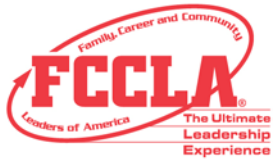
## Leadership Specifications (continued)

### Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to a 1 minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences and Related Occupations	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related occupations.
Knowledge of Self	Demonstrate thorough knowledge of self and the ways in which he/she grew during the project.
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio and visuals</i> to support, illustrate, or complement presentation.
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 notes or note cards 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'	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.





# LEADERSHIP Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Leadership Profile and Employability Skills Checklist</b> 0-5 points	<b>0</b> Not included	<b>1</b> Includes leadership profile or employability skills checklist, but not both	<b>2</b> Includes FCCLA, school, and personal/family/community activities. Checklist completed but explanations are incomplete	<b>3</b> Includes FCCLA, school, and personal/family/community activities. Checklist completed but explanation does not support identified skills	<b>4</b> Includes FCCLA, school, and personal/family/community activities. Checklist completed and explanation generally identified skills	<b>5</b> Includes FCCLA, school, and personal/family/community activities. Checklist completed and explanation supports identified skills	
<b>Leadership Competencies Inventory (Self) Summary</b> 0-5 points	<b>0</b> Not included	<b>1</b> Inventory results are presented	<b>2</b> Inventory results are presented but analysis inconsistent with results	<b>3</b> Analysis and summary communicates most inventory results	<b>4</b> Analysis and summary adequately communicates inventory results	<b>5</b> Detailed analysis and summary effectively communicates inventory results	
<b>Leadership Competencies Inventory (Observer) and Image Awareness Summary</b> 0-10 points	<b>0</b> Not included	<b>1-2</b> Image awareness includes feedback from less than 3 observers but does not include strengths or areas for growth	<b>3-4</b> Image awareness includes feedback from 3 observers but does not include strengths or areas for growth	<b>5-6</b> Image awareness includes feedback from 3 observers and summary of strengths and areas for growth	<b>7-8</b> Image awareness includes feedback from 3 observers, reflection on own image, and summary of strengths and areas for growth	<b>9-10</b> Image awareness includes feedback from 3 observers, significant reflection on own image, and summary of strengths and areas for growth	
<b>Admirable Leader Summary</b> 0-3 points	<b>0</b> Not included	<b>1</b> 1 admirable leader with limited answers	<b>2</b> 1 admirable leader provided and partially addressed questions	<b>3</b> 1 admirable leader provided and thoroughly addressed all questions			
<b>Leadership Development Plan Objective 1</b> 0-3 points	<b>0</b> Not included	<b>1</b> Goals not appropriate as stated, not specific, measurable, attainable, realistic, or timely.	<b>2</b> Goals mostly appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are generally included	<b>3</b> Goals appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are included			
<b>Leadership Development Plan Objective 2</b> 0-3 points	<b>0</b> Not included	<b>1</b> Goals not appropriate as stated, not specific, measurable, attainable, realistic, or timely.	<b>2</b> Goals mostly appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are generally included	<b>3</b> Goals appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are included			
<b>Leadership Development Plan Objective 3</b> 0-3 points	<b>0</b> Not included	<b>1</b> Goals not appropriate as stated, not specific, measurable, attainable, realistic, or timely.	<b>2</b> Goals mostly appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are generally included	<b>3</b> Goals appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are included			
<b>Outside Perspective Reflection</b> 0-2 points	<b>0</b> Not included	<b>1</b> Only one summary included	<b>2</b> Two summaries included				

# Leadership Rubric (continued)

							Points
<b>Leadership Reflection</b> 0-10 points	<b>0</b> Not included	<b>1-2</b> Reflection is included	<b>3-4</b> Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership	<b>5-6</b> Reflections shows some thought by the participant in their leadership ability, project experience, next steps, and future leadership	<b>7-8</b> Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written	<b>9-10</b> Reflection shows significant thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written and effectively communicates information	
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

## ORAL PRESENTATION

<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework relationship	<b>2</b> Some knowledge of relationship of career and FACS coursework	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0-4 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation		
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL  
(90 points possible)

Evaluator # \_\_\_\_\_

Evaluation Initial \_\_\_\_\_

Room Consultant Initial \_\_\_\_\_



To obtain the documents needed to complete this event, go to the STAR Events Resources page on the National FCCLA website.

For the Leadership STAR Event, participants will need the following online resources:

- Personal Leadership Profile and Employability Skills Checklist and Instructions
  - FCCLA Leadership Competencies Inventory (Observer)
  - FCCLA Leadership Competencies Inventory (Self)
    - Leadership Development Plan