



Leadership, an *individual* event, recognizes participants who actively evaluate and grow in their leadership potential. Participants use the *Student Leadership Challenge* and supporting materials, to investigate their leadership ability and develop a mentorship relationship 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 29 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 Leadership 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 Leadership 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.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. Participant will have 10 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 15 minutes to preview the *portfolio* before the presentation begins.
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 3 minutes playing time during the presentation. *Visual 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 use the rubric to score and write comments for the participant. Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
8. The total time required for this event is approximately 40 minutes.

GENERAL INFORMATION

1. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space may not be available.
2. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Internet connections will **not** be provided.
5. Words in *italics* are defined in the glossary.
6. **Presentation Elements:**

Allowed: *Audio, Easel(s), Flip Chart(s), Portfolio, Props/Pointers, Visual Equipment, Visuals*

Not Allowed: *Costumes/Uniforms, File Folders, Manuals, Skits*

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/notebook obtained from the national FCCLA emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 45 pages: 1 *project identification* page, 1 table of contents page, 1 *Planning Process* summary page, 0–7 *divider pages*, and up to 35 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time. Once a hardcopy *portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint format or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 55 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 *Table of Contents*, and up to 45 *content slides* including the documents listed below. *Divider* or *Section slides* may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. 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 Content

Project Identification Page	One slide or one 8 ½" 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, and project title.
FCCLA Planning Process Summary Page	Two slides or one 8 ½" 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.
Student Leadership Practices Inventory Summary	The participant will take a leadership inventory such as the <i>Student Leadership Practices Inventory</i> (instructions below) analyze their results, and include a summary of the results. The summary should not exceed two 8 ½" x 11" pages or three slides. The participant may use graphs, narrative, bullet points, etc. to convey their inventory results in a way they believe is most effective.
Personal Best Leader Experience	Use the questions on page 240 to summarize the participant's Personal Best Leader Experience. The Personal Best Leader Experience should not exceed three 8 ½" x 11" pages or six slides.
Admirable Leaders	Use the questions on page 241 to list 3 people who have been or are leaders in the participant's life and attributes of the person or their relationship that have been meaningful in the participant's personal growth (may be leadership related or in another capacity). The admirable leaders summary should not exceed two 8 ½" x 11" pages or three slides.
Image Awareness	The participant will take a look at the image he/she projects of him/herself using the questions on page 241. The image awareness summary should not exceed one 8 ½" x 11" page or two slides.
Leadership Goals	Develop 2–3 goals in areas of the participant's personal leadership abilities which they would like to enhance or develop. Goals may be short- or long-term and can pertain to any area of the participant's leadership abilities and activities. Goals should be specific, measurable, attainable, realistic, and timely. Include steps intended to help reach goals.

Leadership Specifications (continued)

Mentee Profile	The participant will find someone in their school, community, or online who he/she can be a mentor to and develop a brief description (at minimum include name, age, explanation of their past or current relationship), reason(s) for choosing the mentee, and opportunities for mentorship. Examples of mentees include, but are not limited to, a younger student, a less experienced teammate, a future FCCLA officer. Mentorship relationships may be developed through an established school, community, or online program.
Mentorship Plan	Determine the purpose for mentoring this individual and develop an outline of the ways the participant believes he/she can help the mentee grow through the relationship. This may include items such as, but not limited to, the intended length of the mentorship relationship, frequency of correspondence, activities planned. Participants should especially consider how his/her leadership strengths may be utilized in the relationship and how weaknesses could be improved.
Mentorship Activities	Outline the activities/correspondence that took place with the participant's mentee during the mentorship period and/or through the time of competition not to go beyond June 30. This section may include pictures, videos, emails, social media correspondence, recordings of audible communication (e.g. phone, Skype) etc.
Mentee Reflection	Include a reflection completed by the mentee using the questions on page 241. If the mentee is not able to answer the questions as written or on his/her own, the questions can be re-worded and asked by the participant or a third party and answers written on the mentee's behalf. The Mentee Reflection should not exceed two 8 ½" x 11" pages or three slides.
Outside Perspective Reflection	Include a reflection from a third-party who has witnessed the mentorship in action which briefly describes the relationship and the effects of the situation on either or both the mentor and the mentee. The outside perspective reflection should include the third-party's name and relationship to the mentor and/or mentee and should not exceed one 8 ½" x 11" page or one slide.
Leadership Reflection	Include a reflection of the experience as a mentor, 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, what can be improved for future leadership roles and mentorship experiences, and any other thoughts about the experience.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

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 3 minutes playing time during the presentation. *Visual 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 content 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 and mentorship experience.
Use of Portfolio During Presentation	Use the <i>portfolio</i> to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.

Leadership Specifications (continued)

Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Grammar/Word Usage/ Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



STAR Events Point Summary Form LEADERSHIP



LEADERSHIP

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' *portfolio* 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	
Hardcopy Portfolio 0-1 points <i>or</i> Electronic Portfolio 0-1 points	0 Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
	0 Electronic Portfolio not in viewable format to the evaluators	1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0-1 points	0 Portfolio exceeds the page limit/not all required are present or completed correctly	1 Portfolio contains no more than 35 single-sided pages OR 45 slides including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page or 2 slides • Up to 7 divider pages • Up to 35 content pages or 45 slides	
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)

<p>ROOM CONSULTANT TOTAL (10 points possible)</p>
<p>AVERAGE EVALUATOR SCORE (90 points possible)</p>
<p>FINAL SCORE (Average Evaluator Score plus Room Consultant Total)</p>

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 _____



LEADERSHIP Rubric



LEADERSHIP

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

PORTFOLIO							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	
Leadership Inventory Summary 0–5 points	0 Not explained	1 Summary communicates that the participant took a leadership inventory	2 Summary communicates some of the participant's inventory results	3 Summary communicates most of the participant's inventory results	4 Summary adequately communicates the participant's inventory results and is well-written	5 Summary effectively communicates the participant's inventory results and is well-written	
Personal Best Leader Experience 0–3 points	0 No experience described	1 Experience description is inadequate	2 Experience description is adequate and addresses all questions	3 Experience description is extensive and effectively answers all questions			
Admirable Leaders 0–3 points	0 No admirable leaders provided	1 1–2 admirable leaders provided with limited answers	2 Three admirable leaders provided and partially addressed questions	3 Three admirable leaders provided and thoroughly addressed all questions			
Overall Image Awareness 0–3 points	0 No image awareness provided	1 Briefly addresses image awareness questions	2 All questions are answered and participant shows some reflection on image and ways to improve if necessary	3 All questions are answered thoroughly and participant shows significant reflection on own image and ways to improve if necessary			
Leadership Goals 0–5 points	0 No goals provided	1 1–3 goals are stated, but are not appropriate	2 2–3 appropriate goals are stated	3 2–3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely.	4 2–3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included.	5 2–3 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included.	
Mentee Profile 0–2 points	0 Not provided	1 Profile is included	2 Profile is included and complete				
Mentorship Plan 0–5 points	0 No mentorship plan provided	1 Limited mentorship plan provided	2 Plan provided with no value or variety in experiences	3 Plan provided and explained, though little variety or value in experiences	4 Adequate plan provided with good variety and value of experiences	5 Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easy to understand.	
Mentorship Activities 0–5 points	0 No mentorship activities provided	1 Activities poorly documented	2 Activities are adequately documented	3 Activities are adequately documented and were somewhat effective in helping the mentee become a better leader	4 Activities are adequately documented and were effective in helping the mentee become a better leader	5 Activities are effectively documented and were highly effective in helping the mentee become a better leader	
Mentee Reflection 0–2 points	0 Not provided	1 Mentee Reflection is included					
Outside Perspective Reflection 0–2 points	0 Not provided	1 Outside Perspective Reflection is included					

Leadership Rubric (continued)

Points

LEADERSHIP

Leadership Reflection 0–10 points	0 Not included	1–2 Reflection included	3–4 Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership	5–6 Reflection shows some thought by the participant in their leadership ability, project experience, next steps, and future	7–8 Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written	9–10 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.	
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Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, and professional, correct grammar and spelling used; effective organization	
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ORAL PRESENTATION

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 but does not flow well	9–10 Presentation covers all relevant information with a seamless and logical delivery	
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Knowledge of Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
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Connection to Family and Consumer Sciences and Related Occupations 0–5 points	0 Not included	1 Vaguely referred to	2 Explained, but done so poorly	3 Explained fully	4 Explained fully with evidence of some understanding of content area	5 Explained fully with evidence of mastery of the content area	
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Use of Portfolio and Visuals during Presentation 0–5 points	0 Portfolio and visuals are not used during presentation	1 Portfolio and visuals are used to limit amount of speaking time	2 Portfolio and visuals are used minimally during presentation	3 Portfolio and visuals are incorporated throughout presentation	4 Portfolio and visuals are used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio, and visuals	
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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	
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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	
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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	
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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	
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Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____

The Student Leadership Practices Inventory costs \$15.00 using the FCCLA discount instructions below. This fee covers costs associated with the Student Leadership Practices Inventory only. The inventory cost is in addition to any fees associated with competing at FCCLA district, regional, state, or national conferences and is the responsibility of the participant.

1. Go to <http://www.studentlpi.com>.
2. Click on “Buy SLPI” at the top of the page.
3. Click on “Buy Online.”
4. Enter FCCLA’s promo code “ULEAD” in the Customer Care box and click “Submit” then “Checkout Now.”
5. Enter purchasing information.
6. Complete the assessment and add observers.

Personal Best Leader Experience

from The Student Leadership Challenge by James M. Kouzes and Barry Z. Posner

Just like athletes have personal records and musicians and actors know when they are performing better than ever, great leaders know when they are doing their job to the best of their ability. Think about a time when you were at your very best as a leader. You could be at your best right now or you may recall a situation from a while back. It may be an experience with family, friends, classmates, co-workers, teammates, etc. Now, as you think about your personal best leader experience, answer the following. Your personal best leader experience should not exceed three 8 ½” x 11” pages or six slides.

First:

Describe this time of leadership (focus on one experience):

- When was it? How long did it last? Who else was involved? What was your role?
- What feelings did you have prior to and during the experience?
- Did you initiate the experience or did someone else and how did you emerge as the leader?
- What were the actual results of the experience?

Second:

Thinking about the same time, list 3-5 actions you took as a leader that made a “difference” and answer the additional questions.

- How did your team, group, etc., do something incredible based on what you did or said?
- What did you do to demonstrate your own commitment to the project or undertaking?
- What did you do to make sure everyone understood the purpose?
- What did you or others do to overcome any major challenges or setbacks?
- What did you do to engage others and get them to participate fully?

Third:

Reviewing the responses from above, summarize 3 major lessons you learned about leadership from this experience. These are lessons you might share as advice to others about them being or becoming a great leader.

Fourth:

What makes your behavior as a leader this time especially different from any other time?

- What single piece of advice would you give to a leader on how to get extraordinary things done based on your experience?

Admirable Leaders

from The Student Leadership Challenge by James M. Kouzes and Barry Z. Posner

Leaders learn best through experience and sometimes following other great leaders is the most effective. Take some time to reflect on leaders you have willingly followed. Name 3 of these people and answer the following questions for each admirable leader. Your admirable leader summary should not exceed two 8 ½" x 11" pages or three slides.

1. Admirable Leaders Name
2. What was the situation, why was this person your leader (coach, teacher, sibling, parent, club president, etc.)
3. Write two to three sentences to describe how this leader made you feel about yourself.
4. Name three to five things this leader did to make them stand out from other leaders you've followed.

Image Awareness

Great leaders do their best to be perceived the way they want others to view them in all areas of their lives, not just when they think others are watching. Complete the following questions to become more aware of what you want your image to be compared to in reality. The Image Awareness should not exceed one 8 ½" x 11" page or two slides.

1. List several adjectives that you believe describe your personality and image.
2. Ask a few other students or adults in your school or community to describe you.
3. If you have a Facebook, Twitter, or other social media account, take a look at your profile and describe the person you see. If you do not have a social media account, please answer "not applicable."
4. Does your opinion of yourself match the ways others described you and your social media presence?
5. List the things you are doing well in creating a positive image so you remember not to change them.
6. Is there anything you should change about how you relate to others or the way you portray yourself (in person and/or online) so others see you the way you want to be seen? How are you going to do this?

Mentee Reflection

Get feedback from your mentee using the questions below. If your mentee is not able to read and respond to the questions on his/her own, you or a third party may conduct the reflection as appropriate for the situation. The Mentee Reflection should not exceed two 8 ½" x 11" pages or three slides.

1. Did you enjoy spending time and learning from *_(participant name)_*?
2. What was your favorite part of this experience?
3. Do you have a better relationship with *_(participant name)_* from this experience?
4. What have you learned from *_(participant name)_* during your mentorship relationship?
5. How do you think what you've learned from *_(participant name)_* will help you in the future?
6. How could *_(participant name)_* improve to be a better leader to others in the future?

Resources

The Student Leadership Challenge by James M. Kouzes and Barry Z. Posner—available at www.fccla-store.com
The Ultimate Officer Handbook & Training Manual—available at www.fccla-store.com