

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**.

NEW JERSEY CORE CURRICULUM STANDARDS

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

LEADERSHIP

2018-2019

STAR EVENT

Page 2 of 6

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.2.6 Demonstrate leadership skills and abilities in school , workplace and community settings
- 2.1 Classify different types of concerns (e.g. theoretic, technical, practical) and possible methods for addressing them.
- 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.
- 4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.
- 4. 8 Evaluate potential short and long term consequences of possible actions on self, others and culture/society and global environment.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

EVENT CATEGORIES

Senior: Participants in a comprehensive program in grades 10 – 12

Occupational: Participants in an occupational program in grades 10 – 12

ELIGIBILITY

1. A chapter may register two (2) entries.
2. An entry is defined as one (1) participant.
3. An event category is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member in grades 10 – 12.

PROCEDURES & REGULATIONS

1. 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.
2. The Leadership project must be planned and prepared by the participant(s) 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.
3. Each participant must submit the *portfolio* to a room location designated in the State Leadership Conference program during the specified registration time.
4. Participant may have up to five (5) minutes to set up for the event. Other persons may not assist.
5. The oral presentation **may be up to ten (10) minutes** in length.
6. If audio or audiovisual recordings are used, they are limited to a one (1) minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
7. Following the presentation, evaluators will have the opportunity to ask questions of the participant.
8. Evaluators will use the rating sheet to score and write comments for each entry.
9. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.

10. Spectators may not observe any portion of this event.

11. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.



| General Information | | | | | |
|--------------------------|------------------------------|-------------------------------|--------------------------------|--------------------|-------------------|
| Individual or Team Event | Prepare Ahead of Time | Participant Set Up/ Prep Time | Maximum Oral Presentation Time | Equipment Provided | Electrical Access |
| Individual | Portfolio, Oral Presentation | 5 minutes | 10 minutes | Table | Not provided |




| Presentation Elements Allowed | | | | | | | | | |
|-------------------------------|----------|----------|-------------|--------------------------|-----------|-----------------|-------|------------------------|---------|
| Audio | Costumes | Easel(s) | File Folder | Large Newsprint Chart(s) | Portfolio | Props/ Pointers | Skits | Presentation Equipment | Visuals |
| ■ | | ■ | | ■ | ■ | ■ | | | ■ |

LEADERSHIP SPECIFICATIONS

Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 42 pages as described below. The *portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

| | | |
|---|---|--|
| 1- 8½” x 11” page | <i>Project Identification Page</i> | One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, event name, and <u>project title</u> . |
| 1- 8½” x 11” page | Table of Contents | One 8½” x 11” page. List the parts of the <i>portfolio</i> in the order in which the parts appear. |
| 1- 8½” x 11” page | FCCLA <i>Planning Process</i> Summary Page | One 8½” 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. Each step is fully explained. |
| 1  | Evidence of Online Project Summary Submission | Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission in the <i>portfolio</i> . |
| 0-7 | <i>Divider Pages</i> or Sections | Use up to 7 <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> . |
| Up to 31 8½” x 11” pages | Leadership Profile and Employability Skills Checklist  | Using the “Personal Leadership Profile and Employability Skills Checklist Instructions” located on the STAR Events Resources page on the FCCLA national website, create a personal leadership profile, outlining leadership activities or experiences in the following areas: <ul style="list-style-type: none"> • FCCLA (National Programs, competitive events, Leadership Academy, local/state/national leadership roles, etc.) • School (clubs, sports, activities, etc.) • Personal/Family/<i>Community</i> (employment, clubs, organizations, etc.) 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 (3) 8½” x 11” pages. |

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|---|--|---|
| <p>Up to 31 8½” x 11” pages (continued)</p> | <p>Leadership Competencies Inventory (Self) Analysis and Summary</p>  | <p>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 (4) 8½” x 11” pages.</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 (3) others who have observed their leadership skills. Of the three (3) individuals chosen, at least one (1) must be a teacher, adviser, or other adult; and at least one (1) must be from another student (one who has observed the participant in a leadership role and is willing to give helpful and honest insight).</p> <p>Using the information gathered from the assessments, along with results from the Leadership inventory, the participant will develop an image awareness summary of their leadership strengths and areas for growth. This section should not exceed seven (7) 8½” x 11” pages.</p> |
| | <p>Admirable Leader Summary</p> | <p>Using the questions from the FCCLA Leadership Competencies Inventory (Self) as a guide, describe one (1) 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. The participant may discuss how their relationship has been meaningful in the participant’s personal growth (may be leadership related or in another capacity). The Admirable Leader Summary should not exceed one (1) 8½” x 11” page.</p> |
| | <p>Leadership Development Plan (LDP)</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 an LDP 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 LDP 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 (10) 8½” x 11” pages.</p> |
| | <p>Outside Perspective Reflection</p> | <p>Include two (2) 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 (2) 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 (2) 8½” x 11” pages.</p> |

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| Up to 31 8½" x 11" pages (continued) | Leadership Reflection | 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, a plan for future actions/development, and any other thoughts about leadership. This section should not exceed four (4) 8½" x 11" pages. |
| | Appearance | Portfolio must be neat, legible, and professional and use correct grammar and spelling. |

Oral Presentation

The oral presentation **may be up to** ten (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 one (1) minute playing time during the 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 FCS 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</i> and <i>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' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation. |

To obtain the documents needed to complete this event, go to the STAR Events Resources page on the National FCCLA website (<https://fcclainc.org/programs/resources.php>)

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 (Self)
 - FCCLA Leadership Competencies Inventory (Observer)
 - Leadership Development Plan

Leadership Rating Sheet

Name(s) of Participant(s) _____ School _____

Category: _____ Senior _____ Occupational

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

| Evaluation Criteria | Very | | | | | Score | Comments |
|---|------|------|------|------|-----------|-------|----------|
| | Poor | Fair | Good | Good | Excellent | | |
| PORTFOLIO | | | | | | | |
| FCCLA Planning Process Summary | 0-1 | 2 | 3 | 4 | 5 | | |
| Evidence of Online Leadership Project Summary | 0 | | | | 1 | | |
| Leadership Profile and Employability Skills Checklist | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Leadership Competencies Inventory (Self) Analysis and Summary | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Admirable Leader Summary | 0-1 | 2 | | 3 | 4 | | |
| Leadership Development Plan | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Outside Perspective Reflection | 0 | | 1 | | 2 | | |
| Leadership Reflection | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Appearance | 0 | 1 | | 2 | 3 | | |
| ORAL PRESENTATION | | | | | | | |
| Organization / Delivery | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Relationship of FCS Coursework and Standards | 0-1 | 2 | 3 | 4 | 5 | | |
| Knowledge of Subject Matter | 0-1 | 2 | 3 | 4 | 5 | | |
| Use of Portfolio & Visuals | 0-1 | 2 | 3 | 4 | 5 | | |
| Voice, Body Language, Clothing, Grammar and Pronunciation | 0-1 | 2 | 3 | 4 | 5 | | |
| Responses to Evaluators' Questions | 0-1 | 2 | 3 | 4 | 5 | | |

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78