



LEADERSHIP VIRTUAL



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 an **electronic portfolio** and a **video presentation**.

EVENT LEVEL:

Level Two (grades 9-10)

Level Three (grades 11-12) **This event developed in partnership with Cottey College (www.cottey.edu)*

CONTENT STANDARDS ALIGNMENT

See OhioFCCLA.org (Adviser Tab) for detailed event alignment information to course content standards, national educational initiatives, and standards.

CAREER CLUSTERS

- Education and Training
- Hospitality and Tourism
- Human Services
- Information Technology

ELIGIBILITY & PROCEDURES

1. Review “Eligibility and General Rules for All Levels of Competition” in national STAR event manual prior to event planning and preparation.
2. Each entry must post all required documents (as specified below) to their online folder.
3. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year and must be the work of the participants.
4. Chapters must verify accessibility of documents to the public, as Ohio FCCLA will not be able to assist with this verification. Each entry must have the following items posted to their project folder:
 - Electronic Portfolio
 - i. Participants must submit one (1) file with all slides, in order for viewing. It must be submitted as a PDF file, and not a downloadable PPT file (multiple scanned images files are not allowed) (Not all evaluators may have access to PowerPoint.)
 - One (1) oral presentation video needs to be available for public view and the URL should be included in the PDF file. Options include:
 - i. Embedded video
 - ii. Video link provided to direct source such as YouTube, Vimeo, or Google Drive
 - iii. Video files which require the reviewer to download are NOT allowed due to their potential size

TECHNOLOGY TIPS

1. Documents must be available and publicly accessible (check settings to ensure they can be viewed outside of the school district network)
2. All files must be clearly labeled using a descriptive file name, e.g. “Leadership – Level 2 – Gonzales.”
3. Be sure to publish all content. Have someone outside of your network check for access. Any document requiring additional access (such as Google doc) will not be able to be reviewed. Only documents that can be opened and viewed by the evaluation team can be scored!



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GENERAL INFORMATION

Submission of Project	There will be a specific timeline to upload documents/videos into the competition folder If the deadline is missed the project will not be evaluated Folder Name will be Chapter Name & Number_ Event Name_ Level
Scoring Breakdown	Each team member will take the test – scores will be averaged Electronic Portfolio – team score Presentation Video – team score

Number of Participants per Entry	Prepare Ahead of Time	Competition Dress Code	Maximum Number of Slides	Maximum Oral Presentation Time
1	Electronic Portfolio Presentation Video	Official FCCLA jacket preferred	60	10 minutes

ELECTRONIC PORTFOLIO SPECIFICATIONS		
1 slide	<i>Project Identification Page</i>	Plain slide – no graphics or decorations Information must include: Participants name – chapter name – school – city- event name and project title
1 slide	<i>Evidence of Online Project Summary Sheet</i>	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal and include proof of submission in the portfolio.
2 slides	<i>FCCLA Planning Process</i>	Include how each step of the <i>Planning Process</i> was used to plan and implement the project.
1 slide	<i>Table of Contents</i>	List the parts of the portfolio on which they appear
0 – 7 slides	<i>Content Divider Pages</i>	Content divider/section may contain a title, a section name, graphic elements, thematic decorations. They must not include any other content.



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<p>Up to 5 slides</p>	<p><i>Leadership Profile and Employability Skills Checklist</i></p>	<p>(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, outline leadership activities or experiences in the following areas:</p> <ul style="list-style-type: none"> • FCCLA (national programs, competitive events, Leadership Academy, local/regional/state/national leadership roles, etc.) • School (clubs, sports, activities, etc.) • Personal/Family/Community (employment, clubs, organizations, etc.) <p>Using Employability Skills Checklist, indicate the employability skills that have been developed or improved through the leadership activity/experience identified.</p>
<p>Up to 6 slides</p>	<p><i>Leadership Competencies Inventory (Self) Analysis and Summary</i></p>	<p>(Using the FCCLA Leadership Competencies Inventory (Self) located on the STAR Events Resources pages of the National FCCLA website.) Complete the inventory, analyze their results, and include a summary of the results. May use graphs, narratives, bullet points, etc. to convey their inventory results in a way they believe is most effective.</p>
<p>Up to 10 slides</p>	<p><i>Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary</i></p>	<p>(Using the FCCLA Leadership Competencies Inventory (Observer), located on the STAR Events Resources page if the National FCCLA website.) 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.</p>
<p>Up to 2 slides</p>	<p><i>Admirable Leaders Summary</i></p>	<p>(Using the question 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 personal growth (may be leadership related or in another capacity).</p>



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Up to 15 slides	<i>Leadership Development Plan</i>	<p><i>Using the FCCLA Leadership Competencies Inventory (Self), the FCCLA Leadership Competencies Inventory (Observer), the Admiral Leader summary sections, participants will use the Leadership Development Plan (located on the STAR Events Resources page if the National FCCLA website,)</i></p> <p>Develop a Leadership Development Plan to address goals in areas of the participant’s personal leadership abilities.</p> <p>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).</p> <p>The Leadership Development Plan section should include participant’s personal LDP and a detailed description of the progress and experience of working on each individual goal.</p>
Up to 6 slides	<i>Outside Perspective Reflection</i>	<p>Include two reflections from a third-party who have witnessed the participants efforts toward working on their LDP.</p> <p>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.</p> <p>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.</p>
Up to 6 slides	<i>Leadership Reflections</i>	<p>Include a summary reflection of the overall experience of developing leadership.</p> <p>This reflection should include:</p> <ul style="list-style-type: none"> • Discussion of the impact of working towards goals on personal leadership effectiveness, what was learned, how he/she utilized and built upon leadership strengths and improve 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.
	<i>Appearance</i>	<p>Slides must be neat, legible, professional</p> <p>Use correct grammar and spelling</p>



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VIDEO PRESENTATION SPECIFICATIONS	
Organization/Delivery	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences/ Career Fields Standards	Describe relationship of project content to Family and Consumer Sciences/Career Fields standards.
Knowledge of Self	Demonstrate thorough knowledge of self and the ways in which he/she grew during the project.
Use of Slides During Presentation	Use of slides to support, illustrate, or complement presentation. Can NOT use a voice over with the slides.
Voice	Speaks clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerism, 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.



CAREER DEVELOPMENT EVENTS POINT SUMMARY FORM LEADERSHIP



Name of Member(s) _____

Chapter Name _____ Chapter Number _____ 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 number.
2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in folder with the completed rubrics.
3. At the end of the evaluation, double check all scores, names, and team numbers to ensure accuracy. Be sure there is **NOT** a 15-point discrepancy.
4. Make sure comments have been added.
5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Event Online Orientation Documentation	0 Official documentation not provided at presentation time	2 Official documentation provided at presentation time with adviser signature	
Folder	8 points Labeled correctly Documents/Video labeled correctly Public accessible All documents uploaded by designated date		
TOTAT SCORE ABOVE			
Test Scores	Participant _____ Participant _____ Participant _____ Total Team Score _____	Total Team Score _____ Divided by # of participants on team _____ -Average Team Score _____ (10 points possible)	
Evaluators' Scores	Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____		Average
Final Points	<i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		100 points

RATED ACHIEVED (*mark one*)

_____ Gold 90 – 100 _____ Silver 70 – 89.99 _____ Bronze 1 – 69.99

Room Consultant Signature (*electronic*) _____



LEADERSHIP RUBRIC



Participants Name _____

Chapter # _____ State _____ Team # _____ Station # _____ Level _____

SLIDES	Possible Points 5 /Comments	Points
Viewable format for evaluators Contains no more than 60 slides FCCLA Planning Process is used with project and steps explain in detail Table of Content and Divider pages meet requirements listed Appearance of slides, neat, legible		
LEADERSHIP SKILLS	Possible Points 15 /Comments	
Leadership Profile and employability Skills Checklist Leadership Competencies Inventory (Self) Summary Admirable Leaders Summary Outside Perspective – 2 summaries included Addresses all questions identified		
LEADERSHIP DEVELOPMENT PLAN	Possible Points 15 /Comments	
SMART Goals used Objective #1 complete Objective #2 complete Objective #3 complete Steps to reach each goal included		
LEADERSHIP COMPETENCIES INVENTORY (OBSERVER) and IMAGE AWARENESS SUMMARY	Possible Points 10 /Comments	
#1 observer (teacher, adviser, or another adult) #2 observer another student #3 either Image awareness summary of leadership strengths Image awareness summary of leadership for growth areas		
LEADERSHIP REFLECTION	Possible Points 10 /Comments	
Reflection well written, effective communication of information includes: Reflection on leadership project Reflection about project experiences Next steps Future leadership plans		



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PRESENTATION	Possible Points 5 /Comments	
Clothing Choice Voice- pitch, tempo, volume Body Language Grammar – Word usage -pronunciation Meets presentation time requirement		
PRESENTATION CONTENT	Possible Points 10 /Comments	
Knowledge of Subject Matter Relationship of Family and Consumer Sciences/Career Field Coursework Use of slides during Presentation Organization, seamless and relevant Delivery, eye contact, holds audience interests		