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 LEVELS

Level 2: grades 9–10

Level 3: grades 11–12

Level 4: Postsecondary

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.

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

COTTEY COLLEGE

ELIGIBILITY & GENERAL INFORMATION

1. Review all "General Policies" in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.

2. ~~Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at in-person competitions.~~

3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.

4. ~~National Leadership Conference (in-person competition) participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.~~ If events are held virtually, these points will be automatically awarded to all participants.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	~~Equipment Provided for In-Person Competition~~	Competition Dress Code	~~In-Person Competition Participant Set Up / Prep Time~~	~~In-Person Competition Room Consultant & Evaluator Review Time~~	Maximum Oral Presentation Time	~~In-Person Competition Evaluation Interview Time~~	~~In-Person Competition Total Event Time~~
1	Portfolio, Oral Presentation	~~Table – yes Electrical Access – no Wall Space – no Supplies - no~~	Official dress -or- Professional dress appropriate to event	~~10 minutes~~	~~10 minutes prior to presentation~~	~~In-person: 1 min. warning at 9 min.; stopped at 10 min.~~ **Virtual:** 11 min. including additional questions	~~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.

LEADERSHIP

~~Procedures and Time Requirements for In-Person Competition~~

~~Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.~~	
~~10 minutes~~	~~Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.~~
	~~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.~~
~~10 minutes~~	~~The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. 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.~~
~~5 minutes~~	~~Following the presentation, evaluators will have 5 minutes to interview participants.~~
~~5 minutes~~	~~Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).~~

Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Portfolio File	Upload one (1) PDF portfolio file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Follow the page limits as described below.
Oral Presentation Video (to include Question Responses)	The oral presentation video may be up to 11 minutes in length, underlining the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file ~~can~~ MUST be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, and Punctuality.

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*, must fit within the cover, be one-sided, and may not exceed 42 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio.* For virtual competition, the portfolio **must be uploaded as one PDF file** – multiple files, images, or other file types will <u>not</u> be accepted. The hardcopy portfolio will be used in the oral presentation recording.

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. For virtual competition, the electronic portfolio slides **must be uploaded as one PDF file** -multiple files, images, or other file types will not be accepted. The electronic portfolio will be used in the oral presentation recording.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* 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 *portfolio* 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 *Planning Process* was used to plan and implement the project; use of the *Planning Process* 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 Student Portal, and include signed proof of submission in the *portfolio*.
0–7	*Content Divider Pages* or Sections	Use 0 to 7 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
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: • 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.) 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 8½"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 8½"x 11" pages or six slides.
	Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary	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.
	Admirable Leader Summary	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.

	Leadership Development Plan 🖥	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 (LDP), 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.
	Outside Perspective Reflection	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.
	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, 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.
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

Oral Presentation

The oral presentation may be up to 10 minutes in length (11 minutes for virtual competition) 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 *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.
Use of *Portfolio* and *Visuals* During Presentation	Use the *portfolio and visuals* 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. Wear FCCLA official dress or professional dress appropriate 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 the project. For virtual competitions, include responses to the following questions at the end of the oral presentation: 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?

LEADERSHIP
Point Summary Form

Name of Participant _____

Chapter _____ 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 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 staple all items related to the presentation together.
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 Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	**3**
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	**2**
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 42 single-sided pages or 60 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 content divider pages or slides • Up to 31 content pages or 48 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	**1**

EVALUATORS' SCORES

Evaluator 1_____ Initials_____

Evaluator 2_____ Initials_____

Evaluator 3_____ Initials_____

Total Score_____ divided by number of evaluators

_____ = **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

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_____

LEADERSHIP
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

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

Points

	0	1 2	3 4	5 6	7 8	9 10	
Leadership Reflection 0-10 points	Not included	Reflection is included	Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership	Reflections shows some thought by the participant in their leadership ability, project experience, next steps, and future leadership	Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written	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	

	0	1	2	3	
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or speaks briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	

	0	1	2	3	4	
Use of Portfolio and Visuals during Presentation 0-4 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____

For the Leadership STAR Event, participants will need the following resources available in the FCCLA Adviser Portal and Student Portal:

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