

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*.

**NEW JERSEY CORE CURRICULUM STANDARDS**

- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., Volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.4.12.E.58 Facilitate professional practice by employing project and strategic planning skills for projects.
- 9.4.12.F.5 Evaluate and use information resources to accomplish specific tasks.
- 9.4.12.J.18 Conduct technical research to gather information necessary for decision-making.

**EVENT CATEGORIES**

**Senior:** grades 10-12

**Occupational:** grades 10-12

**ELIGIBILITY**

1. A chapter may register one (1) entry in each event category. An entry is defined as one (1) person. An event category is determined by the participant's grade in school and affiliation status.
2. Participation is open to any affiliated FCCLA 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(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.

**PROCEDURES & REGULATIONS**

1. Each participant will submit a *portfolio* at the Competitive Events registration table at the State Leadership Conference.
2. Participant may have up to 5 minutes (NLC is 10 minutes) to set up for the event. Other persons may not assist.
3. The oral presentation **may be up to** 10 minutes in length.
4. 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.
5. Following the presentation, evaluators may interview the participant.
6. Evaluators will use the rating sheet to score and write comments for each participant.
7. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space may not be available.
8. Extension cords and power strips are not provided.
9. Spectators may not observe any portion of this event.
10. One individual from each event category may be chosen to represent New Jersey at the National Leadership Conference.

**Presentation Elements:**

Allowed: *Audio, Easel(s), Large Newsprint Charts, Portfolios, Props/Pointers, Visual Equipment, Visuals*

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

**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 1½" in depth). A decorative and/or informative cover may be included. All materials, including the divider pages and tabs, must fit within the dimensions above. 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 submitted at Competitive Events registration at the State Leadership Conference.

Project Identification Page	One 8½” x 11” page on plain paper, with no graphics or decorations; must include participant’s name, chapter name, school, city, state, FCCLA national region (North Atlantic Region) and project title.
FCCLA Planning Process Summary Page	One 8½” x 11” summary page of 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. Each step is fully explained.
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 8½” x 11” pages. 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 available in the guidelines to summarize the participant’s Personal Best Leader Experience. The Personal Best Leader Experience should not exceed three 8½” x 11” pages.
Admirable Leaders	Use the questions available in the guidelines 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 8½” x 11” pages.
Image Awareness	The participant will take a look at the image he/she projects of him/herself using the questions available in the guidelines. The Image Awareness summary should not exceed one 8½” x 11” page.
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.
Mentee Profile	The participant will find someone in their school or community 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 or community 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 7 (page 241 of the national guidelines). If the mentee is not able to answer the questions as written 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 8½” x 11” pages.

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 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 8½" x 11" page.
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	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 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 FCS 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 and Visuals During Presentation	Use the portfolio and visuals to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/Clothing Choice	Use appropriate, professional attire and 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, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

**Leadership Rating Sheet**

Name(s) of Participant(s) \_\_\_\_\_ School \_\_\_\_\_

Category: \_\_\_\_\_ Senior \_\_\_\_\_ Occupational

**INSTRUCTIONS:** Write the appropriate rating in the “Score” columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>PORTFOLIO</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Leadership Inventory Summary	0-1	2	3	4	5		
Personal Best Leader Experience	0-1	2	3	4	5		
Admirable Leaders	0-1	2	3	4	5		
Overall Image Awareness	0	1		2	3		
Leadership Goals	0-1	2	3	4	5		
Mentee Profile	0	1		2	3		
Mentorship Plan	0-1	2	3	4	5		
Mentorship Activities	0-2	3-4	5-6	7-8	9-10		
Mentee Reflection	0		1		2		
Outside Perspective Reflection	0		1		2		
Leadership Reflection	0-2	3-4	5-6	7-8	9-10		
Appearance	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organization / Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Connection to FCS	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: 75-89

Bronze: 60-74

## The Student Leadership Practices Inventory Instructions

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 8½" x 11" pages.

#### **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 8½" x 11" pages.

1. Admirable Leader's 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 him or her 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 8½" x 11" page.

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 don't not have a social media account, please answer "not applicable."

4. Does your opinion of yourself match the ways other 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 8½" x 11" pages.

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](http://www.fccla-store.com)  
*The Ultimate Officer Handbook & Training Manual* – available at [www.fccla-store.com](http://www.fccla-store.com)