

# Individual Excellence in Leadership

Individual Excellence Challenge, an individual event, recognizes participants that complete an in-depth individual project on leadership and show evidence of research, problem solving, critical thinking, and integration of leadership skills in a family and consumer sciences area. The event rewards participants at the state level for exceptional accomplishments in progress towards gaining a deeper understanding of leadership and developing leadership skills. Participants prepare a portfolio showing evidence of completing all areas of the event and demonstrate learning through completing an interview with evaluators.

MN FCCLA recognizes the exceptional accomplishments that are required to complete this in-depth event. Special recognition will be given to the top entries in each category at the State Conference. This is a Minnesota FCCLA STAR event. Participants must register by February 1. Participants automatically attend State Conference to present material. There is no region level competition for this event.

## **Event Category**

1. Junior: through grade 9
2. Senior: grades 10-12

## **Eligibility**

1. Participation is open to any state and nationally affiliated FCCLA chapter member.
2. The Individual Excellence in Leadership project must be developed and completed within the time span beginning July 1 and ending March 15 of the school year before state meeting.
3. The Individual Excellence in Leadership project and all supporting materials must be planned, conducted and prepared by the participants(s) only. Exception, completion of action project requires community/ chapter member involvement and letters of recommendation.
4. This is a state event. Participants may go to national meeting to showcase the portfolio of Individual Excellence to national conference participants. The showcase is not a national competition for recognition.

## **Procedures & Time Requirements**

1. Each entry will submit 5 copies of the portfolio to the MN FCCLA State Office by March 15. This portfolio will be viewed before the State Conference by evaluators.

2. At the State Conference, participant will report to the room consultant at the designated time. Bring the original copy of your portfolio to refer to during the interview. No extra copies of the portfolio are needed.
3. Room consultants and evaluators will have 10 minutes to preview the portfolio before the interview begins.
4. The interview may be up to 20 minutes in length.
5. Evaluators will use the rating sheet to score and write comment for each participant. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.
6. The total time that is required for this event is approximately 40 minutes.

## **General Information**

1. A table will be provided.
2. Participants may bring tabletop easel.
3. Spectators may not observe the interview.
4. Visuals other than the portfolio are not allowed in this event.
5. Stacking and/or overlapping are allowed in the portfolio.
6. The Individual Excellence Award packet for 2000-01 can be used to guide participants in completing this STAR Event, but is not required.

## Individual Excellence Specifications for Junior High

### Junior High Portfolio

The portfolio is a collection of materials used to convey what the participant has accomplished and learned about leadership through planning, learning and implementing a project related to leadership. Materials must be contained in a notebook or binder with no more than 25 pages: 1 project identification page, 1 table of contents page, 0-6 divider pages, and no more than 17 content pages including documents listed below. All documents must fit within the dimensions of the portfolio. Divider pages may not include content, and all pages within the portfolio must be one-sided only. Stacking and/or overlapping is allowed in the portfolio. The portfolio will be mailed to the State Office by March 15.

|   |  |
|---|--|
| Project Identification Page   | Include 8 1/2" x 11" project identification page containing participant name, school, city, state, and project title on plain paper. No other information or graphics should be placed on the project identification page.   |
| Work Plan   | Present plan in the chronological sequence in which it was accomplished. Determine who, what, when, where and how; list abilities, skills and knowledge required; list available resources; and identify possible barriers.  |
| Learn: Leadership Questionnaire   | Demonstrates use of critical thinking skills by exploring personal understanding of leadership through answering the following questions: 1. What do you think it takes to be a successful leader? 2. What leadership skills do you have and what ones do you want to develop and why? 3. Identify an outstanding family and community leader. Why do you think these people are good leaders? |
| Learn: Evidence of Interview with Leader  | Show evidence that two people in leadership positions were interviewed about their positions and skills. Include a summary of answer and copy of the questions asked.  |
| Learn: Fact Sheet on Famous Leader  | Researches and develops a one-page 8 1/2" x 11" on a famous leader the participant admires.  |
| Action: Evidence of Completion of the module "A Better You" of the Power of One program | Apply what was learned through completing the module "A Better You" of the Power of One program. The "A Better You" paperwork is included in portfolio as evidence this was completed.   |
| Reflection: Paper on Project  | Two-page, well-written and insightful reflection paper on how completing this project has enhanced the participant's knowledge and understanding of leadership.  |
| Letters of Recommendation   | Two letters of recommendation are included from a school official, administrator, counselor or teacher, an employer or other community representative.   |
| Convey Learning: Complete Portfolio and Appearance                                      | Must be organized and easy to follow the process followed to complete the Individual Excellence in Leadership. Portfolio must be neat, legible, professional and use correct grammar and spelling.   |
| Works/Cited/Bibliography  | Use an organized, consistent format to cite all references in alphabetical order. Resources used should be reliable and current.   |

### **Junior High Interview**

The interview is an opportunity for the participant to demonstrate new skills learned. It may be up to 20 minutes in length and will be conducted by evaluators. Questions will pertain to the step the participants took to plan, learn about and action project related to leadership. The portfolio should be used during the interview.

|                                   |  |
|-----------------------------------|--|
| Communication Skills              | Display effective verbal/nonverbal communication skills: clarity of expression, eye contact, good posture, friendly, poised, and personable. |
| Knowledge of Leadership           | Show evidence of developing a deeper understanding of leadership through completing the different stages of the project.                     |
| Use of Portfolio                  | Use portfolio to describe phases of project.   |
| Voice                             | Speak clearly with appropriate pitch, tempo and volume.  |
| Body Language                     | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.  |
| Grammar and Pronunciation         | Use proper grammar and pronunciation.  |
| Response to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.             |

# Individual Excellence Award Rating Sheet

## Junior High

Junior High participant: \_\_\_\_\_ Chapter: \_\_\_\_\_

**Instructions:** Check the appropriate box for rating. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

| Evaluation Criteria                                | Poor | Fair | Good | Very Good | Excellent | Comments |
|--|------|------|------|-----------|-----------|----------|
| <b>Portfolio (60 %)</b>                            |      |      |      |           |           |          |
| Project Identification Page                        |      |      |      |           |           |          |
| Work Plan  |      |      |      |           |           |          |
| Learn: Leadership Questions                        |      |      |      |           |           |          |
| Learn: Interviews                                  |      |      |      |           |           |          |
| Learn: Fact Sheet on Famous Leader                 |      |      |      |           |           |          |
| Action: "A Better You" of the Power of One program |      |      |      |           |           |          |
| Reflection: Paper on Project                       |      |      |      |           |           |          |
| Convey Learning: Complete Portfolio and Appearance |      |      |      |           |           |          |
| Letters of Recommendation                          |      |      |      |           |           |          |
| Works Cited/Bibliography                           |      |      |      |           |           |          |
| <b>Interview (40%)</b>                             |      |      |      |           |           |          |
| Communication Skills                               |      |      |      |           |           |          |
| Knowledge of Leadership                            |      |      |      |           |           |          |
| Use of Portfolio                                   |      |      |      |           |           |          |
| Voice  |      |      |      |           |           |          |
| Body Language                                      |      |      |      |           |           |          |
| Grammar and Pronunciation                          |      |      |      |           |           |          |
| Response to Questions                              |      |      |      |           |           |          |

**Circle rating achieved:      GOLD      SILVER      BRONZE**

