

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 Senior High

Senior 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 35 pages: 1 project identification page, 1 table of contents page, 0-6 divider pages, and no more than 27 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 participants 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 Questions	Demonstrates use of critical thinking skills by developing one overarching question on leadership that you want to investigate and focus on while completing the project. Develop your overarching question through answering the following questions: 1.) What does leadership mean to you? 2.) What do you think it takes to be a successful leader? 3.) Identify a family, community and career leader in your community. What characteristics do those leaders have to make them successful? 4.) How do you personally identify leadership in school, community and the nation? Include answers and overarching question in portfolio.
Learn: Experiential Learning	Show evidence of experiential learning through including interviews with at least 5 community leaders or shadowing a leader in your community for at least 10 hours.
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: Survey	Develop a survey to assist participant in completing the Power of One module. Address a specific need that makes a worthwhile contribution to families, schools, communities and/or family and consumer sciences. Show how and why need was identified and acted on.
Action: In-depth "Take the Lead" of the Power of One project	Applies what was learned through completing the module "Take the Lead" of the Power of One program. The "Take the Lead" paperwork is included in portfolio as evidence this was completed.
Action: Cooperative Efforts	Indicate the chapter's ability to work cooperatively with members, other school groups, community groups and/or volunteers to achieve the goals of the Take the Lead project.
Public Awareness	Increase public awareness of FCCLA, family and consumer sciences and/or related occupations. Include evidence of public awareness efforts.
Reflection: Paper on Project	Up more than three-page, well-written and insightful reflections paper on personal definition of leadership and overarching question. Paper illustrates enhanced knowledge and understanding of leadership through learning and completing project.
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 organize 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	Evidence that participant did research on leadership. Bibliography is an organized, consistent format to cite all references in alphabetical order. Resources used should be reliable and current.

Senior 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	Speaks 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 in Leadership Rating Sheet Senior High

Senior 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
Portfolio (60 %)						
Project Identification Page						
Work Plan						
Learn: Leadership Questions						
Learn: Experiential Learning						
Learn: Fact Sheet on Famous Leader						
Action: Survey						
Action: In-depth "Take the Lead" of the Power of One project						
Action: Cooperative Efforts						
Public Awareness						
Reflection: Paper on Project						
Letters of Recommendation						
Convey Learning: Complete Portfolio and Appearance						
Works Cited/Bibliography						
Interview (40%)						
Communication Skills						
Knowledge of Leadership						
Use of Portfolio						
Voice						
Body Language						
Grammar and Pronunciation						
Response to Questions						

Circle rating achieved: GOLD SILVER BRONZE

