

LEADERSHIP STAR EVENT

FCCLA Leadership Competencies Inventory (*Observer*)

Student Name: _____

STUDENT LEADER INSTRUCTIONS: Please fill your name in above and make 3 copies. You will provide this inventory to at least one teacher, coach or other adult who has observed you in a leadership role. At least one inventory should go to a person who will give you honest answers and has seen you in a leadership role in a club, organization, team, etc. The third copy can go to a person of your choice who will provide you with honest and helpful information.

OBSERVER INSTRUCTIONS: Below are twenty-four (24) statements describing leadership competencies that have been identified as being both employability skills and important leadership characteristics. Please read each statement carefully, then rate **the above student** in terms of **how frequently** the student utilizes the actions described. This is not a test, so there are no right and wrong answers. Additionally, there are two **short response** questions that ask you to consider the student leader's strengths and areas for growth.

In order to get the most out of this inventory, it's important to be honest about how often you believe or observe the student utilize each of the actions (not how often they might like to utilize it). The rating scale includes five choices. Please circle the number that best applies to each statement.

	1 - Hardly Ever	2 - Occasionally	3 - At Times	4 - Usually	5 - Almost Always
1. The student leader looks for creative ideas/solutions to problems.	1	2	3	4	5
2. The student leader participates in group projects or activities by contributing to the task/goal.	1	2	3	4	5
3. The student leader actively participates in classes and groups by asking questions, volunteering answers, and fulfilling responsibilities.	1	2	3	4	5
4. The student leader demonstrates effective time management in both personal (i.e. homework or other assignments) and group (i.e. class, team, club, etc.) settings.	1	2	3	4	5
5. The student leader asks questions, plays devil's advocate or finds other ways to understand a problem.	1	2	3	4	5
6. The student leader show respect to all participants in a group or team setting.	1	2	3	4	5
7. The student leader adapts easily to different situations and group settings.	1	2	3	4	5
8. The student leader assesses information to determine which is relevant.	1	2	3	4	5
9. The student leader assesses problems involving the use of available resources, people, and materials.	1	2	3	4	5
10. The student leader helps other students understand tasks, find resources, and meet responsibilities.	1	2	3	4	5
11. The student leader is cooperative and noticeably engaged in different settings (classes, groups, etc.).	1	2	3	4	5
12. The student leader summarizes and communicates information in a way that helps others understand.	1	2	3	4	5
13. The student leader considers both pros and cons of ideas, approaches, and solutions to problems.	1	2	3	4	5
14. The student leader participates as a team leader or effective member in group projects or activities.	1	2	3	4	5
15. The student leader is ethical in his/her interactions (actively trying not to harm others, be fair, and tell the truth).	1	2	3	4	5

16. The student leader provides oral responses during conversations, meetings and classes.	1	2	3	4	5
17. The student leader develops plans by creating steps and/or procedures to address a task.	1	2	3	4	5
18. The student leader helps keep team members on track, suggests alternatives, and proposes/discusses options.	1	2	3	4	5
19. The student leader contributes positively to the classes or groups that she/he is a part of.	1	2	3	4	5
20. The student leader is noticeably engaged in meetings, classes and group settings through notetaking, questioning, and responding.	1	2	3	4	5
21. The student leader implements plans by utilizing steps and/or procedures for a task.	1	2	3	4	5
22. The student leader listens to and considers all team members' ideas and respond supportively to ideas given.	1	2	3	4	5
23. The student leader practices active listening by seeking clarification and understanding if necessary.	1	2	3	4	5
24. The student leader interprets both verbal and nonverbal communication efforts of others to better understand their perspective.	1	2	3	4	5

Please provide a brief answer to the following

25. What would you consider the student's **three greatest strengths** as a leader?

26. What are **three areas of growth/improvement** for the student leader?

Upon completion, please return this form to the student leader or to their FCCLA Adviser:

Adviser Name: _____ Room: _____

E-mail Address: _____