# Leadership Rubric

Leadership skills – the ability to influence the activities of an individual or a group in efforts toward goal achievement

| Faculty Name | |
|---|---|
| Course#/Name, Department | |
| Semester/Year | |
| # of Students | |
| Student Name | |

| Criteria | Exceeds Expectation | Meets Expectation | Below Expectation | Unacceptable | Score |
|---|---|---|---|---|---|
| **Fostering actions towards achievement of vision, mission, and goals** | Analyzes a hypothetical situation in which the elements and interaction of vision, mission, and goals can be maximized and lead to an inclusive action plan or agenda which is clear easily translated into work tasks, and evaluated when completed | Understands and, with minor difficulty, analyzes a hypothetical situation of the exhibiting the interrelatedness among vision, mission, and goals and plan development. | Has some knowledge about the process of analysis and the interrelatedness of vision, mission and goals. Is unable to translate this relationship into planning, work and evaluative agenda. | Is not able to analyze a hypothetical situation or exhibit an understanding of the interactive nature between vision, mission, and goals, or translate them into a coherent action plan or agenda. | |
| **Facilitating group process** | Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses. | Is hesitant but able to lead and empower group members in consensual solutions resulting in group satisfaction with agreed responses. | Requires significant assistance in leading and empowering group members in consensual solutions resulting in group satisfaction | Is not able to lead or empower a group to develop a consensus which results in the members' commitment/satisfaction regarding their responses. | |
| **Utilizing situation, contextual and cultural aspects of organizations effectively** | Is able to identify the situational, contextual, and cultural aspects of an organization which are necessary to attain balance and that will lead to improvement in productivity. | Has some understanding of the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations. | Has difficulty understanding and identifying the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations. | Is not able to explain the impact of chance, nor articulate the impact of changes within and outside an organizational system. | |
| **Understanding the impact of change** | Is able to analyze and articulate the impact of change within and outside an organizational system. | With limitation, is able to analyze and articulate the impact of change within and outside of an organizational system | Has limited understanding and difficulty analyzing and explaining the impact of change within and outside of an organizational system | Is not able explain the impact of chance, nor articulate the impact of change within and outside an organizational system. | |
| **Understanding the dynamics of change and its impact on the human condition** | Is able to make informed choices and synthesize the potential gains and limitation of the dynamics of change and its impact on human conditions and performance | Is generally able to make informed choices and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance | Has difficulty in making informed choices and synthesizing the potential gains and limits of the dynamic of change and its impact on human conditions and performance | Is not able to make informed choices, nor compare and contrast the potential gains and limitation of the dynamics of change and its impact on human conditions and performances. | |
| **Total** | | | | | |

| Scoring Categories | Definition of score category | Scores |
|---|---|---|
| 0-5 | Unacceptable | |
| 6-10 | Below Expectations | |
| 11-15 | Meets Expectations | |
| 16-20 | Exceeds Expectations | |