

# LEADERSHIP RUBRIC

| <b>LEVEL ONE (Self-assess)</b> |  |  |   |
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| <b>Key Action</b>              | <b>Basic</b>   | <b>Effective</b>   | <b>Distinguished</b>  |
| <b>Self-assesses</b>           | The leader attends training on leadership development. He participates in exercises and personality inventories that help him <i>assess his talents and preferences</i> . He understands the job description, but is unclear of his role in achieving the goals of the organization. The leader welcomes feedback, but sometimes discounts feedback that outlines areas for improvement. | The leader <i>assesses his strengths, areas for growth, and preferences</i> . He uses researched-based instruments to help him assess his talents and preferences (i.e. Myers-Briggs, FIRO-B, Teacher Insight). The leader seeks to understand his role in the organization and outlines specific actions that will help him fulfill his role. He <i>actively seeks input</i> or feedback from subordinates and supervisors in order to get a more accurate picture of how he is perceived. He <i>self-identifies</i> as a leader. | The leader <i>assesses his strengths, areas for growth, and preferences</i> . He uses researched-based instruments to help him assess his talents and preferences. He <i>actively seeks input</i> or feedback from subordinates and supervisors in order to get a more accurate picture of how he is perceived. He <i>acts upon the feedback</i> in ways that reinforce his strengths or mitigates his weaknesses. He is a <i>student of leadership</i> , understanding different models and frameworks, and attempts to develop his own leadership abilities. He <i>self-identifies</i> as a leader. |
| <b>Reflects</b>                | The leader <i>reflects on his actions</i> and his effectiveness. He establishes individual goals, but they are either not measurable or are not monitored. He considers how his actions and attitudes affect others. However, he takes few actions to be a positive influence.   | The leader <i>reflects on his actions</i> and his effectiveness. He establishes individual, measurable goals and <i>monitors his progress</i> in reaching those goals. He purposefully assesses how his actions and attitudes affect others and attempts to be a <i>positive influence</i> . When reflecting on  | The leader <i>reflects on his actions</i> and his effectiveness. He establishes individual, measurable goals and <i>monitors his progress</i> in reaching those goals. The leader reflects on his personal growth and character. He <i>challenges himself to improve</i> . He purposefully assesses how his actions and attitudes affect others and takes action to be a <i>positive influence</i> . When reflecting on significant decisions or judgments he makes, <i>the</i>   |

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|  |  | significant decisions or judgments he makes, <i>the leader considers that he might be wrong.</i> | <i>leader considers that he might be wrong.</i> |
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| <b>LEVEL TWO (Perceive)</b>                      |   |   |  |
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| <b>Key Action</b>                                | <b>Basic</b>  | <b>Effective</b>  | <b>Distinguished</b>   |
| <b>Seeks to understand perspective of others</b> | The leader <i>builds relationships</i> to further understanding. He <i>listens</i> , but often doesn't seek to understand his interlocutor. His interests and point of view are always paramount – he rarely considers the points of view of others.  | The leader <i>listens well</i> to understand first before he attempts to be understood. In conversations, he asks clarifying questions and paraphrases his interlocutor's points. He actively attempts to get <i>others' points of view</i> and understand their interests. When faced with partial information, he <i>reserves judgment</i> . The leader <i>builds relationships</i> to further understanding. | The leader <i>uses active listening</i> strategies. He actively attempts to get <i>others' points of view</i> and understand their interests. He tries to determine the talents and preferences (personality inventory) of others and engages individuals appropriately. When faced with partial information, he <i>reserves judgment</i> . The leader seeks out the voices of the <i>loyal opposition</i> . He <i>builds relationships</i> to further understanding.  |
| <b>Gains organizational perspective</b>          | The leader <i>understands the goals and priorities</i> of the organization. However, he does not act to help achieve those goals. He has a narrow perspective of organizational effectiveness, focusing on his own interests and duties. He does not try to make sense of information he hears or receives. | The leader <i>understands the goals and priorities</i> of the organization. He understands the role others play in serving the organization. The leader ensures <i>timely and close coordination</i> with people in the organizational levels above and below him. The leader communicates well. He helps other <i>make sense of policies and practices</i> of the organization.                                | The leader <i>understands the goals and priorities</i> of the organization. He understands the role others play in serving the organization. He <i>understands the decision-making structure</i> and knows which decisions are his to make and which decisions belong to others. The leader ensures <i>timely and close coordination</i> with people in the organizational levels above and below him. The leader communicates well. He helps other <i>make sense of policies and practices</i> of the organization. |

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| <b>LEVEL TWO (Perform)</b>    |   |   |   |
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| <b>Key Action</b>             | <b>Basic</b>  | <b>Effective</b>  | <b>Distinguished</b>  |
| <b>Strives for excellence</b> | <p>The leader tries to do <i>his best work</i>. He does not work according to a strict time schedule, but does what it takes to get the job done well. However, he may not know what distinguished performance looks like. While he tries to do his best, he is sometimes stymied by obstacles to mission accomplishment.</p> | <p>The leader <i>understands the “level of play”</i> and knows what distinguished performance looks like. He does not work according to a strict time schedule, but does what it takes to get the job done well. He is not a perfectionist, but tries to be an <i>expert at his craft</i>. When faced with obstacles, he nonetheless finds a way to meet his or the organization’s goals.</p> | <p>The leader <i>understands the “level of play”</i> and knows what distinguished performance looks like. He <i>helps define excellence</i> for his colleagues and subordinates. He does not work according to a strict time schedule, but does what it takes to get the job done well. He is not a perfectionist, but tries to be an <i>expert at his craft</i>. When faced with obstacles, he nonetheless finds a way to meet his or the organization’s goals. He is a <i>creative problem solver</i> and takes advantage of <i>group synergy</i> to maximize his and the organization’s effectiveness.</p> |
| <b>Continues to learn</b>     | <p>The leader reads professional literature and is a member of professional organizations. The leader attends workshops or takes continuing education classes. However, there is little evidence that the courses have affected his practice or that new knowledge is being applied.</p>                                      | <p>The leader is a <i>life-long learner</i>. He continues to grow professionally, taking advantage of learning opportunities. He attempts to share knowledge gained with colleagues. The leader values continuing education and <i>stays current</i> in his field.</p>  | <p>The leader is a <i>life-long learner</i>. He continues to grow professionally, taking advantage of learning opportunities. The leader <i>demonstrates growth</i> in more than one area (as if learning were a habit or state of mind). He attempts to <i>share knowledge gained</i>, affecting the attitude of others toward lifelong learning. The leader values continuing education and <i>stays</i></p>  |

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|  |  |  | <i>current</i> in his field. |
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| <b>LEVEL THREE (Inspire)</b> |   |  |  |
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| <b>Key Action</b>            | <b>Basic</b>  | <b>Effective</b>   | <b>Distinguished</b>   |
| <b>Motivates</b>             | The leader shows a positive attitude and belief that the organization can be successful. While he models having a positive attitude, he takes <i>few deliberate steps</i> to motivate the staff and rally them to reach shared aspirations.   | The leader takes <i>deliberate actions</i> to motivate the staff and rallies them to reach shared aspirations. He models the way and demonstrates <i>personal conviction</i> toward the success of employees of the organization. He shows enthusiasm for what the organization is doing – he is a <i>cheerleader</i> . He helps others <i>make sense of policies and practices</i> . The leader <i>recognizes others</i> for good performance and leadership. | The leader continually motivates the staff to reach higher goals and is able to secure the <i>staff's commitment</i> . He models the way and demonstrates <i>personal conviction</i> toward the success of the employees and the organization. He shows enthusiasm for what the organization is doing – he is a <i>cheerleader</i> . He helps others <i>make sense of policies and practices</i> . In innumerable individual and group conversations, the leader encourages others and highlights their strengths. The leader <i>recognizes others</i> for good performance and leadership. He develops camaraderie among staff members. |
| <b>Engenders trust</b>       | The leader's words are largely consistent with his actions. The leader <i>listens</i> to people, and tries to address their concerns. He does not explain his actions, assuming his staff will just have to abide by his decisions. He is not approachable. The staff has a hard time understanding the leader's motivations. | Through <i>consistency</i> of word and deed, the leader engenders trust. The leader is operationally <i>transparent</i> , and the staff understands most of his actions. The leader listens to people and addresses their concerns. He respects the "loyal opposition." Most staff members feel they can raise issues or <i>confide</i> in the leader. The leader does not take things personally.   | Through <i>consistency</i> of word and deed, the leader engenders trust. He is operationally <i>transparent</i> , and the staff understands his actions and the rationale for his actions. He listens to people and addresses their concerns. He respects the "loyal opposition." Staff members assume decisions are made with <i>their interests</i> and the interests of the organization in mind. The leader does not take things personally and uses a <i>problem-solving approach</i> when faced with a challenge. The leader helps create and follows agreed-upon norms for working collaboratively.                               |

| <b>LEVEL THREE (Develop)</b> |  |   |  |
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| <b>Key Action</b>            | <b>Basic</b>   | <b>Effective</b>  | <b>Distinguished</b>   |
| <b>Maximizes potential</b>   | The leader allows workers some control over their work activities. However, employees feel that they have to get <i>permission</i> to do anything out of the ordinary. Staff members have some latitude to accomplish organizational objectives, but operate with little guidance. Some rules and requirements <i>stifle creativity</i> .  | The leader creates an environment in which workers have reasonable control over their work activities and are able to <i>exert influence</i> over work events. The leader provides clear direction and sets <i>parameters</i> , but staff members have wide latitude to accomplish operational objectives. The leader encourages leadership attributes among staff members.   | The leader creates an environment in which workers are able to <i>exert influence</i> and have reasonable control over work events. Staff members are not afraid to <i>take risks</i> . The leader creates parameters and guidelines for operating, leaving day-to-day decisions to the front line level. He finds ways to connect each person's talents and passion to the work. He builds <i>leadership density</i> and provides leadership opportunities for staff members.                           |
| <b>Leads change</b>          | The leader looks for ways to improve the organization and is receptive to new ideas. He tries to build acceptance to change, but fails to communicate clear rationale or <i>garner support</i> . Change is often implemented without a clear idea of how it will support organizational goals. The leader does not prepare his staff to accept new ideas, nor builds acceptance for positive change. | The leader continually looks for ways to improve the organization. He is <i>receptive</i> to new ideas and change. He is a responsible <i>change agent</i> , building acceptance to changes in proper stages. He articulates sound rationale for change and implements change in ways that minimize resistance and garners support. The leader is <i>adaptable</i> and is not discouraged by things out of his control. | The leader is not satisfied with the status quo. He <i>challenges</i> the way things have always been done, seeking more effective ways to accomplish goals and improve the organization. He seeks out good ideas and works to implement them. He <i>effects change</i> in ways that secure staff cooperation and advance the goals of the organization. The staff views change as a necessary element of dynamic organizations. The leader is <i>comfortable with ambiguity</i> , is adaptable, and not |

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|  |  |  | discouraged by things out of his control. |
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| <b>LEVEL FOUR (Envision)</b>                   |  |   |   |
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| <b>Key Action</b>                              | <b>Basic</b>   | <b>Effective</b>  | <b>Distinguished</b>  |
| <b>Create a shared vision</b>                  | The leader has a vision, but that vision is <i>not translated into meaningful guidance</i> for the organization. Discussions around the future of the organization are not purposeful and do not lead to organization improvement. The organization creates a mission statement that has meaning for some members of the staff, but the words are largely <i>empty</i> as they do not guide the staff's actions. | The leader has a vision of what the organization is about and where it is going. He articulates that vision in a way that <i>provides meaning</i> to staff and community. The leader and staff create or validate a <i>“mission statement”</i> that holds meaning for most members of the organization and stakeholders.  | The leader <i>engages</i> the staff in creating or maintaining a shared vision of what the organization is about and where it is going. He articulates the vision in a way that provides meaning to staff and community. All staff members understand and <i>own</i> the organization's vision. The leader develops a strategic plan that looks beyond the present horizon and <i>takes steps</i> to secure the long-term success of the organization. Under his leadership, staff members <i>work in mutually reinforcing ways</i> to accomplish the organization's goals. |
| <b>Establishes goals and clarifies purpose</b> | The leader develops goals that are focused on organization improvement, but may not be measurable. The <i>rationale</i> for some goals may not be clear to everyone on the staff. The leader and staff refer to the goals, but the goals <i>do not guide</i> their efforts.  | The leader develops <i>measurable</i> goals that will improve the organization. He <i>provides focus</i> and clarity to the goals through <i>indicators of success</i> . Staff members understand the goals and <i>use the goals and indicators</i> to guide their efforts. The organization's goals meet the requirements established by supervisory institutions. | The leader <i>engages</i> the staff in developing measurable goals that will improve the organization. The goals are not only clear, but also directly and purposefully reinforce the organization's vision. He <i>provides focus</i> and clarity to the goals through <i>indicators of success</i> . The staff <i>uses the goals and indicators</i> to guide their efforts. The organization's goals more than fulfill the requirements established by   |

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|  |  | supervisory institutions. |
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| <b>LEVEL FOUR (Serve)</b>              |  |  |  |
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| <b>Key Action</b>                      | <b>Basic</b>   | <b>Effective</b>   | <b>Distinguished</b>   |
| <b>Serves and gives hope</b>           | The leader is <i>service oriented</i> and makes decisions based on the needs of others and the good of the organization. He serves his team or organization, but lacks commitment to something larger.   | The leader is <i>service oriented</i> and makes decisions based on the needs of others and the good of the organization. He makes <i>personal sacrifices</i> for the sake of the organization. The leader's notion of service transcends the organization as he is <i>committed to a cause or idea</i> .                   | The leader is <i>service oriented</i> and makes decisions based on the needs of others and the good of the organization. The leader's notion of service transcends the organization as he is also <i>committed to a cause or idea</i> . He takes action to further a good cause or idea, helping others to support the larger concept or the greater good. He makes <i>personal sacrifices</i> for the sake of others or the common good. He finds a way to <i>give hope</i> to others.  |
| <b>Acts with courage and integrity</b> | The leader follows accepted moral practices and ethical standards. He follows laws and policies and does what he has to. However, his actions are guided by his calculation of tangible gains or rewards. He does not feel bound to any code of honor, loyalty, or duty. | The leader maintains the <i>highest standards of personal integrity and ethics</i> . He keeps his word and walks his talk. He does things for the <i>right reasons</i> , not because they are required by law or policy. He does the right things even when no one is watching or even if he will not receive recognition. | The leader maintains the <i>highest standards of personal integrity and ethics</i> . He keeps his word and walks his talk. He does things for the <i>right reasons</i> , not because they are required by law or policy. He does the right things even when no one is watching or even if he will not receive recognition. The leader lives by some <i>code of honor, loyalty, or duty</i> . He exhibits " <i>courageous leadership</i> " by resisting convention or cutting a new path if necessary. Through his example and actions, |

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|  |  |  | the leader helps others do the right thing. |
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