

## Leadership Development Institute – Leadership Badge Rubric

Ratings based on coordinator’s observations during class, three required learning outcome reports, and project presentation and/or report.

Competencies based on skills identified by employers as critical for career success. Aligned to [NACE](#) framework and adapted from leadership dimensions defined by [USM Digital Badging Initiative Collaborative](#), this work is licensed under a Creative Commons Attribution License CC BY 4.0.

The Leader leverages the strengths of others to achieve common goals by effectively:

1. Assessing individual and collective strengths, weaknesses, and capacities to achieve the desired goal.
2. Engaging diverse or competing perspectives.
3. Motivating others.
4. Articulating a vision and strategy.
5. Organizing, prioritizing, and delegating work, roles, and responsibilities.
6. Reflecting on how one’s leadership affects process and outcomes and adjusting as appropriate.
7. Reviewing outcomes and assessing implications for future plans

Competency	Accomplished - 5 (Competent plus includes description below)	Competent -3	Developing - 1
1. Identify several personal personality characteristics that influence how they approach and avoid certain tasks and the impact they have in interacting with others  BEST Dimensions: 1, 2, 3, 5,6, 7	Submits a learning outcome report; refers to class and learning in future classes.	Articulates how the MBTI results match their self-perception; demonstrates flexibility in using their non-preferred functions through class activities.	Is not open to exploring their personality preferences; disagrees with concept; fails to acknowledge their style and how it impacts others.

<p>2. Assess critical leadership competencies and principles fundamental to effective leadership</p> <p>BEST Dimensions: 1, 2, 6</p>	<p>Submits a learning outcome report; refers to class and learning in future classes. Adds a leadership axiom to the class list.</p>	<p>Creates and explains their personal crest of values; participates in and comments on their experience of seeing differing values emerge in a case scenario; can identify areas of competency and development in emotional intelligence.</p>	<p>Cannot develop a personal crest; refuses to acknowledge another's perspective in a value case scenario; is unable to identify their emotional intelligence competencies and development.</p>
<p>3. Articulate a leadership vision as it pertains to work or personal life</p> <p>BEST Dimensions: 3, 4, 5, 7</p>	<p>Submits a learning outcome report; refers to class and learning in future classes. Stands and articulates their vision.</p>	<p>Participates in discussions upon reviewing videos of major speeches; drafts personal or professional vision.</p>	<p>Does not participate in discussions; does not draft a personal or professional vision.</p>
<p>4. Identify unconscious biases that impact leadership effectiveness with diverse populations</p> <p>BEST Dimensions: 2, 6</p>	<p>Submits a learning outcome report; refers to class and learning in future classes. Contributes to class discussion specifically how they are influenced by implicit bias.</p>	<p>Completes pre-work; participates in class discussions and activities about implicit bias; articulates difference between equity and inclusion.</p>	<p>Does not complete pre-work; does not participate in class discussions and activities about implicit bias; cannot articulate difference between equity and inclusion.</p>
<p>5. Identify and use different influencing styles to approach another person and influence him or her in a favorable way</p> <p>BEST Dimensions: 1, 2, 3, 6</p>	<p>Submits a learning outcome report; refers to class and learning in future classes. Shares with class situations where using a particular style was effective/ineffective.</p>	<p>Identifies differences among levels of assertiveness through class discussions; identifies preferred influence style from assessment; demonstrates flexibility in using other styles in various situations.</p>	<p>Cannot distinguish how different styles of assertiveness are perceived by others; identifies with one influence style even when it is ineffective.</p>

<p>6. Intentionally build relationships essential to their leadership journey</p> <p>BEST Dimensions: 2, 3, 6</p>	<p>Submits a learning outcome report; shares how he or she designed an alliance with another person in outcome report; refers to class and learning in future classes.</p>	<p>Develops a plan for building an intentional alliance with another; identifies important questions and topics to include in discussion; participates in activity that demonstrates relationship toxins and identifies what antidote is needed in each toxic situation.</p>	<p>Does not create a plan for building an alliance; does not participate actively in that demonstrates relationship toxins.</p>
<p>7. Identify keys components that organizations associate with effective leadership and their strengths and development related to the key components.</p> <p>BEST Dimensions: 6, 7</p>	<p>Submits a learning outcome report; refers to class and learning in future classes.</p>	<p>Creates an action plan that identifies how strengths can be leveraged and how to develop more in key components.</p>	<p>Does not identify strengths or developmental areas in key components of leadership.</p>
<p>8. Practice effective public speaking techniques</p> <p>BEST Dimensions: 1, 3, 6</p>	<p>Submits a learning outcome report; uses strategies and ideas in project presentation.</p>	<p>Participates in class discussions, extemporaneous speaking activities.</p>	<p>Does not participate actively in class discussions and activities.</p>