MBA Leadership Rubric

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	2: Proficient	1: Limited Proficiency	0: Not Proficient
Situational Analysis and Problem Statement	Identifies and describes a reasonably complete set of problems present in the leadership situation, utilizing appropriate concepts and theory to define and explain the situation. Articulates a degree of interrelatedness and complexity in describing elements of the problem. Carries out problem analysis before recommending solutions.	Identifies and describes a few salient problems in the situation presented, but misses several critical points. Does not analyze the problems in depth, or articulate their interrelatedness and complexity. Problem statements are not presented in a clear, concise fashion.	Fails to analyze the problem and/or simply restates the facts of the case without utilizing appropriate concepts and theories. Jumps immediately to solutions without analyzing the situation presented.
Communication / Interaction Style	Proposes communication/ interaction behaviors appropriate to the situation. Describes which communication style (e.g., coaching or counseling) or interaction process (e.g., task or relationship) is appropriate and explains why. Addresses communication needs such as active listening, supportive feedback and assertive communication.	Acknowledges importance of communication but provides limited specific guidance. May simply list communication/ interaction options without differentiating situational requirements. May mention one or none additional communication processes (e.g., active listening, feedback assertive communication).	Fails to acknowledge critical role of communication or interaction style. Mentions communication or interactional differences in passing but doesn't develop descriptions or explanations of specifics. Cannot differentiate between task focused and relationship focused leadership behaviors or various situational communication demands.
Motivation / Goal Setting Process	Effectively analyzes situational demands to recommend appropriate response for creating a motivating environment, incorporating the need for goals, feedback, rewards, and equity. Recommends workable goals for self and team using "SMART" format, prioritizing goals according to organizational demands and importance. Incorporates mechanisms for participation and input from the team	Acknowledges the need to address motivation issues. Mentions goal setting and/or rewards but lacks specificity or complexity in dealing with situational demands. Creates goals, but goals are incomplete or not specific in addressing requirements of SMART goals; may suggest soliciting and using team input when creating goals and plans	Does not adequately address motivational needs of the team, or doesn't mention motivation at all. Fails to mention feedback, rewards, and/or equity. Does not set goals, or creates goals that would be accepted by a team. Doesn't create a plan for discussing or communicating goals

Leadership Power and Team Empowerment	Addresses power and its use as a critical leadership task. Acknowledges difference power strategies and makes recommendations for effective power responses as a function of the situational demands. Leadership behaviors suggested would influence team behavior by providing a role model on critical tasks. Describes ways to create an empowering environment in which all team members contribute equitably to shared team goals.	Identifies possible power and influence tactics but doesn't differentiate between different approaches to power/empowerment and their appropriateness to the situation. Acknowledges importance of exercising power as a leader, but says little else to explain why or how. Focuses attention on the exercise of personal power and fails to address social power and team goals.	Draws on inappropriate power bases & tactics - for example, suggests using coercive power when expert or reward power would be more appropriate. Suggested plan of action involves operating independently of the group. Fails to address power as critical leadership requirement.
Conflict Resolution	Accurately analyzes situational sources of conflict and advises on appropriate responses for generating positive outcomes from conflict. Describes and applies a collaborative (win/win) conflict resolution process when appropriate, referring to other conflict modes (e.g., avoiding, accommodating, compromising) as called for by the circumstances. Encourages conflict as a source of positive outcomes.	Describes a generic approach to conflict resolution (e.g., collaboration) without analyzing situational factors or acknowledging other modes of conflict resolution. Doesn't refer to situational sources of conflict or to the possible benefits of conflict. Discusses conflict in strictly negative terms, preferring to avoid conflict.	Fails to address issues of conflict or makes passing mention of the need for conflict resolution without providing adequate coverage of concepts or processes of conflict resolution. Provides no analysis of sources or beneficial outcomes of conflict.

Decision Making / Problem Solving Process	Acknowledges centrality of problem solving in a leader's role, and suggests problem solving approaches which would empower team members to effectively solve problems and implement solutions. Describes a complete rational decision making process, referring to important group processes that must be navigated when making team decisions. Suggests ways to facilitate creativity in team problem solving using brainstorming, nominal group techniques, lateral thinking, etc.	Describes importance of problem solving, and may recommend rational problem solving, but does little to describe the process or the obstacles that must be confronted. Does not adequately address team decision making processes. May mention importance of supporting creativity, but provides little in the way of specific guidance.	May mention decision making/problem solving in passing, but doesn't describe concepts or provide specific guidance for how to effectively carry out the process. Fails to recognize common problems in team decision making (e.g. groupthink) or doesn't mention creativity and its demands. Rushes to solution without defining problems or seeking alternatives. Fails to mention importance of problem solving in effective leadership.
Team Building/ Team Process	Gives emphasis to the importance of process in the development of high performing teams, diagnoses and explains the team's stage of development, and effectively advises on the requirements for moving the team to the performing stage. Explains the importance of roles in team process and appropriately advises on team roles for the given situation, including the necessary leadership roles.	Mentions team process but doesn't thoroughly develop and describe the stages of team development, or to accurately diagnose the given situation.	

Proficiency is equal to 10 or more points (71.43%) with no zeros