

LEADERSHIP THEORY REFLECTION PAPER

Instructions

This written statement should do the following:

- Explain your personal theory/construct of leadership.
- Explain how your personal theory/construct of leadership is related or comparable to at least one established leadership theory.
- Explain how your personal theory/construct of leadership is driven by your personal values.
- Provide an example of your personal best leadership experience and explain how it is informed by either your personal theory/construct of leadership or an established leadership theory.

Personal Leadership Statements should be one to two pages in length, typed, and double-spaced. Statements should be succinct while clearly demonstrating the following:

1. Organization of thoughts that is clear and logical.
2. Appropriate language, grammar, flow, and word choice.
3. Use of language/freedom from bias (e.g., Sexism, Racism, Ageism, Heterosexism, etc.).

The rubric on the reverse side of this sheet details how your statement will be graded.

Statements must be submitted by the specified deadline. They may be submitted in person at the Center for Leadership and Service located in MC 146, or by email to leadership@csuohio.edu.



Personal Leadership Reflection - Grading Rubric

This “rubric” is used to grade your reflection paper. Review the criteria in Column 1 and work toward meeting the exemplary (column 2) or proficient (column 3) expectations. Reflection Papers will not be accepted if any criteria are considered “unacceptable” (column 5) and no more than one “marginal” criteria (column 4).

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Awareness and consideration of at least one major theoretical approach to leadership.	Author provides accurate descriptions of several key leadership concepts and theories. Readers gain insights.	Accurate description(s) of at least one key leadership concept/theory is/are discernable.	Description of concept(s) and theory(ies) is inaccurate or incomplete. Readers gain little.	No reference is made to any key leadership concept/theory. Readers gain no new insights.
Connection with personal values	Statement is clearly values-based. Personal values are driving force for author’s statement.	Some personal values are evident in statement. Connection to values is somewhat apparent.	Language contains values-related terminology, but connection between statement and values is vague.	No discernable connection is made between values and leadership.
Incorporation of personal best experience	Several personal applications are included to illuminate points.	At least one personal example is utilized as an illustration.	Little attempt is made to tie theory to practice.	No personal application/best practice is discernable.
Organization of thoughts is clear and logical	Statement is clear, logical and organized. Reader can follow line of reasoning.	Statement is generally clear and well organized. A few minor points may be confusing.	Reader can follow statement with effort. Some sentences are not clear. Organization seems haphazard.	Logic of arguments is not made clear. Readers are confused.
Appropriate language, grammar, flow, and word choice	Sentences are complete and grammatically correct and flow together easily. Words are chosen for their precise meaning.	For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.	Readers can follow the statement, but some grammatical errors and use of slang are evident. Some sentences are incomplete/halting, and/or vocabulary is somewhat limited or inappropriate.	Readers are so distracted by the author’s apparent difficulty with grammar and appropriate vocabulary that they cannot focus on the ideas presented.
Use of language/freedom from bias (e.g., Sexism, Racism, Ageism, Heterosexism, etc.)	Written language is free from bias.	Written language is free from bias with one or two minor exceptions.	Written language includes some significant bias. Readers may be offended.	Written language frequently reflects bias. Some, if not all, readers will probably be offended.

-Adapted from Iowa State University Department of Educational Leadership and Policy Studies (8/00)