

LEADERSHIP VALUES REFLECTION PAPER

Instructions

The Personal Values Statement is an exploration of your values and how they might impact you as a leader, and how they might impact those with whom you work/lead. Personal Values Statements should be one page in length, typed double-spaced. Statements should be succinct while clearly demonstrating the following:

1. Identification of values existing within chosen course of study, Cleveland State University, and the Greater Cleveland Community
2. Demonstration of critical thinking in regards to external values in relation to personal values
3. Demonstration of understanding of context of values (both intellectual and cultural)
4. Illustration of understanding of multiple cultures and dimensions of diversity and demonstration of intelligent response to manifestations of diversity in your own life
5. Organization of thoughts is clear and logical
6. Appropriate language, grammar, flow, and word choice
7. Use of language/freedom from bias (e.g., Sexism, Racism, Ageism, Heterosexism, etc.)

The rubric on the reverse side of this sheet details the requirements for the statement.

Statements will be reviewed by at least one CSU faculty member in conjunction with Student Leadership Programs staff and your Leadership Advisor. Completed Values Statements should be submitted within seven days of completion of a Values Clarification roundtable or workshop. Return statement to Student Leadership Programs in the Department of Student Life, UC 102 or email to leadership@csuohio.edu.



Personal Values 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
Identification of values existing within chosen course of study, Cleveland State University, and the Greater Cleveland Community	Author provides detailed description of multiple values at more than one level of system.	Accurate description of at least one core value at more than one level or system is discernable.	Description of values is incomplete. Only one level of system is discernable.	No reference is made to any core values.
Demonstration of critical thinking in regards to external values in relation to personal values	Statement is clear and well supported. Readers gain insights.	Statement is mostly clear. Most assertions are supported, but not always with complete clarity.	Statement is often unclear. Critical thinking can be inferred with effort. Readers gain little insight.	Statement is unclear. No demonstration of critical thinking is apparent. Readers gain no new insights.
Demonstration of understanding of context of values (both intellectual and cultural)	Statement demonstrates clear, well-articulated understanding of values context.	Context of values is mostly clear, but understanding of one or more contexts is unclear.	Understanding of context is largely unclear.	No discernable understanding of values context exists.
Illustration of understanding of multiple cultures and dimensions of diversity and demonstration of intelligent response to manifestations of diversity in own life	Author provides clear illustrations examining multiple perspectives. Thoughtful exploration of role of diversity in own life is readily apparent.	Illustrations are clear and examine more than one perspective from at least two dimensions of diversity. Author acknowledges role of diversity in own life.	Illustrations are often unclear. It is difficult to discern multiple perspectives. Diversity is included only in description of author’s own experience.	No understanding of multiple cultures or dimensions of diversity is present.
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)

Updated 9/24/2009