

# Illinois Leadership® Certificate Program

## PORTFOLIO GRADING RUBRIC

Updated July 2016 Model (New Model)

The Leadership Certificate Portfolio is the culmination of the Program and provides documentation of how students have grown as a person and as a leader during their experience in the Program. The portfolio must include all of the required elements and it should be well-polished (i.e. organized, eye-catching, proper use of grammar, etc.). To this end, there are several specific elements that we look for in all Leadership Certificate Portfolios:

- Personal Introduction
- Personal Development Plan
- Two Illinois Leadership Center i-Programs & Ten Hours of Leadership Programming
- Two Leadership Classes
- Two Non-Classroom Team Experiences

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### Personal Introduction

- Introduction is 300-500 words (at least one page)
- This section includes:
  - A description of the student and why they enrolled in the Leadership Certificate Program (i.e. name, hometown, major, etc.)
  - Overall lessons learned through the Leadership Certificate Program

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### Personal Development Plan (PDP)

- Personal mission statement
  - Statement is 300-500 words (at least one page)
  - This section details:
    - Why the student enrolled in the Leadership Certificate Program
    - The student's core values, and why they are important to them
    - How the student defines leadership
    - The student's life goals
    - How learning leadership skills fits into the realization of those goals
- Reflection on two significant learning goals
  - Reflection is 300-500 words (at least one page total)
  - They should be **S.M.A.R.T.** goals:
    - Specific
    - Measurable
    - Achievable
    - Results-focused
    - Timely
- Plan for Development with the Illinois Leadership Competencies
  - Typically described in a table over the course of two pages
  - This section should include how students would like to improve as a leader within the context of the Illinois Leadership Competencies
    - Students should reflect upon six different leadership competencies:
      - Students select on competency from each of the four levels of practice; Personal/Self; Interpersonal/Team; Organization; and Community/Society
        - **Personal/Self Competencies:** Self-Knowledge, Self-Management, Reflection, Empathy, Openness, Integrity
        - **Interpersonal/Team Competencies:** Common Purpose, Communication, Relationship Management, Group Dynamics, Followership, Cultural Competency



- **Organization Competencies:** Change Management, Diversity Advocacy, Systems Thinking, Innovation
- **Community/Society Competencies:** Human Dignity, Social Justice, Global Competence, Service-Minded, Sustainability
- For the remaining two competencies, students may pick from any of the four levels of practice.
- This section also includes details on how students will achieve improvement in each goal. For example, a student might wish to improve their ability to engage in reflection. They might plan to do this through weekly journaling, and discussing these journals with their Coach.

**Example Table:**

Competency	Leadership Objective	Evidence
<b>Personal/Self Level</b>		
• Self-Knowledge		
• Reflection		
<b>Interpersonal/Team Level</b>		
• Relationship Management		
• Communication		
<b>Organization Level</b>		
• Change Management		
<b>Community/Society Level</b>		
• Service Minded		

**Two Illinois Leadership Center i-Programs & Ten Hours of Leadership Programming**

- Two Illinois Leadership Center i-Programs
  - One reflection per Illinois Leadership Center i-Program (Insight, Inclusion, Intersect, Imprint, Integrity, Innovation, Ignite, Diversity & Leadership Summit, The Institute by LeaderShape)
  - Each reflection is 300-500 words (at least one page)
  - Reflections highlight skills learned and the connection to SMART Goals and leadership competencies. They include how the student has applied skills and knowledge learned.
- Ten Hours of Leadership Programming
  - Students attend a total of ten hours of leadership programs on-campus or off-campus. Students may utilize additional i-Program to supplement for the ten hours.
  - There are a variety of other leadership programs students can use to fulfill the ten hour requirement (student organization trainings/workshops, fraternity and sorority events, leadership development conferences, lunch and learns, etc.)
  - One reflection for each program they attend
  - Each reflection is 300-500 words (at least one page)
  - Reflections highlight skills learned and the connection to SMART Goals and leadership competencies. They include how the student has applied skills and knowledge learned.

**Two Leadership Classes**

- One reflection per leadership class
- Each reflection is 300-500 words (at least one page)
- Reflections highlight skills learned and the connection to improvement goals. They include how the student has applied skills and knowledge learned.



## Two Non-Classroom Team Experiences

- One reflection per non-classroom team experience
  - Each reflection is 300-500 words (at least one page)
  - Reflections discuss how the student applied their leadership skills in each environment
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## Optional Elements

- Additional Reflections
  - Program Certificates
  - Photos
  - AGED 260 PDP
  - Resume
  - Future Goals

