Figure 5.1: Resilience Leadership Rubric

1—Not Meeting Standards, 2—Progressing (Leadership Potential), 3—Proficient (Local Impact), 4—Exemplary (Systemwide Impact)	
1. Constructive reaction to disappointment and failure	
4	• The leader's public reports, including accountability documents, plans, and oral presentations, include frank acknowledgment of prior personal and organizational failures and clear suggestions for systemwide learning resulting from those lessons.
3	• The leader readily acknowledges personal and organizational failures.
2	• The leader acknowledges personal and organizational failures when confronted with evidence.
1	• The leader is defensive and resistant to acknowledge error.
2. Willingness to admit errors and learn from them	
4	• The leader shares case studies of personal and organizational errors to guide, inspire, and teach colleagues throughout the organization. • The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes," where people took risks, made mistakes, and learned lessons, and both the individual and the organization learned for the future.
3	• The leader admits errors quickly, honestly, and openly with his or her direct supervisor and immediate colleagues. • The leader shows evidence of learning from past errors and willingly accepts feedback and discusses errors.
2	• The leader is able to accept evidence of errors when others offer it. • Some evidence shows that the leader learns from mistakes.
1	• The leader is unwilling to acknowledge errors. • When confronted with evidence of mistakes, the leader is defensive and resistant to learn from mistakes.
3. Constructive handling of disagreement with leadership and policy decisions	
4	• When disagreements with leadership and policy decisions occur, the leader can articulate the disagreement and advocate for the organization's best interest, and willingly and appropriately challenges executive authority and policy leaders with evidence and constructive criticism. But once organizational leadership and policy decisions are made, the leader fully supports and enthusiastically implements the decisions.
3	• The leader accepts and implements leadership and policy decisions.

2	• The leader sometimes challenges leadership and policy decisions without bringing those concerns to appropriate executive and policy authorities. • The leader sometimes implements unpopular policies unenthusiastically and says, "I'm just following orders, but I don't like it."
1	• The leader ignores or subverts leadership and policy decisions that are unpopular or distasteful.

4. Constructive handling of dissent from subordinates

4	• The leader creates constructive contention, assigning roles if necessary to deliberately generate multiple perspectives and consider different sides of important issues. • The leader recognizes and rewards thoughtful dissent. The leader uses dissenting voices to learn, grow, and, where appropriate, acknowledge the leader's error. • The leader encourages constructive dissent by hearing and encouraging multiple voices. This results in a better and more broadly supported final decision.
3	• The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions.
2	• The leader tolerates dissent, but very little of it occurs in public because subordinates do not understand the leader's philosophy about the usefulness of dissent.
1	• Dissent is absent due to a climate of fear and intimidation.

5. Explicit improvement of specific performance areas based on previous leadership evaluations

4	• The leader combines previous leadership evaluations with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader's daily priorities and in the organization's priorities. • Previous evaluations influence not only the leader but also the entire organization.
3	• The leader explicitly reflects previous leadership evaluations in projects, tasks, and priorities. • Performance on each evaluation reflects specific and measurable improvements along the performance continuum, from ineffective to progressing, to proficient, to exemplary.
2	• The leader is aware of previous leadership evaluations, but has not translated them into an action plan.
1	• The leader's chosen tasks and priorities have no evidence of or reference to previous leadership evaluations.