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| **Draft ILO Collaboration, Teamwork, and Leadership Rubric Approved for Pilot by ILO Subcommittee 5-6-19**  Description: Working with others is an essential component of our university experience. Students work in teams on classroom assignments, on service learning projects, in student organizations, in campus service departments and elsewhere on campus with each of these providing a possible context for rubric application. Leading, collaborating with others, and working in teams comprised of diverse members are vital in our workplaces and communities. | | | | |
| **Criteria** | 4 | 3 | 2 | 1 |
| **Intra/Interpersonal skills**  Responsive; supportive; empathetic; adaptable (e.g., open to diverse perspectives); engaging;  self-aware (e.g. self-reflection and self-regulation). | Consistent application of appropriate intra/inter personal skills. | Adequate application of appropriate intra/inter personal skills. | Some application of appropriate intra/inter personal skills. | Little to no application of appropriate intra/inter personal skills. |
| **Accountability**  Proactive; prepares for meetings and completes tasks; responds in a timely manner; does what’s needed (pulling one’s weight; does one’s own work); supports team success; behaves in an ethical manner. | Clear evidence of accountability and supportive contributions towards team goal. | Adequate evidence of accountability and supportive contributions towards team goal. | Some evidence of accountability and supportive contributions towards team goal. | Little to no evidence of accountability and supportive contributions towards team goal. |
| **Communication**  Actively listens; clearly communicates ideas (e.g. use of body language; respecting personal space; providing and accepting constructive feedback); demonstrates cultural/gender/identity competence (e.g. avoids micro-aggressions; uses bias-free and gender appropriate language). | Consistently uses appropriate verbal and non-verbal communication. | Often uses appropriate verbal and non-verbal communication. | Sometimes uses appropriate verbal and non-verbal communication. | Little to no use of appropriate verbal and non-verbal communication. |
| **Conflict Management**  Recognizes conflict (e.g. group tensions, interpersonal conflict); manages the process of conflict (e.g. addressing power dynamics; compromising; negotiating; mediating; seeks/offers solutions if needed). | Effectively manages conflict through  demonstrated action(s). | Adequately manages conflict through  demonstrated action(s). | Sometimes manages conflict through  demonstrated action(s). | Little to no management of conflict through  demonstrated action(s). |
| **Collaborative Team Process**  Team collectively identifies and assigns team roles and tasks in an ethical, equitable and responsible manner (e.g. builds safe space and trust) and develops strategies and processes to move toward team goals (e.g. consensus-based decision making; motivating; brainstorming; ongoing evaluation). | Thorough evidence of using collaborative processes to meet team goals. | Adequate evidence of using f collaborative processes to meet team goals. | Some evidence of using collaborative processes to meet team goals. | Little to no evidence of using collaborative processes to meet team goals. |
| **Leadership Acumen:** Facilitates the work and advancement of the team through the use of leadership strategies and principles (e.g. takes responsibility and ownership; demonstrates situational awareness and analysis; provides inspiration; fosters inclusivity; delegates responsibility ; recognizes others’ achievement and growth). | Effectively uses leadership techniques in a team. | Adequately uses leadership techniques in a team.. | Sometimes uses leadership techniques in a team. | Little to no evidence of using leadership techniques in a team. |