

Leadership

Definition of Leadership: Identify oneself as a leader within a given context. Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. Assess and manage emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work. Work collaboratively to establish vision.

Response Options: Please use the same response options for each of these questions, starting with Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

Overarching Question: After participating in...I am better equipped to lead.

Detailed Questions: The questions in the table below are separated out by different levels of Bloom's Taxonomy starting with items that are more introductory and moving towards applying ideas or analyzing and synthesizing ideas.

Each item starts the same way: After participating in [event or program here], I am better equipped to...

After participating in,

1. I am better prepared for future leadership and responsibility within _____.
2. I am more comfortable delegating important tasks to others

Know/Comprehend	Apply
<ul style="list-style-type: none"> • Identify my role in a group task or effort • Identify the needs of a group • Determine an action plan in order to achieve a goal or outcome • Outline the steps or tasks necessary to meet a goal or objective • Determine when delegation might be necessary in a group to accomplish a goal or task • Determine strategies to help motivate myself and others towards a common goal • Determine how others' strengths and perspectives can impact a group's shared goals or efforts • Understand my leadership style and how to work with others as a result of my style • Understand my style of conflict • Understand how I can invite productive conflict resolution in a team • Value how diverse groups can generate a creative solution to an issue or problem • Identify meaningful relationships and connections that may continue beyond this activity • Recognize others' emotions • Manage my own emotions 	<ul style="list-style-type: none"> • Work collaboratively towards positive change • Work collaboratively to establish a vision • Take initiative to motivate myself and others towards a common goal • Work with others towards a clear and common goal • Facilitate group discussion • Make changes to a plan as necessary in order to achieve a goal or task • Develop goals that are specific, measurable, attainable, realistic and timely • Motivate a group towards a common purpose • Positively influence others to action

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Leadership Rubric: Identify oneself as a leader within a given context. Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. Assess and manage emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work. Work collaboratively to establish vision.

	Beginning	Developing	Competent	Advanced
Leadership identity	Has not yet identified a leadership style or identify as a leader	Sees leadership as positional, is beginning to understand their strengths, areas of growth, & leadership style	Understands leadership as non-positional, identifies their strengths, areas of growth & leadership style, can change and respond to team needs, understands impact on others	Identifies the difference between being a leader and being “the” positional leader, prioritizes the sustainability of an organization, develops others and adapts to different team style needs
Vision & goal setting	Goals are currently unidentified, works as an individual to accomplish group goals	Goals are identified, learning to integrate multiple perspectives to develop and achieve goals. Can articulate a vision, but does not have strategies for reaching the vision.	Goals are clearly identified (SMART goals), multiple perspectives are integrated into developing and achieving goals, prioritizes shared or organizational goals over individual goals. Has articulated vision and strategies for reaching the vision.	Goals are clearly identified (SMART goals), multiple perspectives are integrated into developing and achieving goals, prioritizes shared or organizational goals over individual goals, identifies intended and unintended impact of goals. Facilitates a vision and empowers others to achieve it.
Interpersonal skills	Not yet able to identify and respond to the needs of the group, acts as an individual rather than working with the group	Starting to identify and respond to the needs of the group, solicits buy-in to engage group members, developing skills in active listening and demonstrating empathy, requires consistent guidance and support	Identifies and respond to the needs of the group, solicits buy-in to engage group members, uses conflict productively when needed, engages in active listening, demonstrates empathy, requires little support	Coaches and develops others to: identify and respond to the needs of the group, solicit buy-in, use conflict productively when needed, engage in active listening, and demonstrate empathy
Leadership Skills	Acts independent of the group, does not delegate responsibilities, runs through group meetings/discussions without facilitating group engagement, acts independent of group dynamics, seeks to serve personal over group goals	Showing progress in their ability to give and accept feedback, seek input from group, delegate responsibilities, facilitates group meetings/discussions, manage group dynamics, guide group towards goals. Often needs affirmation and guidance.	Gives and accepts feedback, seeks input from group, delegates responsibilities, facilitates group meetings/discussions, manages group dynamics, guides group towards common goals, needs little guidance	Coaches peers and provides opportunities for others to give and accept feedback, seek input from group, delegate responsibilities, facilitate group meetings/discussions, manage group dynamics, guide group towards goals