

Delegation Rubric

Name of Student:

Date Completed:

DELEGATION OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
Acknowledge the potential benefits of delegation	Cannot see any benefits to delegating to others		Has a general idea of why delegation is a good thing		Can articulate the benefits of delegation; is proactive about wanting to use delegation to get their project completed
Identify potential risks of delegation	Cannot see any dangers of delegating to others		Has a general idea of why delegation is risky		Can identify the potential risks and articulate how to navigate them; articulates which tasks should NOT be delegated
Implement a system to delegate	Does not have a system in place to delegate		Follows some of the steps, but does not follow up		Has a clear process for delegation
Explain the need for delegation	Does not explain why he/she is delegating tasks		Gives a general explanation of why delegating tasks are necessary for the group		Engages in a dialogue while discussing reason for delegating tasks, remains positive and makes others aware of how they will benefit from facilitating and implementing the task

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	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
Set objectives that define responsibility, level of authority, and deadlines	Assigns task and gives a generic or no due date; neglects to or incorrectly defines the level of authority given to the designee; may not recognize the strengths of an individual and their match to a specific task		Assigns tasks with small amount of explanation or responsibility; assigns due date; leans heavily to micro-managing or being too free with authority for the designee; sometimes mis-matches the designee to the task appropriate to their strengths		Assigns task with clearly stated objectives that the designee is responsible for achieving by a specific due date; correctly chooses and matches the level of authority to the given situation and designee
Develop a plan	Assigns tasks with no plan given to designee		Assigns tasks with little plan of action and explanation of task		Assigns tasks, identifies resources, and provides resources needed to achieve objectives and informs others of designee's new responsibilities
Establish timelines with checkpoints and accountability	Assigns tasks with no plan for assuring completion; neglects to check back in and/or hold designee accountable		Assigns tasks with limited timeline to follow; check-ins are too infrequent and designee is only held accountable for some tasks delegated		Assigns tasks with clearly written timeline, identifies process of check points and follows up periodically on progress; check-ins and accountability are complete for the project and designee
Review the project	Does not set aside time to evaluate the completed project; if the project is not right, the student will redo it themselves		May look at the product but does not provide clear feedback to the designee or recognize the effort		Looks at the project in a timely manner, provides and invites feedback to/from designee(s), and rewards the designee appropriately

COMMENTS: