

Delegation Rubric

Student Leader Learning Outcomes (SLLO) Project

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
THE GROUNDWORK OF DELEGATION: 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
THE GROUNDWORK OF DELEGATION: 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
THE GROUNDWORK OF DELEGATION: How 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
THE PROCESS OF DELEGATION: Explain the need for delegation	Does not explain why he/she is delegating tasks		Gives a general explanation of why delegating task is 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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THE PROCESS OF DELEGATION: Set objectives that define responsibility, level of authority, and deadlines	<p>Assigns task and gives a generic due date</p> <p>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.</p>		<p>Assigns task with small amount of explanation or responsibility, assigns due date</p> <p>Leans too heavily to micro-managing or being too free with authority for the given designee</p> <p>Sometiems mis-matches the designee to the task appropariate to their strengths.</p>		<p>Assigns task with objectives that clearly state the end result the deigness is repsonible for achieving by a specific due date</p> <p>Correctly chooses and matches the level of authority to the given situation and desginnee</p>
THE PROCESS OF DELEGATION: Develop a plan	<p>Assigns tasks with no plan given to designee</p>		<p>Assigns tasks with little plan of action and explanation of task</p>		<p>Assigns tasks, identifies resources, and works to provide resources needed to achieve objectives and informs others of designee's new responsibilities</p>
THE PROCESS OF DELEGATION: Establish timelines with checkpoints and accountability	<p>Assigns tasks with no plan for assuring completion</p> <p>Neglects to check back in and/or hold designee accountable.</p>		<p>Assigns tasks with limited timeline to follow</p> <p>Check-in's are too infrequent and designee is only held accountable for some tasks delegated.</p>		<p>Assigns tasks with clearly written timeline set in place, identifies process of check points and follows up periodically on progress made</p> <p>Check-in's and accountability are complete and adequate for the given project and designee.</p>
AFTER DELEGATION: Review the project	<p>Does not set aside time to evaluate the completed project;</p> <p>If the project is not right, the student will redo it</p>		<p>May look at the product, but does not provide clear feedback to the designee or recognize the effort</p>		<p>Looks at the project in a timely manner, provides and invites feedback to/from desginnee(s), and rewards the designee</p>