

This rubric is a tool for Chairs/Disciplines in completing Purposeful Mapping.

LEADERSHIP SKILLS

		If all content is taught in this area, please check the focus area for purposeful mapping.			Do not map.
Focus Area		[Instructor Teaches] Student <i>Thoroughly</i> Meets Expectations	[Instructor Teaches] Student <i>Adequately</i> Meets Expectations	[Instructor Teaches] Student <i>Minimally</i> Meets Expectations	Does Not Apply to This Course
Vision	[The instructor will teach and] Students will craft a vision for their group or organization.	The student thoroughly demonstrates the ability to craft vision for their group or organization.	The student adequately demonstrates the ability to craft vision for their group or organization.	The student minimally demonstrates the ability to craft vision for their group or organization.	The student does not minimally demonstrate the ability to craft vision for their group or organization.
	[The instructor will teach and] Students will develop a strategic plan to achieve that vision.	The student thoroughly demonstrates the ability to develop a strategic plan to achieve that vision.	The student adequately demonstrates the ability to develop a strategic plan to achieve that vision.	The student minimally demonstrates the ability to develop a strategic plan to achieve that vision.	The student does not minimally demonstrate the ability to develop a strategic plan to achieve that vision.
Action	[The instructor will teach and] Students will identify goals toward the development of shared knowledge among faculty to accomplish a variety of tasks or objectives.	The student thoroughly demonstrates the ability to identify goals toward the development of shared knowledge among faculty to accomplish a variety of tasks or objectives.	The student adequately demonstrates the ability to identify goals toward the development of shared knowledge among faculty to accomplish a variety of tasks or objectives.	The student minimally demonstrates the ability to identify goals toward the development of shared knowledge among faculty to accomplish a variety of tasks or objectives.	The student does not minimally demonstrate the ability to identify goals toward the development of shared knowledge among faculty to accomplish a variety of tasks or objectives.
	[The instructor will teach and] Students will identify goals toward the development of shared knowledge among peers to accomplish a variety of tasks or objectives.	The student thoroughly demonstrates the ability to identify goals toward the development of shared knowledge among peers to accomplish a variety of tasks or objectives.	The student adequately demonstrates the ability to identify goals toward the development of shared knowledge among peers to accomplish a variety of tasks or objectives.	The student minimally demonstrates the ability to identify goals toward the development of shared knowledge among peers to accomplish a variety of tasks or objectives.	The student does not minimally demonstrate the ability to identify goals toward the development of shared knowledge among peers to accomplish a variety of tasks or objectives.

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Service	[The instructor will teach and] Students will seek input from diverse viewpoints.	The student thoroughly demonstrates the ability to seek input from diverse viewpoints.	The student adequately demonstrates the ability to seek input from diverse viewpoints.	The student minimally demonstrates the ability to seek input from diverse viewpoints.	The student does not minimally demonstrate the ability to seek input from diverse viewpoints.
	[The instructor will teach and] Students will critically evaluate all opinions.	The student thoroughly demonstrates the ability to critically evaluate all opinions.	The student adequately demonstrates the ability to critically evaluate all opinions.	The student minimally demonstrates the ability to critically evaluate all opinions.	The student does not minimally demonstrate the ability to critically evaluate all opinions.
	[The instructor will teach and] Students will clearly explain the rationale behind group/task decision-making.	The student thoroughly demonstrates the ability to clearly explain the rationale behind group/task decision-making.	The student adequately demonstrates the ability to clearly explain the rationale behind group/task decision-making.	The student minimally demonstrates the ability to clearly explain the rationale behind group/task decision-making.	The student does not minimally demonstrate the ability to clearly explain the rationale behind group/task decision-making.
Protocol	[The instructor will teach and] Students will recognize the value of following proper protocols.	The student thoroughly demonstrates the ability to recognize the value of following proper protocols.	The student adequately demonstrates the ability to recognize the value of following proper protocols.	The student minimally demonstrates the ability to recognize the value of following proper protocols.	The student does not minimally demonstrate the ability to recognize the value of following proper protocols.