

Leadership Micro-Credential Rubric

Micro-Credential Requirements

Time to completion:

16-weeks minimum of employment (over 7 hours per week).

Academic Expectations:

Employee is enrolled and in good standing.

Preparation:

Managers and employees will develop a 16 week project or plan. Manager will provide coaching sessions to discuss progress and provide feedback.

Evaluation:

Managers evaluate employee's progress at the end of a semester or academic year. To earn the micro-credential, the employee must demonstrate commendable or superior behaviors.

Evidence:

As a part of the evaluation, the employee will create a self-evaluation or artifact on what was learned and how it will be applied in future employment. This can be a mock cover letter, a paper, a brief video or recording, infographic, testimonial, etc.

Leadership Skills and Competencies Acquired

Competencies

Emotional Intelligence

Employee communicates effectively and listens empathetically; employee manages conflict; employee identifies and articulates skills, strengths, knowledge and experience; employee pursues roles and opportunities that align with micro-credentialing goals; employee develops a growth mindset, seeks feedback, and identifies areas of personal improvement to help pivot and navigate transitions over the course of their career.



Commendable Behaviors

- Employee self-reflects and self-evaluates.
- Displays curiosity by learning more about the CU campus; seeks opportunities to learn by proactively asking for projects.
- Clearly articulates interests, skills, strengths and values.
- Productively resolves conflicts by directly working with their teammates or manager.
- Self-manages by observing their behaviors and works to promote a positive environment and build relationships with teammates.
- Talks to professionals to learn about their field.

Superior Behaviors

- Employee demonstrates thoughtful and mature communication with peers and managers.
- Listens empathetically and is able to find common ground with customers, coworkers, and supervisors.
- Solicits and learns from feedback to demonstrate growth.
- Finds productive ways to manage stress.
- Assumes duties that will assist with future career goals such as projects or leadership responsibilities.
- Professionally and respectfully advocates for teammates and students.
- Demonstrates superior negotiation skills.
- Maintains and creates relationships with teammates.

Leadership Skills and Competencies Acquired

Integrity and Responsibility:

Employee maintains personal accountability and effective work habits; demonstrates interest in the success of the larger organization; demonstrates the ability to learn from mistakes; is self-driven; acts ethically and communicates results.



Commendable Behaviors

- Employee seeks out additional projects or assignments before starting their homework.
- Employee owns each interaction and task by trying to independently resolve inquiries or issues using existing CU resources.
- Employee helps to find coverage and is reliable with shifts.
- Employee exceeds expectations for projects or tasks and sees projects through to completion.

Superior Behaviors

- Employee has significant responsibilities and completes them in a timely manner.
- Employee may assist with lead responsibilities: hiring and onboarding; scheduling shifts; delegating projects or tasks; monitoring performance of other student employees; offering insights for evaluations; hosting trainings or meetings; scheduling meetings; and reporting the needs of teammates to management.
- Employee measures results of projects or assignments and reports to management.

Teamwork:

Employee develops authentic, purposeful and mutually beneficial relationships with people of diverse perspectives in which all parties choose to cooperate and commit to achieving shared goals.



Commendable Behaviors

- Employee encourages a welcoming work environment through positive and productive interactions.
- Employee helps to cover shifts or arrange coverage of shifts.
- Employee communicates changes with peers to increase team's knowledge.

Superior Behaviors

- Employee has established positive relationships where feedback is possible and welcomed from peers.
- Employee seeks to create engagement with peers and improves morale.

Creativity and Innovation:

Employee seeks positive change; researches independently; thinks holistically of campus priorities and student needs; makes smart goals; implements change.



Commendable Behaviors

- Employee independently researches projects to improve services.
- Employee proposes improvements to manager.

Superior Behaviors

- Employee designs projects and innovations based on research and comparisons with other institutions.
- Employee owns projects by collaborating and communicating with others, establishes timelines and contacts others with follow-up tasks.

Leadership Skills and Competencies Acquired

Critical Thinking and Problem Solving:

Employee seeks solutions; researches independently; thinks holistically of campus policies and procedures.



Commendable Behaviors

- Employee has learned how to answer most questions independently.
- Employee consistently uses office resources such as canned responses to craft thorough and professional responses to inquiries.
- Employee knows how to research questions.
- Employee can identify patterns and can spot if an issue is system-wide and needs to be reported.

Superior Behaviors

- Employee is a content expert and has extensive knowledge of office policies.
- Employee uses this knowledge to craft proposals, seek approval for projects and implement changes in tandem with their manager.
- Employee is able to research new skills or use existing skills to complete projects for department.

Mentorship:

Employee Models expected behavior; provides guidance and growth perspectives; seeks opportunities for teammates.



Commendable Behaviors

- Employee has worked to become a resource for peers through knowledge gained.
- Employee uses experience and knowledge to encourage growth and support in student employee peers by modeling behaviors.

Superior Behaviors

- Employee trains new student employees and disseminates information as needed for the benefit of the team.
- Employee observes behavior of peers and offers constructive feedback as needed to support their co-workers.

Leadership Skills and Competencies Acquired

Equity and Inclusion:

Employee demonstrates openness, inclusivity, sensitivity and the ability to interact respectfully with people of diverse identities and understand individuals' differences.



Commendable Behaviors

- Employee seeks an understanding of how various systems exclude students of differing identities (such as race, class, culture, sexual orientation, gender expression, ability) from opportunities while at CU Boulder.
- Employee recognizes the value in and appreciates difference;
 - Demonstrates openness and a sense of curiosity to diverse ideas and new ways of thinking and communicating.
 - Demonstrates enhanced listening skills.
 - Demonstrates flexibility by adapting to diverse environments.
 - Seeks global and/or cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups.
 - Possesses an understanding of cultural complexity.
 - Explores personal biases by reading scholarly articles about DEI, taking LinkedIn courses, participating with on-campus sessions, and exploring other opportunities and sharing what was learned with their manager.

Superior Behaviors

- Employee seeks the input of those impacted by systemic exclusion to develop inclusive solutions.
- Employee advocates for and works towards removing systemic barriers within the department.
- Employee enjoys working in multilingual and/or multicultural environments;
 - Communicates effectively and comfortably across cultures and identities.
 - Demonstrates sensitivity to cultural context.
 - Understands the difference between intentions and impacts.
 - Solicits and uses feedback from multiple cultural perspectives to make inclusive and equity minded decisions; commits to addressing and overcoming personal biases.
 - Identifies resources to help eliminate barriers resulting from individual and systemic racism, inequities and biases; advocates for inclusion, equitable practices, justice and empowerment for historically marginalized communities.

How is *Commendable* measured?

Student must achieve an exceeding expectation rating in all relevant Commendable categories on their evaluation.

- This means employee consistently exceeds expectations at work.
- Student employee will come prepared to evaluation meeting with self-evaluation and notes regarding how they have met and demonstrated their skills in the categories above.

How is *Superior* measured?

Student must achieve a superior expectation rating in all relevant Superior categories on their evaluation.

- This means employee has mastered Commendable competencies and is consistently performing responsibilities at a higher level of professionalism.
- Student employee may be a lead and has taken on greater responsibilities.
- Student employee will come prepared to evaluation meeting with self-evaluation and notes regarding how they have met and demonstrated their skills in the categories above.