

College Competency - Leadership

Through formal and informal positions, everyone can be a leader. Students leverage the strengths of community to reach common goals and use interpersonal skills for coaching and development. Through a process of learning and applying skills, students can accomplish measurable and meaningful change.

Key Performance Indicator	Emergent	Proficient	Accomplished
Understands Leadership Capabilities <i>Articulates (written and/or oral) personal leadership philosophy</i>	Describes leadership skills or examples of leadership without explaining how those skills are reflected in their personal leadership philosophy.	Describes a personal leadership philosophy that includes examples of leadership practices the individual tries to emulate.	Describes a personal leadership philosophy, including examples of personal leadership practices and experiences that reflect that philosophy.
<i>Understands personal capabilities as a leader</i>	Identifies some leadership capabilities without identifying areas for improvement or new skills learned through the leadership experience (e.g., Medallion program).	Identifies capabilities and assets as a leader as well as areas for improvement; includes new skills learned through the leadership experience (e.g., Medallion program) to increase their capabilities.	Identifies capabilities and assets as a leader as well as areas for improvement; includes new skills learned through the leadership experience (e.g., Medallion program) to increase their capabilities. Description includes practical examples and/or leadership theory to support their own self-assessment.
<i>Articulates how a leadership inventory (e.g., Cliftonstrengths, Leadership Practices Inventory, Real Colors) can be used to highlight their strengths as a leader.</i>	Identifies skills/practices from the leadership inventory tool without describing implications for their leadership.	Identifies skills/practices from the leadership inventory tool; describes how they can apply the identified skills in their leadership practices.	Identifies skills/practices from the leadership inventory tool; provides evidence of utilizing those identified skills/practices in leadership experiences.
Exhibits Effective Leadership Skills <i>Recognizes and participates in leadership opportunities and related leadership skill development</i>	Little or no evidence of participation in leadership skill development. Or, participates in at least one leadership skill development activity (e.g., Medallion program) without	Participates in at least one leadership skill development activity (e.g., Medallion program); explains at least one way that experience enhanced	Describes personal priorities for leadership skill development; shares at least one priority they addressed through a leadership skill development experience (e.g., Medallion program); describes the skill(s) gained from that experience.



	explaining in any way how that experience enhanced their leadership skill development.	their leadership skill development.	
<i>Takes on leadership role(s) in the University of Rochester community</i>	Holds at least one leadership role in the UR community (e.g., student organization executive board; teaching assistant; resident assistant; varsity captain).	Holds at least one leadership role in the UR community (e.g., student organization executive board; teaching assistant; resident assistant; varsity captain), and describes the impact of their actions in that role.	Holds at least one leadership role in the UR community (e.g., student organization executive board; teaching assistant; resident assistant; varsity captain), and describes the impact of their actions in that role. Reflects on experiences with either increased responsibility in this leadership role or to progressively more responsible roles in the organization and/or across organizations.
Manages group conflict <i>Addresses Group Conflict Appropriately</i>	Little or no evidence of conflict resolution skills or experience using them to address group conflict.	Describes conflict resolution skills and shares examples of using those skills to address group conflict.	Describes conflict resolution skills and shares examples of using those skills to address group conflict; this description highlights the long-term benefits to the individuals and group involved in that conflict resolution.
Creates/Impacts Positive Change <i>Identifies community challenges in need of improvement</i>	Provides limited description of a community challenge and/or the strategies needed to address that challenge.	Provides a description of at least one community challenge, and includes realistic strategies for improvement.	Provides a thorough description of multiple community challenges, and includes realistic strategies for engaging the community to accomplish common goals in addressing those challenges.
<i>Describes how personal actions have impacted community goals</i>	Provides limited description of how their personal actions have impacted community goals.	Provides a detailed description of how their personal actions have impacted community goals.	Provides a detailed description of how their personal actions have created measurable, sustainable improvement in the community.
<i>Actively works with others to understand and achieve a common goal.</i>	Describes their experience working with others without identifying their personal contributions toward developing a common goal.	Describes their experience working with others to identify a problem and develop and/or achieve a common goal; describes their personal contributions to the group effort.	Describes their experience working with others to identify a problem that also includes articulating and achieving a common goal; exhibits leadership in supporting collaborators and guiding a team in the group effort.