

University of Wisconsin-Superior
 Leadership Office
 Student Leader Learning Outcomes
 Delegation Rubric

Delegation Outcomes	Novice Awareness	Intermediate Occasional application	Advanced Intentional & effective application
Groundwork: Potential benefits of delegation	Cannot see any benefit to delegating to others	Has a general idea of why delegation is a good thing	Can articulate the benefits of delegation
Groundwork: Potential risks of delegation	Cannot see any drawbacks to delegating to others	Has a general idea of what delegation is risky	Can identify the potential risks and articulate how to navigate them
Groundwork: How to delegate	Does not have a system in place for delegation	Follows some of the steps, but does not follow up	Has a clear process for delegation
Process: Set objectives that define responsibility, level of authority, and deadlines	Does not explain why he/she is delegating tasks	Gives a general explanation of why delegating task is necessary for the group	Clearly explains reason for delegating tasks, remains positive and makes others aware of how they will benefit from facilitating and implementing the task
Process: Explain the need for delegation	Assigns task and gives a generic due date	Assigns tasks with small amount of explanation of responsibility that will be assumed with the task; assigns due date	Assigns task with objectives that clearly state the result the designee is responsible for achieving and a specific due date; level of authority for each task is clearly defined
Process: Develop a plan	Assigns task with no plan given to designee	Assigns tasks with little plan of action and explanation of task	Assigns tasks and identifies resources needed to achieve objectives and informs others of designee's new responsibilities
Process: Establish timelines with checkpoints and accountability	Assigns task with no plan for assuring completion	Assigns tasks with limited timeline to follow	Assigns tasks with clearly written timeline set in place, identifies process of check points and follows up periodically on progress made
Follow up: Review the project	Does not set aside time to evaluate the completed project; if the project is not right the delegator will redo it.	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 clear feedback to the designee; rewards the designee

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Outcomes:

1. Student leaders will articulate the reasons to delegate to others
2. Student leaders will be able to successfully delegate projects and tasks to others.

Action Plan:

Comments: