

University of Wisconsin-Superior
 Leadership Office
 Student Leader Learning Outcomes
 Teams and Groups Rubric

Teams and Groups Outcomes	Novice Awareness	Intermediate Occasional application	Advanced Intentional & effective application
Forming	Does not recognize the need for assistance and advisor initiates conversations regarding safe place, orientation, and interpersonal barriers	Recognizes need for assistance and initiates conversation with advisor to seek guidance and resources regarding safe place, orientation, and interpersonal barriers	Independently creates a safe place and comfortable atmosphere with little to no advising; identifies resources to orient group to task or function and break down interpersonal barriers
Storming	Does not recognize the need for assistance and advisor initiates conversations regarding constructive and appropriate conflict, group task and purpose, and safe space	Recognizes need for assistance and initiates conversation with advisor to seek guidance and resources regarding constructive and appropriate conflict, group task and purpose, and safe space	Independently encourages and facilitates constructive and appropriate conflict; reminds members of task and purpose of group; maintains safe space, ensures all can speak
Norming	Does not recognize the need for assistance and advisor initiates conversations regarding trust and cohesion, communication, feedback and interdependence	Recognizes need for assistance and initiates conversation with advisor to seek guidance and resources regarding trust and cohesion, communication, feedback and interdependence	Independently moves group from conflict to trust and cohesion; communication issues are resolved; feedback is solicited and given freely; group comes together around task and interdependence develops
Performing	Does not recognize the need for assistance and advisor initiates conversations regarding being less directive and more supportive, serving as a resource, and delegating	Recognizes need for assistance and initiates conversation with advisor to seek guidance and resources regarding being less directive and more supportive, serving as a resource, and delegating	Independently recognizes the need to step back and be less directive and more supportive and encouraging; serves as a resource for the group; delegates; members are confident in their ability to complete tasks
Adjourning	Does not recognize the need for assistance and advisor initiates conversations regarding evaluation of group's work, facilitating reflection, recognizing and celebrating accomplishments, and beginning closure through disengagement	Recognizes need for assistance and initiates conversation with advisor to seek guidance and resources regarding evaluation of group's work, facilitating reflection, recognizing and celebrating accomplishments, and beginning closure through disengagement	Independently initiates evaluation of groups' work, facilitates reflection, recognizes and celebrates accomplishments; begins bringing closure to work through disengagement process; asks questions like "should this group continue?"

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Outcomes:

- 1) Student leaders will be able to recognize and identify the stages of group development according to the Tuckman and Jensen model
- 2) Student leaders will be able to facilitate a group through each stage of the Tuckman and Jensen model

Action Plan:

Comments:

RUBRIC COMPONENTS WERE ADAPTED AND/OR TAKEN FROM:

1. Maples, M.F. (1988). Group development: Extending Tuckman's theory. *Journal for Specialists in Group Work, 13, 17-23.*
2. Tuckman, B.W. (1965). Developmental sequence in small groups. *Psychological Bulletin, 63(6), 384-399*
3. Tuckman, B.W. & Jensen, M.C. (1977). Stages of small group development Revisited. *Group and Organizational Studies, 2(4), 419-426*

Adapted with permission from:

Texas A&M University; Student Leader Learning Outcomes Project

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