

Rubric for Chief Information Officers' Leadership Academy Applied Learning Project



	Strongly Evident	Evident	Somewhat Evident	Not Evident
Explanation of Project	Clear statement of the problem you have solved or are trying to solve along with a clear motive.	Statement of the problem you have solved or are trying to solve with statement of the motive.	Statement of the problem you have solved or are trying to solve, but the motive is unclear.	Statement of the problem you have solved or are trying to solve, along with the motive are unclear.
Shows evidence of fostering a High Performing Team	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Sets a vision and a direction with assigned roles and responsibilities. • Treats team members respectfully by being polite (professional) and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite (professional) and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite (professional) and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite (professional) and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Engages team members by taking turns and listening to others without interrupting.
Responds to Conflict - provides a scenario where conflict resolution was needed	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.
SUNY Applied Learning Criteria Implementation	Project meets all SUNY applied learning criteria. (Structured, intentional, authentic, preparation, orientation, training, monitoring, and continuous improvement, reflection, acknowledgment, assessed, and evaluated.)	Project incorporates most SUNY applied learning criteria. (Structured, intentional, authentic, preparation, orientation, training, monitoring, and continuous improvement, reflection, acknowledgment, assessed and evaluated.)	Project incorporates some SUNY applied learning criteria. (Structured, intentional, authentic, preparation, orientation, training, monitoring, and continuous improvement, reflection, acknowledgment, assessed and evaluated.)	Project meets none of the SUNY applied learning criteria. (Structured, intentional, authentic, preparation, orientation, training, monitoring, and continuous improvement, reflection, acknowledgement, assessed and evaluated.)
Academy Outcomes	Clearly provides evidence that the competencies of the academy had an impact on how they lead/managed this project.	Some evidence was provided that the competencies of the academy had an impact on how they lead/managed this project.	Non-specific evidence was provided that the competencies of the academy had an impact on how they lead/managed this project.	No evidence was provided that the competencies of the academy had an impact on how they lead this project.
Delivery/Public Speaking	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. <ul style="list-style-type: none"> • Kept within presentation time allotment. 	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. <ul style="list-style-type: none"> • Kept within presentation time allotment. 	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. <ul style="list-style-type: none"> • Did not keep within presentation time allotment. 	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. <ul style="list-style-type: none"> • Did not keep within presentation time allotment.