

Employability Skills Inventory

TEAMWORK AND COLLABORATION

- Collaborating well with others and promoting a teamwork environment.
- Embracing, supporting, and elevating good ideas from others on one's team towards shared outcomes.
- Learning from and contributing to the learning of others for shared purposes and outcomes and in a wide range of environments

Potential Performance Tasks

The following is a list of potential performance tasks that demonstrate how *Teamwork and Collaboration* pertains to a service year experience. These are just examples and do not necessarily reflect a comprehensive list of tasks every service year corps member will do during their service year – there may be other tasks that demonstrate proficiency in *Teamwork and Collaboration*.

- Requesting informal feedback or providing constructive criticism to others.
- Helping others clean and organize their work area.
- Identifying team strengths during a collaborative group project.
- Providing and receiving constructive feedback during and upon completion of a team project.
- Sharing ideas and knowledge during group projects and team activities.
- Sharing training material with supervisors and peers upon attending a professional development activity.
- Using technology to coordinate and keep track of team projects.

Detailed Rubric

The following rubric is meant to provide service year program staff and service year corps members a guide to assess *Teamwork and Collaboration* as a skill. This rubric should be utilized as a tool during check-in meetings to determine coaching and professional development discussions and recommendations.

SKILL	Emerging	Developing	Proficient	Advanced
Collaborating well with others and promoting a teamwork environment.	<ul style="list-style-type: none"> Wants to work alone on all projects or tasks even when they would benefit from multiple perspectives. Avoids projects that are team-oriented. Shows impatience with timelines that require gathering input or collaboration from others. Ignores feedback, ideas, or concerns presented by others about a project or task they are leading. 	<ul style="list-style-type: none"> Occasionally wants to work alone on projects or tasks even when they would benefit from multiple perspectives. Occasionally avoids projects that are team-oriented. Sometimes shows impatience with timelines that require gathering input or collaboration from others. Occasionally ignores feedback, ideas, or concerns presented by others about a project or task they are leading. 	<ul style="list-style-type: none"> Fully understands when to include other perspectives into projects or tasks they are leading. Volunteers for or encourages projects that have multiple team members. Embraces timelines that require gathering input or collaboration from others. Incorporates feedback, ideas, or concerns presented by others about a project or task they are leading. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling effective team collaboration. Is often commended on their collaboration skills.
Embracing, supporting, and elevating good ideas from others on one's team towards shared outcomes.	<ul style="list-style-type: none"> Needs reminders about the importance of seeking others' input and soliciting feedback, and/or needs assistance in being open to different ideas. Invites others' ideas but rarely changes ideas/opinions despite the merit of other solutions Needs frequent guidance in recognizing actions, tones, and body language that indicate others' needs or concerns. Continually demonstrates distracted behavior when listening to others and needs reminders to ask clarifying questions. Needs reminders to not monopolize "air time" and/or frequently interrupts others. Takes total credit for a project or a task even if others contributed to its completion. 	<ul style="list-style-type: none"> Seeks diversity of input but does not always respond to others' ideas/feedback without being dismissive or defensive. Invites others' ideas but only occasionally changes ideas/opinions despite the merit of other solutions Pays attention to actions, tones, and body language of others to detect needs or concerns, but requires occasional guidance to address them. Listens with partial interest to other members and sometimes asks clarifying questions. Mostly shares "air time" but needs occasional reminders not to interrupt others. Mostly acknowledges the contributions of other team members to a project or task. 	<ul style="list-style-type: none"> Seeks diversity of input and responds to others' ideas/feedback with diplomacy. Invites others' ideas and changes ideas/opinions based on the merit of other solutions. Pays attention to the actions, tones, and body language of others to detect needs or concerns, and responds appropriately to address them. Listens with interest to other members and often asks clarifying questions. Shares "air time" and takes care not to interrupt or cut off other speakers. Always acknowledges the contributions of other team members to a project or task. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling how to effectively embrace, support, and elevate good ideas. Is often asked to lead projects or tasks where there are multiple team members.

SKILL	Emerging	Developing	Proficient	Advanced
Learning from and contributing to the learning of others for shared purposes and outcomes and in a wide range of environments..	<ul style="list-style-type: none"> • Makes little attempt to understand individual team members' strengths and how each can contribute effectively to the team. • Plays a passive role on a team, and/or demonstrates difficulty with taking initiative. • Has difficulty articulating group or team goals. • Makes no intentional effort to create an environment conducive to feedback by building trust with peers and co-workers. • Receives feedback from team members poorly by being dismissive or defensive. 	<ul style="list-style-type: none"> • Makes some attempt to understand individual team members' strengths and how each can contribute effectively to the team. • Occasionally plays an active role on a team, and/or takes some initiative. • Can sometimes articulate group or team goals, but needs assistance to do so. • Makes some effort to build trust with peers and co-workers before giving feedback to team members on a project. • Is working on not allowing feedback to be guided by emotions and personal biases, but occasionally struggles. 	<ul style="list-style-type: none"> • Understands individual team members' strengths and how each can contribute effectively to the team. • Plays an active role on a team, and consistently takes initiative. • Can consistently articulate group or team goals. • Creates an environment conducive to feedback by building trust with peers, co-workers, and supervisors. • Never gets defensive when given feedback and engages with it to make the team dynamic better. 	<ul style="list-style-type: none"> • Meets proficiency benchmark and helps peers by modeling how to effectively learn from and about others on a team. • Is often asked to lead projects or tasks where there are multiple team members. • Assists in organizing and dividing work according to members' strengths.