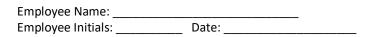
	Beginning	Emerging	Applying	Integrating
Leadership	 Awareness of ASI mission, vision, and values. Asks for ideas or suggestions without intending to consider them. Gives too much attention to tasks or to interpersonal relations in the group. 	 Can recite ASI mission, vision, and values to others. Awareness of resources available to guide decision making; seldom uses them. Contributes to achieving group goals, but does not delegate tasks and struggles to balance workload. 	 Can explain and implement ASI mission, vision, and values. Collaborates with others and contributes to creation of group goals, delegating tasks as needed and maintaining balance of responsibilities. Gives recognition and encouragement. 	 Clear understanding and demonstration of ASI mission, vision, and values. Able to utilize values and principles to make purposeful decisions regarding balance among education, work, and leisure. Engages all group members in setting challenging goals and planning for their accomplishment.
Ethics	 Lacks balance between personal values, beliefs, and actions. Budding awareness of systemic barriers; inability to take action. 	shows interest in taking action; seeks guidance on how to do so.	 Aligns beliefs around equality and inclusiveness to begin taking steps in advocacy. Student has formulated a sense of ethical reasoning. 	 Identify systematic barriers to equality and inclusiveness, then advocate and justify means for dismantling them. Incorporates ethical reasoning into action.
Awareness	 Describes own performances with general descriptors of success and failure. May not be aware of how they are perceived by others. 	 Articulates strengths and challenges to increase effectiveness in different contexts. Begins to acknowledge perspectives other than their own. 	 Assesses changes in their own learning over time and makes improvements as needed. Able to identify the perceptions of others and use them to improve quality of work. 	 Assess, critique, and improve the quality of one's work and one's work environment. Understands relationship with others and effectively collaborates on tasks.
Professionalism	 Student exhibits disruptive behaviors and may distract others. May argue in front of colleagues or supervisors. May not dress appropriately. 	 Student usually maintains professional demeanor; may have difficulty expressing emotions/acting appropriately. Student may need reminders to follow dress code and to stay on task in order to avoid disrupting others. 	 Student consistently demonstrates understanding of professional behavior and consideration of others. Student usually follows dress code. 	 Communicate a mission, vision, or purpose that encourages commitment and action in others. Student maintains professional demeanor and works productively with minimal distraction to task. Student always follows dress code.
Co-Curricular	 Sees connections between life experiences, work, and academics as they are related to their own interests. 	 Compares life experiences and academic knowledge to describe similarities and differences. 	 Effectively combines experiences from life, work, and academics to enhance learning. 	 Meaningfully synthesizes connections among experiences outside of the classroom to deepen understanding of fields of study and to broaden own points of view.
Front Desk	 Some customer service experience Basic knowledge of word/excel. Basic phone and email etiquette Arrives on time for all shifts Seeks pro-staff help for general ASI tasks Attentively learns ASI procedures 	 Basic knowledge of ASI operations and programming Comfortable asking questions when necessary Performs basic front office functions; may need guidance from lead Finishes tasks efficiently with few mistakes Basic organization skills 	 Answer majority of incoming questions Operate efficiently with minimal supervision Complete projects independently Can work comfortably in the office without pro staff support Comfortable communicating through email/phone with other entities or departments on campus Manages and affectively prioritizes multiple tasks at once 	 Ability to train new staff. Independently completes complex tasks/projects with no revisions needed. Demonstrates clear understanding of procedures throughout ASI. Oversees general processes and/or internal documents. Proposes structured action steps to improve current procedures





Front Desk Rubric	Associated Students, Inc.

