

Hutchinson Community College's Interpersonal and Collaborative Skills Rubric

Definition: Skills that help foster productive environment through face-to-face effective and competent communication that is both verbal and non-verbal in nature.

Institution-Wide Outcome IV: Demonstrate effective interpersonal and collaborative skills.

Criteria	Exemplary	Proficient	Inadequate
Demonstrate an ability to apply effective communication techniques within a variety of contexts.	Possesses strong active listening, verbal, and nonverbal skills that are utilized wisely when communicating with others. Self-disclosure is judicious. Follows oral instruction.	Possesses active listening, verbal, and nonverbal skills that are generally utilized when communicating with others. Self-disclosure is adequate. Responds to oral instructions with skill most of the time.	Does not demonstrate active listening, verbal, and nonverbal skills when communicating with others. Self-disclosure is lacking and/or impulsive. Student misses key information when delivery is oral rather than written.
Assume shared responsibility for collaborative work.	Recognizes personal role as well as the role of others within the group and utilizes individual strengths and talents to impact the final product.	Once role(s) within the group is(are) identified to the student, the student is able to utilize personal strengths and talents to impact the final product. Student avoids dogmatic behavior.	Student is unable to recognize or accept role within the group, resulting in little to no impact on the final product. Student fails to participate or stymies the group. Student can be dogmatic.
Views criticism as an opportunity for growth and change.	Accepts criticism nondefensively in order to measure and improve performance. Listens closes, processes the information, and adjusts accordingly.	Immediate response to criticism may be defensive. Student is eventually able to utilize criticism to measure and improve performance.	Immediate and continuous response to criticism is evasive and/or dismissive. Student rationalizes mistakes or poor performances by blaming others.
Demonstrates an awareness of the impact of gender and culture on interpersonal communication.	Displays strong cultural intelligence when communicating in a small-group setting. Demonstrates sensitivity to the cultural constructs associated with gender. Adjusts communication style to respect the differences culture can create.	Displays cultural awareness when communicating in a small-group setting. Demonstrates some awareness of the cultural constructs associated with gender. At times adjusts communication style to respect the differences culture can create.	Does not recognize or demonstrates indifference to cultural differences and/or cultural constructs associated with gender. Fails to adjust communication style in recognition of the differences culture can create.
Demonstrates emotional intelligence when interacting with others and when monitoring self.	Possesses strong personal competence comprised of self-awareness and self-management as well as social competence comprised of social awareness and relationship management.	Demonstrates personal competence comprised of self-awareness and/or self-management. Student recognizes and responds appropriately to social cues.	Does not demonstrate personal competence or an ability to read and/or apply social cues.