### Rubric for the Collaboration Competency

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<tr>
<th>COLLABORATION</th>
<th>Developing (Self-to-Self)</th>
<th>Cultivating Fluency (Self-to-Other)</th>
<th>Mastering (Self-to-System)</th>
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| 1. Works collaboratively with others to create a **positive climate**, and fosters inclusion and respect across a diverse workforce in support of EID values | • Maintains positive and productive relationships with internal and external stakeholders; proactively shares knowledge and participates in group activities.  
• Begins learning about the impact of EID core values on positive climate for all employees  
• Learns about listening skills with the goal of seeking to understand before being understood (Covey)  
• Explores best practices for employee engagement | • Identifies, develops, facilitates and/or sustains mutually beneficial partnerships and alliances with internal and external stakeholders.  
• Articulates the impact of EID core values on the ability to cultivate a positive climate  
• Demonstrates a consistent habit of listening to understand before being understood (Covey)  
• Proactively demonstrates best practices for employee engagement  
• Begins learning how to incorporate EID values in strategic (longer-term) planning | • Serves as a subject matter expert in the organization, and coordinates efforts with internal and external stakeholders to ensure inclusive collaboration.  
• Mentors others to cultivate others’ learning about the impact of EID core values on positive climate for all employees  
• Models for others how to listen with the goal of seeking to understand before being understood (Covey)  
• Mentors others to adopt best practices for employee engagement; influences other’s points of view regarding EID core values by soliciting from others and sharing one’s own relevant stories  
• Demonstrates the incorporation of EID values in strategic (longer-term) planning, and teaches others |
| 2. **Communicates** HR concepts and ideas to internal and external audiences in a way that facilitates greater understanding. | • Develops a recognition that the goal is not to simply execute transactions, by developing and practicing the habit of asking clarifying questions aimed at understanding others’ perspectives  
• Begins to shares one’s own perspective, learning to use language/approaches that maximize the likelihood of being understood (e.g., speaking into the listening of the other) | • Actively emphasizes and behaves – with the support of a mentor – out of a desire to serve in business partnership in all work relationships  
• Has fully developed the habit of seeking to understand others’ perspectives (from #1 above) and ensuring that others understand one’s own perspective before diving into the work  
• Demonstrates the habits of respectfully listening to and interacting with others | • Has cultivated a reputation and demonstrated practice of working in business partnership with others across campus, and mentors others to do the same  
• Demonstrates empathy in understanding others’ perspectives and in communicating to be understood  
• Demonstrates mastery in the ability to understand and acknowledge others’ |
| 3. Develops, sustains and leverages positive relationships with colleagues and clients through community of practice or other methods of intentional collaboration | • Learns to catches oneself if/when dominating discussions, and self-corrects | without dominating conversations; discusses issues and asks clarifying questions  
• Acknowledges others’ thinking and understanding, and communicates one’s thinking and understanding, in proactive and clear ways (e.g., offering versus waiting for the other to offer/ask; asking probing questions) | perspectives, through habitual, proactive inquiry, and models this for others  
• Proactively encourages the habits of respectful listening and interaction among others; coaches others who tend to dominate conversations  
• Actively engages in helping to bridge understanding and communication among others, including facilitating discussions of issues for others |

|  | • Begins learning about principles of Emotional Intelligence (EI), with a focus on self-awareness and self-management  
• Learns best practices for how to ask for and provide feedback from/to others  
• Begins to consider how one might demonstrate flexibility, open-mindedness and partnership when working with others by asking oneself how one might be able to respond to requests with “yes, if…” instead of an outright “no”  
• Learns how to handle difficult conversations  
• Learns about and begins to participate in the community of practice model for collaborating and sharing knowledge | • Continues learning about principles of Emotional Intelligence (EI), with a focus on awareness of others and relationship-management  
• Regularly asks for and provides feedback from/to others to ensure positive, transparent relationships  
• Demonstrates flexibility, open-mindedness and partnership when working with others through the habit of working with others from a position of “yes, if…”  
• Engages effectively in difficult conversations  
• Actively engages in (versus simply “attending”) a community of practice or other way of working with groups of colleagues to cultivate relationships while collaborating with others | • Facilitates learning about principles of Emotional Intelligence (EI) with others, while continuing to engage in one’s own exploration of EI  
• Facilitates best practices for others to seek and provide feedback in support of positive, transparent relationships across HR  
• Proactively mentors others to cultivate flexibility and open-mindedness when working with others by modeling and teaching a “yes, if…” approach to working with stakeholders  
• Helps facilitate/lead a community of practice or other way of working with groups of colleagues to cultivate relationships and increased collaboration across HR  
• Facilitates difficult conversations among others  
• Influences others and outcomes through the provision of specific, feasible, supportive feedback to others |
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<th>Fosters team spirit by acknowledging and sharing credit</th>
<th>Begins learning how to recognize and encourage talents of others</th>
<th>Proactively recognizes others and attempts to use special talents of colleagues</th>
<th>Models best practices for recognizing others and utilizing the special talents of colleagues</th>
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<td>Demonstrates the habit of sharing ideas and involving colleagues in day-to-day and strategic work</td>
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<td>Facilitates the cultivation of these best practices among others who are learning</td>
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<td>Facilitates mutually beneficial outcomes effectively and inclusively, including facilitating difficult conversations and the mediation of disputes</td>
<td>Begins learning about consensus-building</td>
<td>Takes opportunities in working with others to practice consensus-building</td>
<td>Helps teams and groups to reach consensus</td>
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<td>Begins exploring one’s own identity and learning about unintended bias and its impact on others</td>
<td>Proactively checks for unintended bias when involved in employee or colleague disputes</td>
<td>Mentors others’ learning about identity and unintended bias to facilitate successful handling of employee or colleague disputes among HR colleagues</td>
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<td>Begins learning about the importance of mutually beneficial outcomes in conflict resolution; shadows others with more experience</td>
<td>Facilitates discussion of issues and conflicts, in the service of fostering mutually beneficial outcomes</td>
<td>Models for and teaches others how to facilitate discussion of issues and conflicts, in the service of helping others to foster mutually beneficial outcomes</td>
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<td>Understands the role of shared governance and how to effectively partner/interact with these groups</td>
<td>Learns about the Shared Governance entities in one’s division and on campus and how each serves its represented employees</td>
<td>Communicates to employees how they are served by Shared Governance entities</td>
<td>Serves as an ambassador for Shared Governance entities</td>
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<td>Develops recognition that there’s a relationship to be built with one’s Shared Governance entity, and explores options for becoming informed and/or getting involved</td>
<td>Proactively informs oneself and/or gets involved with one’s Shared Governance entity</td>
<td>Encourages others to learn about and get involved with Shared Governance entities</td>
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<td>Begins building strong relationships with divisional and campus governance groups</td>
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<td>Has cultivated a reputation for strong relationship with and involvement in campus governance groups</td>
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<td>Models exploration of other’s way of thinking within Shared Governance especially when there are strong differences of opinion</td>
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