The iLead program leverages the strengths of others to achieve common goals by effectively:	The **LEADERSHIP BADGE** validates that the earner has demonstrated the ability to leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to use empathetic skills to guide and motivate, and to organize, prioritize, and delegate work. In order to obtain the **iLead Leadership Badge**, a student must obtain a score of at least 15 points with all dimensions rated at competent or above.			
Competency #1	*Activities to Complete*	**Accomplished - 5**	**Competent - 3**	**Developing - 1**
Identify an understanding of one's personality, belief's, capacities interests so as to develop a greater depth of understanding of oneself in order to engage in more authentic and productive behavior. *(Assessing individual and collective strengths, weaknesses, and capacities to achieve the desired goal)**	*Students will complete an assessment called True Colors and engage in dialogue with their peers to get an understanding of themselves.*	*Student completed the assessment, engaged in meaningful dialogue, and through self-reflection discovered defining behaviors that aligned with their values. They then used the new knowledge to share with the group how the acquired information will be used in order to engage in more authentic and productive behaviors.*	*Student demonstrated an ability to engage in meaningful dialogue regarding a reflection of their own value and defining congruence and discussing the behaviors in which line up with their values.*	*Student did not complete the assessment and/or did not engage in dialog regarding the findings.*
Competency #2	*Activities to Complete*	**Accomplished- 5**	**Competent - 3**	**Developing - 1**
Articulate goals and vision as it pertains to academic and/or personal life. *(Articulating a vision and strategy)**	*Students will create a vision board and identify a plan on how they will reach their 3-4 goals.*	*Students presented and shared their vision with their peers in the class. They then used this vision board to present to at least 5 peers outside of the iLead program regarding their plan and vision for their 3-4 goals.* Demonstrates the ability to articulate a vision and strategy for achieving goals and reflects on how their message affects others, and adjusts as appropriate.	*Student created a plan to achieve 3-4 SMART goals by creating a Vision Board. This board will detail a plan on how these goals can be achieved and how they pertain to their academic and/or personal life.* Demonstrates some ability to articulate a vision and strategy for achieving goals and some reflection on how their message affects others, and sometimes adjusts as appropriate.	*Student did not identify 3-4 goals nor did they complete a vision board.*

Competency #3	Activities to Complete	Accomplished - 5	Competent - 3	Developing - 1
Gain skills in working with others toward a common objective through the sharing of ideas and distribution of responsibilities across team members in an effort to reach the objective most effectively. *(Reflecting on how one's leadership affects process and outcomes and adjusting as appropriate)** *(Organizing, prioritizing, and delegating work, roles and responsibilities)**	*Students will create and present a 10-minute power point presentation that details their experience in the iLead program.*	*Students created and presented a power point that demonstrated they have learned skills throughout the iLead program. They then will share this knowledge will get approval from a faculty member to present to an academic class to share their experience.*	*The students will create a power point presentation that highlights what skills they have effectively gained throughout the program. They will then share 2-3 competencies that they have met in the program.*	Student did not complete the power point presentation.
Competency #4	**Activities to Complete**	**Accomplished - 5**	**Competent - 3**	**Developing - 1**
Assisting groups in developing a sense of shared purpose, commitment, trust and effectiveness so that group members work together in the most effective, efficient and empowering manner. *(Assessing individual and collective strengths, weaknesses, and capacities to achieve the desired goal)**	*Students will complete at least 2 high rope activities in the Student Leadership Retreat.* ***Virtual Equivalent:*** *Students will watch a video on vulnerability, will connect and reflect on lessons of vulnerability and trust with a randomly selected cohort member, and will complete a reflection paper using provided guiding questions.*	*Students will complete all of the high and low rope activities at the Student Leadership Retreat. They will then share with their peers on how they have developed a shared purpose, commitment and trust with the group.* ***Virtual Equivalent:*** *Students will complete all of the components of the online and virtual assignment and openly share their thoughts on trust and vulnerability with their team members.*	*Students will attend the Student Leadership Retreat and complete at least 2 high rope activities. These activities will demonstrate trust and commitment with other group members.* ***Virtual Equivalent:*** *Students complete all of the components of the virtual assignment.*	*Student did not attend the Student Leadership retreat.* ***Virtual Equivalent:*** *Student did not complete all the components of the virtual assignment*

Competency #5	Activities to Complete	Accomplished- 5	Competent - 3	Developing - 1
Intentionally building relationships essential to their leadership journey *(Engaging diverse or competing perspectives)**	*Students will complete 2 interviews with an administrator/manager on campus as well as a member of the LDI program. Students will also have to complete at least a one-page reflection paper that compares both interviews.*	*Students will complete a reflection paper that compares the two interviews. Students must add at least two paragraphs in the paper that details who they have met all of the competencies required for the micro credential. Students will also include at least paragraph on how they have worked to build relationships with their peers in the program and detail what activities help to build those relationships*	*Students will complete a reflection paper that compares the two interviews. Students must at least two paragraphs in the paper detailing how they have met all of the competencies required for the micro credential.*	*Student did not complete the interviews nor submitted a reflection paper.*

* Competencies based on skills identified by employers as critical for career success. Aligned to NACE framework and adapted from leadership dimensions defined by USM Digital Badging Initiative Collaborative, this work is licensed under a Creative Commons Attribution License CC BY 4.0.