



Strategy: Essential Skills Development

Facilitators: SuperAdvisor

Target Audience: DSA Team Members, one-on-one conversations ideal

Location: Face to face

Date/time: Determined by participants, e.g., regularly scheduled meeting

Needed Materials: Essential Skills rubric (see appendix)

LEARNING OUTCOME

Students will hone essential collaboration skills such as Teamwork and Problem Solving.

Implementation Outline

1. Ensure your student knows your intention to help them succeed by developing meaningful collaborations.
2. Consider cultural differences and various perspectives that could affect the outcome as well as how participants approach the cultivation.
3. Together with your student, decide which essential skill will be best for this semester—Team work or Problem-solving. Give your student a copy of the selected rubric. Describe it as a tool that will help you both identify ways to improve the essential skill.
 - a. Rubrics can be intimidating for some, but they are helpful teaching tools we can master. Alleviate anxiety by drawing their focus to the first column, which names each of the skill sets dimensions. Next, point out the subsequent columns, which describe differences in quality within each key element.
4. Ask your student to describe a few times within the last month when they have used this skill set in the context of your program.
5. Referring to their examples, ask that they self-evaluate their aptitude on the skill-set dimensions described in each row of the rubric. Separately, record your rating of them as well.
6. When finished, share each other's scores and describe examples leading to each evaluation. Have your student share their scores and examples first. Come to a consensus where scores differ.
7. Where are the low scores? What are the biggest gains? Use the rubric to identify 1-3 areas of improvement and the adjustments needed to enhance this essential skill. Create and enact a learning action plan.
8. Set the date and time for a follow-up cultivation when you will repeat steps 1-6 with new examples. This follow-up should occur in the same semester as the initial cultivation. Ask your student to describe what they learned from this cultivation activity. What areas of improvement remain? How will they use this experience to help them in their future professional life?
9. At the conclusion of the oral reflection, create a cultivation record using the [Cultivation Tracker \(link\)](#), which initiates the assessment process. Tell your student to expect a follow-up email from the Division Office that will include a link to access and submit a final cultivation reflection. Tell them the final step is designed to achieve the desired learning outcomes while also formally recording the experience in official records.

