Bridging Student Affairs and Academic Affairs Using the Student Leadership Competencies

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Presentation Outline
- Overview of the Student Leadership Competencies
- Review mission based process FIU used to focus/narrow competencies
- FIU’s Academic Responses
- Assessment
- Discussion of other best practices and an idea exchange
- Closing remarks and Q&A

OVERVIEW OF STUDENT LEADERSHIP COMPETENCIES

Competencies Study
- Develop measurable competencies for student leadership development grounded in theory and research
- Develop measurements to assess student learning and development around leadership
- Link leadership competencies to those expected in academic programs

Original SLC List

Accrediting Agencies
Accrediting Agencies

Competency Research

Research Findings

Competency Dimensions

SLC Resources

- **Knowledge (K):** Knowledge of or understanding of the value of a competency
- **Value (V):** Value placed on a competency
- **Ability (A) (Motivation or Skill):** Internal motivation to engage in a certain behavior or skill level to perform a certain behavior
- **Behavior (B):** Engagement in a certain behavior

Career/competency database

- 97 accrediting organizations
- 522 academic programs
- 17,577 learning outcomes
- 100% of all organizations had at least one SLC
- 30% of all organizations had at least half of their outcomes with an SLC
- 27% of all outcomes (17,577) had at least one SLC

Model map

Curriculum/Learning Tools

- Competency Mapping
  - Model maps-JB/SLC website
  - Academic program database-JB
  - Matrix-website
- Assessment Tools
  - Self evaluations-JB
  - Sample evaluations-SLC website
  - Rubrics-see me
  - Badges-see me
  - Value reflections-see me
- SLC Resources
  - Book-Amazon
  - Workbook-SLC website
  - App-Apple store

www.studentleadershipcompetencies.com
FIU’S MISSION BASED PROCESS OF NARROWING THE COMPETENCIES

Mission
• The mission of the Center for Leadership and Service is to provide students with developmental and experiential opportunities that foster leadership and community involvement, grounded in values and moral purpose. Through leadership education, service learning, advocacy, and volunteerism, students will become active global citizens on campus, in their respective communities, and in the workplace.

Key Assumptions
• Leadership is concerned with effecting change on behalf of others and society
• Leadership is collaborative
• Leadership is a process rather than a position
• Leadership is value-based
• All students (not just those in formal positions) are potential leaders
• Service is a powerful vehicle for developing students’ leadership skills

Programs Goals
• Enhance student learning and development: more specifically, to develop in each student participant greater:
  • Self-knowledge: understanding of one’s talents, values, and interests, especially as these relate to the student’s capacity to provide effective leadership
  • Leadership competence: the capacity to mobilize oneself and others to serve and work collaboratively
  • Active Citizenship: to encourage students to realize their potential to impact their community through volunteerism and service-learning
• Facilitate positive social change at the university and in the community. That is, to undertake action which will help the university and community to function more effectively and humanely.
• Prepare students to assume leadership roles on campus, in the community, and in the workplace

Clarified Values
Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Student leaders should reflect and engage in the process of values clarification to enhance personal growth and group effectiveness.

Learning Outcomes:
• Demonstrates willingness to scrutinize personal beliefs and values
• Identifies and explains how personal, work, and lifestyle values affect decision making
• Understands how culture influences one’s own values
• Acts and makes decisions in congruence with personal values and the mission of the institution

Suggested Activities:
• Analyze case studies that lead to clarifying personal and group values
• Engage in diversity dialogues and cross-cultural actions and decisions
• Learn about community service, civic engagement, service learning and/or social justice activities
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Self-Awareness and Development

Self-Awareness and Development offer leaders a compass to navigate through a variety of leadership situations and challenges. Student leaders should reflect and engage in the process of self-awareness and development to enhance personal growth and group effectiveness.

- Understands the value in acting in alignment with my values.
- Motivated to engage in self-development.
- Willingness to enhance understanding of self.

Effective Communication

Effective communication helps ensure achievement of goals. Student leaders have vast opportunities with varying constituencies to practice communication and learn effective communication strategies. When communication is a focal point of student learning, individuals will personally benefit and organizations will be run more efficiently.

- Conveys messages and influences others through writing, speaking, or non-verbal expression
- Develops and facilitates thoughtful presentations
- Works in teams and in multicultural settings
- Illustrates the effective use of listening skills
- Writes clearly, concisely, and to the point
- Writes only after reflection

Communication

Effective communication helps ensure achievement of goals. Student leaders have vast opportunities with varying constituencies to practice communication and learn effective communication strategies. When communication is a focal point of student learning, individuals will personally benefit and organizations will be run more efficiently.

- Understands how to negotiate conflict effectively.
- Ability to facilitate effectively.
- Engages in active listening, non-verbal communication, and verbal communication effectively.
Diversity
Understanding of diversity is developed through celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus and beyond, education and awareness of the concerns of those communities, and support of the ongoing inclusion, understanding and dignity of all members within the campus and beyond. Being able to understand one’s own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.
• Understands one’s own identity, privilege, and culture.
• Recognizes the contributions diversity brings to their own campus and society.
• Seeks involvement with people different from oneself.
• Advocates equity and inclusiveness.
• Positively impacts others’ perspectives on diversity.

Civic Responsibility
Understanding of civic responsibility is developed through celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus and beyond, education and awareness of the concerns of those communities, and support of the ongoing inclusion, understanding and dignity of all members within the campus and beyond. Being able to understand one’s own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.
• Motivated to act in a socially just manner.
• Promotes diversity and understanding of others’ circumstances.
• Engages in inclusive behavior.
• Understands the value of serving the community and being socially responsible.

Interpersonal Skills
Interpersonal skills are critical for successful leadership. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. Their work is often supported by several on- and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.
• Establishes mutually trustworthy and rewarding relationships with peers, faculty and staff members, friends and colleagues.
• Listens to and considers others points of view.
• Treats others with respect.
• Develops and maintains satisfying interpersonal relationships.
• Seeks out and accepts feedback while being able to differentiate between personal and work relationships.

Interpersonal Interaction
Interpersonal interactions are critical for successful leadership. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. Their work is often supported by several on- and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.
• Understands how to collaborate effectively.
• Ability to motivate and empower others.
• Utilizes others’ contributions effectively.
• Develops productive relationships with others through mentorship and/or interacting with others appropriately.

Leadership Development
Student leaders must understand that their role is to be a positive change agent, to influence others, and create a vision. Leadership is a process rather than a position. Leadership is relationship-oriented and situational in nature.
• Moves the organization toward the mission and strategic goals of the organization.
• Holds self and members accountable.
• Recognizes the ethical components of leadership and applies them.
• Develops an organization inclusive of teambuilding, collaboration, and strategic planning.
• Encourages institutional pride and community building among student body.
• Displays the capability to influence others through non-traditional leadership roles.
• Seeks in a leadership role in a student organization or community group.

Group Dynamics
Student leaders must understand how group dynamics function in order to successfully lead a team. They should also recognize that their role is to be a positive change agent, to influence others, and create a vision. Leadership is a process rather than a position. Leadership is relationship-oriented and situational in nature.
• Values creating change effectively.
• Understands the process of group development.
• Awareness of organizational behavior.
• Ability to respond to power dynamics effectively.

Personal Behavior
Student leaders must take personal responsibility at all times but especially when representing the college/university. Student leaders should carry out the essential tasks related to providing programs and services. Their work is often supported by several on- and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.
• Aligns personal values, skills, and abilities with the values of the organization and its constituencies.
• Takes responsibility for personal behavior and acts in an ethical manner.
• Demonstrates resilience and the ability to respond to ambiguity and change.
• Establishes healthy boundaries and satisfying lifestyle habits.

Strategic Planning
Student leaders carry a significant role toward enhancing opportunities following the undergraduate experience. Student leaders have a unique opportunity to learn and practice effective strategic planning through event management. Student leaders should also consider early and frequently educational and position requirements for the work they hope to do upon completion of their formal education. Timing consideration and reflection will allow the student to practice this critical skill necessary for their career choice.
• Ability to articulate goals effectively.
• Understands how to develop a mission and vision effectively.
• Identifies importance of professional development.

Learning and Reaching
Many of the issues that arise when leading a group involve a different level of power and influence. Leaders must recognize that their role is to be a leader first and a facilitator second. Learning and reaching are critical to successful leadership. Student leaders should strive toward understanding the appropriate steps and issues involved in event planning and management that allow them to practice this competency.
• Ability to understand the value of making decisions appropriate to each situation.
• Understands how to solve problems effectively.
• Articulates the value of reflecting on experiences to apply learning in the future.

Healthy Behaviors & Satisfying Relationships
Understanding health choices that ensure wellness and positive lifestyle management. Student leaders must understand understanding the importance of maintaining a healthy lifestyle both while in college and beyond. Balancing time between work, education, personal, and leisure time is critical.
• Establishes mutually trustworthy and rewarding relationships with peers, faculty and staff members, friends and colleagues.
• Listens to and considers others points of view.
• Treats others with respect.
• Develops and maintains satisfying interpersonal relationships.
• Seeks out and accepts feedback while being able to differentiate between personal and work relationships.

Event Management Program Development
Student leaders must take personal responsibility at all times but especially when representing the college/university. On- and off campus behaviors should match the values of the organization and its constituencies. Establishing healthy boundaries while in college also translates into healthy boundaries after college. Balancing time between school, work, leisure, recreation, and family will help student leaders stay emotionally, physically, and spiritually grounded.
• Places a value on taking initiatives.
• Maintains to failure through on responsibilities.
• Takes responsibility for personal behavior and acts in an ethical manner.
• Demonstrates resilience and the ability to respond to ambiguity and change.
• Establishes healthy boundaries and satisfying lifestyle habits.

FIU’S ACADEMIC RESPONSES

@NASPAtweets  #NASPA16

@NASPAtweets  #NASPA16

@NASPAtweets  #NASPA16

@NASPAtweets  #NASPA16

@NASPAtweets  #NASPA16

@NASPAtweets  #NASPA16

@NASPAtweets  #NASPA16

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@NASPAtweets  #NASPA16
Hospitality

• Created a specialized Advanced Leadership Challenge (ALC) Guide
• Require students to learn about and write a reflection on the ALC (in hopes that they will sign up and engage!)
• Call me every time they have considered changing or adding an in-house leadership program

Business

– Interested in a specialized ALC
– Considering using as a guide for their in-house leadership program

Pre-Health

– Specialized ALC
– Considering incorporating into their required leadership portfolios

College of Medicine

– Developing a specialized ALC
– Requesting presentations based on the competencies

Liberal Arts

– Considering incorporating into their required cornerstone class

Law

– Requested a consultation to help improve a program they were developing that could incorporate the competencies

SLS (first year experience class)

– Experimenting with the use of the competencies in a class utilizing the pre & post assessment

Academic Advisors

– All 175 introduced to the competencies
– Workshop offered after that presentation to help them learn how to advise on the competencies
– User guide was developed for their reference
30 Question Pre & Post survey
Behavior based questions
Qualtrics and Scantron options
In the process of running reliability and validity on the instrument
Intended to show positive change
Pre results can be used to guide training

ASSESSMENT

ACADEMY OF LEADERS FALL 2015

RELAY FOR LIFE 2015-16
Discussion / Questions?

SAVE THE DATE
March 11-15, 2017