

## 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



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## OVERVIEW OF STUDENT LEADERSHIP COMPETENCIES



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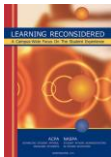
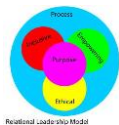
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## Accrediting Agencies

Association to Advance Collegiate Schools of Business	American Osteopathic Association
American Association of Family and Consumer Sciences	American Occupational Therapy Association
American Academy of Forensic Sciences	American Psychological Association
American Association of Health Educators	American Podiatric Medical Association
National Association for Sport & Physical Education	American Psychiatric Association
American Association of Marriage and Family Therapy	Association to Advance Collegiate Schools of Business International
American Association of Nurse Practitioners	American Speech-Language-Hearing Association
American Bar Association	American Society of Health-System Pharmacists
The American Board for Certification in Psychology, Inc.	American Society of Landscape Architects
Applied Science, Computing, Engineering, and Technology	Association of Technology, Management, and Applied Engineering
American Board of Dental Service Education Committee on Accreditation	Association of Theological Schools
Accreditation Commission for Audiology Education	American Veterinary Medical Association
Accreditation Commission for Architecture and Interior Design	Commission on Accreditation of Allied Health Education Programs
Accreditation Council for Business Schools and Programs	Commission on Accreditation of Athletic Training Education
American Council for Construction Education	Council for Accreditation of Cooperative and Related Educational Programs
Association for Childhood Education International	American Dietetic Association Commission on Accreditation for Dietetics Education
Accrediting Council on Education in Journalism and Mass Communications	Commission on Accreditation for Health Informatics and Information Management
American Culinary Federation's Education Foundation	Commission on Accreditation of Healthcare Management Education
Accreditation Commission for Midwifery Education	Council on Chiropractic Education
Accreditation Council for Pharmacy Education	Commission on Collegiate Nursing Education
Association for Clinical Pastoral Education	Council on Exceptional Children
American Council on the Teaching of Foreign Languages	Commission on College Interpreter Education
American Dental Association	Council on Education for Public Health
Association for Educational Communications and Technology	Council for Interior Design Accreditation
American Library Association Committee on Accreditation	Council on Nursing/Health Medical Education
American Association of School Librarians	Commission on Occupational Accreditation
Education for Middle Level Education	

## Original SLC List



**CAS** Council for the Advancement of Standards in Higher Education



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## Accrediting Agencies

Council on Accreditation of Nurse Anesthesia Educational Programs	National Association for the Education of Young Children
National Recreation and Park Association Council on Accreditation of Parks, Recreation, Trails, and Related Professions	National Association for Gifted Children
Commission on Accreditation for Respiratory Care	National Association of Schools of Arts and Design
Commission on Osteopathic College Accreditation	National Association of Schools of Dance
Commission on Massage Therapy Accreditation	National Association of Schools of Music
Council on Rehabilitation Education	National Association of School Psychologists
Council on Social Work Education	National Association of Schools of Public Affairs and Administration
National Environmental Health Science & Protection Accreditation Council	National Association of Schools of Theater
International Leadership Consortium Group	National Council for Accreditation of Counseling Education
Global Accreditation Center	National Council for Accreditation of Teacher Education
International Assembly for Colleges Business Education	National Council of Teachers of English
International Fire Service Accreditation Congress Degree Assembly	National Council of Teachers of Mathematics
International Reading Association	National League for Nursing Accrediting Commission, Inc.
International Society for Technology in Education	National Science Teachers Association
International Technology and Engineering Educators Association	Planning Accreditation Board
Joint Review Committee on Educational Programs in Radiologic Technology	Psychological Clinical Science Accreditation System
Joint Review Committee on Educational Programs in Nuclear Medicine Technology	Society of American Foresters
Liaison Committee on Medical Education	Teacher Education Accreditation Council, Inc.
Midwestern Education Accreditation Council	Teachers of English to Speakers of Other Languages
National Accrediting Agency for Clinical Laboratory Sciences	
North American Association for Environmental Education	



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## Competency Research

97 accrediting  
organizations

Career/competency  
database

522 academic  
programs



Model map

17,577 learning  
outcomes

240  
measurements



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## Research Findings

41% of all  
organizations  
"leadership"  
appears

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  
(17577) had at  
least one SLC

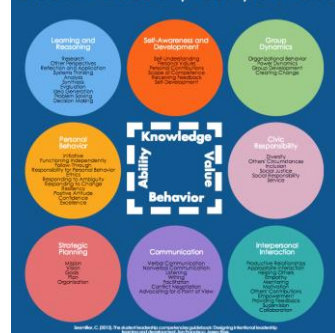


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## Student Leadership Competencies



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## Competency Dimensions

- ◉ **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



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## SLC Resources

### 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

### Curriculum/Learning Tools

- ◉ Book-Amazon
- ◉ Workbook-SLC website
- ◉ App-Apple store

[www.studentleadershipcompetencies.com](http://www.studentleadershipcompetencies.com)



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Center for Leadership and Service

## FIU'S MISSION BASED PROCESS OF NARROWING THE COMPETENCIES



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### 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



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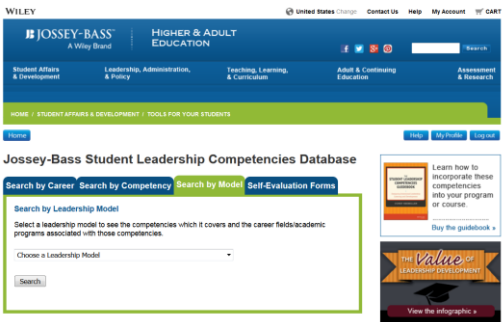


### Programs Goals

- 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



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Competency	2014 Standard	The Five Domains of Leadership Competencies (The Student Leadership Challenge)	Emotionally intelligent leadership (Emotionally intelligent leadership for a better world)	Strategic Change Skills (Leadership for a better world)	The Behavioral practices (Practicing Leadership)	Current Student Leadership Competencies	ASL	ASL	ASL
Analysis	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency			
Reasoning	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency			
Decision Making	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency	Cognitive Competency			
Communication	Communication Competency	Communication Competency	Communication Competency	Communication Competency	Communication Competency	Communication Competency			
Teamwork	Teamwork Competency	Teamwork Competency	Teamwork Competency	Teamwork Competency	Teamwork Competency	Teamwork Competency			
Leadership	Leadership Competency	Leadership Competency	Leadership Competency	Leadership Competency	Leadership Competency	Leadership Competency			
Service Learning	Service Learning Competency	Service Learning Competency	Service Learning Competency	Service Learning Competency	Service Learning Competency	Service Learning Competency			
Global Citizenship	Global Citizenship Competency	Global Citizenship Competency	Global Citizenship Competency	Global Citizenship Competency	Global Citizenship Competency	Global Citizenship Competency			
Active Citizenship	Active Citizenship Competency	Active Citizenship Competency	Active Citizenship Competency	Active Citizenship Competency	Active Citizenship Competency	Active Citizenship Competency			
Leadership Development	Leadership Development Competency	Leadership Development Competency	Leadership Development Competency	Leadership Development Competency	Leadership Development Competency	Leadership Development Competency			
Leadership Assessment	Leadership Assessment Competency	Leadership Assessment Competency	Leadership Assessment Competency	Leadership Assessment Competency	Leadership Assessment Competency	Leadership Assessment Competency			



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### FIU Student Leadership Summit Competencies

#### 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.

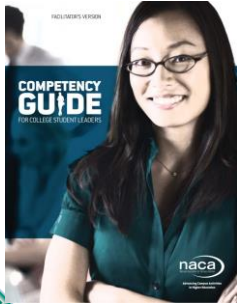
#### Learning Outcomes:

- 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/honest conversations on difference
- Learn about community service, civic engagement, service learning and/or social justice activities

## Other Influences



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## Subject Matter Expert Assistance

Competency	Original Competency	Center for Leadership & Service
1 - Learning & Reasoning	Analysis	X
1	Decision Making	X
1	Evaluation	X
1	Idea Generation	X
1	Other Perspectives	X
1	Problem Solving	X
1	Reflection and Application	X
1	Research	X
1	Synthesis	X
1	Systems Thinking	X
2 - Self-Awareness & Development	Personal Contributions	X
2	Personal Values	X
2	Receiving Feedback	X
2	Scope of Competence	X
2	Self-Development	X
2	Self-Understanding	X

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Category	Original Competency	Center for Leadership & Service
1 - Learning & Reasoning	Analysis	X
1	Decision Making	X
1	Evaluation	X
1	Idea Generation	X
1	Other Perspectives	X
1	Problem Solving	X
1	Reflection and Application	X
1	Research	X
1	Synthesis	X
1	Systems Thinking	X
2 - Self-Awareness & Development	Personal Contributions	X
2	Personal Values	X
2	Receiving Feedback	X
2	Scope of Competence	X
2	Self-Development	X
2	Self-Understanding	X

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Blue = Old; Black = New

## OLD VS NEW FIU CLS STUDENT LEADERSHIP COMPETENCIES

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### 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.

- 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

### 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.

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### 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 and speaks 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.

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### 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 equality and inclusiveness
- Positively impacts others' perspectives on diversity



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### 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



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### 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
- Serves in a leadership role in a student organization or community group



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### 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.

### Strategic Planning

Student leadership can play 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. Timely consideration and reflection will allow the student to utilize campus leadership opportunities to hone the skills and competencies 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 Reasoning

Many of the issues that arise when leading a group involve a different level of cognitive thinking, which has student leaders making decisions, resolving conflicts, and reflecting. Students develop and apply learning and reasoning when they engage in event management. 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.



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### Personal Behavior

Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behaviors should match the values of the organization and institution leaders represent. Establishing healthy lifestyle habits while in college also translates into healthy lifestyle habits 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 initiative.
- Motivated to follow-through on responsibilities.
- Takes responsibility for personal behavior and acts in an ethical manner.
- Demonstrates resiliency and the ability to respond to ambiguity and change.
- Establishes healthy behaviors and satisfying lifestyle habits.

### Event Management/Program Development

Student leaders have a unique opportunity to learn and practice effective event management. Student leaders should drive toward understanding the appropriate steps and issues involved in event planning and management.

- Understands and practices the steps of effective programming
- Clearly articulates vision and objectives for programming success
- Utilizes personnel and financial resources appropriately
- Engages others in program planning through communication
- Implements appropriate risk management strategies
- Delegates tasks and holds committee members accountable
- Negotiates contract adhering to college/university policies and practices
- Manages program development, implementation and evaluation in an organized manner

### Social Responsibility

Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behaviors should match the values of the organization and institution leaders represent.

- Appropriately challenges the unfair, unjust, or unethical behavior of other individuals or groups.
- Participates in service/volunteer activities and understands the importance of civic engagement.

• Understands, articulates, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms



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### Healthy Behaviors & Satisfying Lifestyles

Establishing healthy lifestyle habits while in college translates into healthy lifestyle habits after college. Balancing time between school, work, leisure, recreation, and family will help student leaders stay emotionally, physically, and spiritually grounded.

- Achieves balance between education, work, and unstructured free time
- Articulates and meets goals for work, leisure, and education
- Maintains a healthy physique
- Articulates the relationship between health and wellness and accomplishing life-long goals
- Chooses behaviors and environments that promote health and reduce risk

### Professional Development

Student leadership can play a significant role toward enhancing opportunities following the undergraduate experience. Student leaders should consider early and frequently educational and position requirements for the work they hope to do upon completion of their formal education. Timely consideration and reflection will allow the student to utilize campus leadership opportunities to hone the skills and competencies necessary for their career choice.

- Articulates career choices based on assessment of interests, values, skills, and abilities
- Articulates the characteristics of a preferred work environment
- Constructs a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments
- Takes steps to initiate a job search or seek advanced education



## FIU'S ACADEMIC RESPONSES



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## 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



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The Hospitality Advanced Leadership Challenge (ALC) is an opportunity for students to articulate how the competencies they are being studied in the classroom help prepare them for the workforce to employers.

**Hospitality Advanced Leadership Challenge (ALC) Undergraduate Participant Log**

Participant Information	Faculty
Name	
Primary Email	Contact Number
College/University	Class Standing (year)
Major	Minor
ALC Start Date (semester/year)	Expected Graduation Date (semester/year)

To complete the ALC, all listed competencies must be completed. Within each competency box, there is a knowledge section and an action section. Knowledge is what you learned about the competency. Action is what you did to demonstrate the competency. A student must complete a program in the action section for a minimum of three competencies. Though programs cover multiple competencies, a program can only be counted for one competency unless they are listed here:

- Leadership in Hospitality (Competency 1)
- Event Planning (Competency 2)
- Food Safety and Sanitation (Competency 3)
- Food Service Management (Competency 4)
- Food Service Operations (Competency 5)
- Food Service Safety (Competency 6)
- Food Service Supervision (Competency 7)
- Food Service Training (Competency 8)
- Food Service Quality (Competency 9)
- Food Service Innovation (Competency 10)
- Food Service Sustainability (Competency 11)
- Food Service Ethics (Competency 12)
- Food Service Communication (Competency 13)
- Food Service Leadership (Competency 14)
- Food Service Teamwork (Competency 15)
- Food Service Customer Service (Competency 16)
- Food Service Problem Solving (Competency 17)
- Food Service Decision Making (Competency 18)
- Food Service Conflict Resolution (Competency 19)
- Food Service Negotiation (Competency 20)
- Food Service Persuasion (Competency 21)
- Food Service Influence (Competency 22)
- Food Service Collaboration (Competency 23)
- Food Service Cooperation (Competency 24)
- Food Service Compromise (Competency 25)
- Food Service Accommodation (Competency 26)
- Food Service Adaptability (Competency 27)
- Food Service Flexibility (Competency 28)
- Food Service Creativity (Competency 29)
- Food Service Innovation (Competency 30)
- Food Service Entrepreneurship (Competency 31)
- Food Service Risk Taking (Competency 32)
- Food Service Initiative (Competency 33)
- Food Service Self-Motivation (Competency 34)
- Food Service Self-Direction (Competency 35)
- Food Service Self-Management (Competency 36)
- Food Service Self-Development (Competency 37)
- Food Service Self-Improvement (Competency 38)
- Food Service Self-Reflection (Competency 39)
- Food Service Self-Assessment (Competency 40)
- Food Service Self-Monitoring (Competency 41)
- Food Service Self-Regulation (Competency 42)
- Food Service Self-Organization (Competency 43)
- Food Service Self-Maintenance (Competency 44)
- Food Service Self-Protection (Competency 45)
- Food Service Self-Defense (Competency 46)
- Food Service Self-Reliance (Competency 47)
- Food Service Self-Sufficiency (Competency 48)
- Food Service Self-Independence (Competency 49)
- Food Service Self-Confidence (Competency 50)
- Food Service Self-Respect (Competency 51)
- Food Service Self-Regard (Competency 52)
- Food Service Self-Value (Competency 53)
- Food Service Self-Worth (Competency 54)
- Food Service Self-Dignity (Competency 55)
- Food Service Self-Pride (Competency 56)
- Food Service Self-Respect (Competency 57)
- Food Service Self-Regard (Competency 58)
- Food Service Self-Value (Competency 59)
- Food Service Self-Worth (Competency 60)
- Food Service Self-Dignity (Competency 61)
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- Food Service Self-Worth (Competency 96)
- Food Service Self-Dignity (Competency 97)
- Food Service Self-Pride (Competency 98)
- Food Service Self-Respect (Competency 99)
- Food Service Self-Regard (Competency 100)

For more information go to [go.fiu.edu/FIUALC](http://go.fiu.edu/FIUALC)

FIU Student Affairs




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- 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



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- 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



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- 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



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# FIU Student Affairs

Program Name, Year, Pre or Post

Please review the following list of knowledge and skills statements. Rank yourself using the rating scale below for each statement. Please record your answers on the [survey sheet](#). Do not forget to put your Panther ID number on the [survey sheet](#).

Rating Scale	A = Low	B = Low/Medium	C = Medium	D = Medium/High	E = High
1	2	3	4	5	6
Self-Assessment of Knowledge and Skills based on the following statements:					
1	I try to take what I learned from an experience and integrate it in my future actions.				
2	I try to fully understand a situation before making a decision.				
3	I am able to determine the most appropriate solution to a problem.				
4	I try to make decisions align with my values.				
5	I try to participate in opportunities that help me develop my personal and professional competencies.				
6	I have engaged in experiences that help me understand myself better.				
7	I am able to work with others towards a common objective.				
8	I am able to let others take the lead so they can learn and grow even if I think I can do the job better.				

## ASSESSMENT



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- 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



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## ACADEMY OF LEADERS FALL 2015

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	Percent Change
Par 1					
PostMean	4.2511	105	.45339	.04308	
PreMean	4.4076	104	.34681	.03375	+4.26
Par 2					
SPPostMean	4.5119	105	.56527	.05526	
SPPreMean	4.2646	105	.58304	.05651	-4.69%
Par 3					
SPPostMean	4.4851	105	.52457	.05109	
SPPreMean	4.3003	105	.46457	.04609	+4.36
Par 4					
SPPostMean	4.2129	105	.55721	.05544	
SPPreMean	4.0446	105	.76480	.07613	+4.16
Par 5					
SPPostMean	4.0759	105	.48790	.04844	
SPPreMean	3.7987	104	.76189	.07494	+7.3
Par 6					
SPPostMean	4.5117	105	.52716	.05166	
SPPreMean	4.1811	105	.63761	.06248	+8.4
Par 7					
ConPostMean	4.0093	105	.45259	.04468	
ConPreMean	3.8985	105	.76188	.07464	+4.38
Par 8					
SPPostMean	4.2428	99	.42452	.04267	
SPPreMean	4.1212	99	.77292	.07768	+3.9
Par 9					
SPPostMean	4.3276	99	.48275	.04862	
SPPreMean	4.2105	99	.57197	.05764	+2.95



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## ACADEMY OF LEADERS FALL 2015

Paired Samples Test											
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
					Lower	Upper	t	df	Sig. (2-tailed)		
Par 1	PostMean - PreMean	.1565	.2555	.0250	-.0929	.4059	1.59	103	.11		
Par 2	SPPostMean - SPPreMean	-.0271	.6707	.0653	-.1538	.0997	-.771	103	.443		
Par 3	SPPostMean - SPPreMean	.1856	.2555	.0250	-.0929	.4059	1.59	103	.11		
Par 4	SPPostMean - SPPreMean	.1682	.6502	.0523	-.0233	.3597	1.889	103	.067		
Par 5	SPPostMean - SPPreMean	.2772	.3629	.0364	.2044	.3500	3.804	103	.000		
Par 6	SPPostMean - SPPreMean	.3306	.7509	.0751	.1805	.4807	3.885	103	.000		
Par 7	ConPostMean - ConPreMean	.1108	.6609	.0631	-.0125	.2341	1.756	103	.084		
Par 8	SPPostMean - SPPreMean	.1216	.6609	.0631	-.0125	.2567	1.494	103	.139		
Par 9	SPPostMean - SPPreMean	.1170	.7602	.0740	-.0108	.2448	1.476	103	.147		



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## RELAY FOR LIFE 2015-16

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	Percent Change
Par 1					
PostMean	4.2511	29	.46206	.07598	
PreMean	4.2489	29	.46200	.07673	+4.01
Par 2					
SPPostMean	4.4018	29	.33105	.06266	
SPPreMean	4.2718	29	.42641	.08011	+4.97
Par 3					
SPPostMean	4.5005	29	.45812	.08810	
SPPreMean	4.3935	29	.47187	.08910	+2.44
Par 4					
SPPostMean	4.0714	29	.65317	.12465	
SPPreMean	4.1109	29	.56719	.10718	-4.51
Par 5					
SPPostMean	3.9881	29	.75463	.13870	
SPPreMean	3.9427	29	.59821	.11038	+4.82
Par 6					
SPPostMean	4.3304	29	.47367	.08919	
SPPreMean	4.3500	29	.52361	.09677	+1.89
Par 7					
ConPostMean	3.8830	29	.43439	.13807	
ConPreMean	3.8032	29	.57878	.10938	+2.11
Par 8					
SPPostMean	4.3679	29	.47333	.13705	
SPPreMean	4.3564	29	.72463	.13690	+1.7
Par 9					
SPPostMean	4.3880	29	.43051	.08201	
SPPreMean	4.3121	29	.46147	.08701	+1.63



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## Reasons for Success

- Using a language our academic partners understand
- Tailor each conversation to the audience
  - Possible use in accreditation process
  - Resume Builder/Award for students
  - Competitiveness
  - Make it seem like their idea
- Being ok with having to “hurry up and wait”
- Collecting data



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**Discussion / Questions?**

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**SAVE THE  
DATE**

**March 11-15,  
2017**

