Promising Partnerships: Implementing Student Leadership Competencies for Intentional Student Development

The NASPA Student Leadership Programs Knowledge Community Presents

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Good morning and Welcome!

- Name
- Position
- Institution

- What brought you here this morning?

Leadership Competencies

Knowledge, values, abilities, and behaviors that help an individual contribute to or successfully engage in a role or task

Outcomes and Competencies

Learning Outcome
- What you want a student to DO after a learning experience

Competencies
- Help a student achieve the learning outcome

Outcomes and Competencies

Learning Outcome
- Demonstrate effective time management

Competencies
- Evaluation
- Organization
- Plan
- Follow-Through
Competencies Philosophy

What are we striving for in using a competency-based approach?

- Growth/development
- Proficiency/effectiveness
- Mastery

Competency Model Use

Leadership competency models are used:

- Across sectors such as business, nonprofit, healthcare, education, military, law enforcement, library science, and hospitality
- By nearly 75 percent of businesses
- By many professional associations

Critiques of Competencies

- Not situational
- Too many to master
- Not enough to cover the complexity of leadership
- Contradictions between competencies
- Deficit-model
- Leader-centric

Assets of Competencies

- Common language
- Clarify expectations
- Design intentional training
- Tool for leadership development
- Behavioral benchmarking
- Increase leadership skills in an organization

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

Competency Research

- 97 accrediting organizations
- 522 academic programs
- 17,577 learning outcomes
- Model map
- Career/competency database
- 240 measurements

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 (17,577) had at least one SLC

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
# Why Leadership Competencies?

- Creates a systematic method for intentional leadership development
- Provides an institution-wide means to measure leadership development
- Aligns with accreditation expectations
- Supports what employers want/need
- Provides quantifiable evidence for funding
- Contributes to a leadership brand
- Grounded in research
- Can be versatile and customizable based on institution and department needs

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# Using Competencies

1. Competency selection
2. Competency mapping
3. Curriculum (re) design
4. Resources and Tools
5. Assessment
6. Marketing
7. Best Practices

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# Competency Selection

<table>
<thead>
<tr>
<th>Competency Selection</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select competencies based on an existing model or theoretical framework</td>
<td>UW Oshkosh-Social Change Model</td>
</tr>
<tr>
<td>Create own model or framework and select appropriate competencies</td>
<td>Vanderbilt-LEPS (internal model)</td>
</tr>
<tr>
<td>Select competencies with no model or theoretical framework</td>
<td>Fairfield University-26 competencies</td>
</tr>
<tr>
<td>Select competencies based on values/mission</td>
<td>Lafayette College-Characteristics of founder</td>
</tr>
<tr>
<td>Gap analysis and focus on what competencies you do well (map first)</td>
<td>Wright State University-OL program</td>
</tr>
</tbody>
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# Database Frameworks

- Common Core and SLC Frameworks
- Other Frameworks
Competency Selection

- Select intended competencies for a program, event, role, or course.

Competency Mapping

Create maps (use all 60 competencies or selected competencies)
- Courses
- Co-curricular experiences
- Positions/roles
- Living learning communities

Identify gaps
- What competencies are already integrated?
- What competencies are missing?

Competency Map

1=introduction  2=moderate focus  3=substantial focus

Curriculum (Re) Design

- Modify existing curriculum to focus on intended competencies.
- Develop new curriculum that “fills the gap.”

Map to Existing Curriculum
Modify Curriculum

Curriculum

Other Curricular Resources

SLC Tools

- Workbook
- iOS App

Workbook

Develop New Curriculum

- Personal leadership program, EVOLVE
  - 8 weeks-1 competency per week
  - Cohort based

Curriculum

Other Curricular Resources

SLC Tools

- Workbook
- iOS App

Workbook
iOS App

Assessment
- Self-evaluation measurements
  - Post only
  - Post, then pre
  - Measurements by dimension

Self-Evaluation Measurements

Measurements By Dimension
- Knowledge Dimension: Quizzes/tests
- Value Dimension: Narratives/interviews
- Ability Dimension: Demonstrations (rubrics), inventory
- Behavior Dimension: Observations/360 degree feedback
Knowledge Dimension

Quizzes/Tests
- What is measured: Theories, models, stages, steps, concepts, etc.
- There are right and wrong answers.
- Measures content knowledge (post)
- Measures growth in content knowledge (pre/post)

Example: Group Development
- Name Tuckman’s stages of group development.

Value Dimension

Narratives/Interviews
- What is measured: Commitment, inspiration, motivated toward action, change of perspective, etc.
- There are no right and wrong answers.
- Measures values and beliefs related to a competency (post)
- Measures growth in values and beliefs related to a competency (pre/post or reflective)

Example: Social Justice (Pre/Post)
- Describe your philosophy of social justice.

Ability Dimension

Demonstrations/Inventory
- What is measured: Motivation or skill
- Ability gains can be gradient.
- Measures ability to enact a competency (post)
- Measures growth in ability to enact a competency (pre/post)

Example: Verbal Communication
- Have a student deliver a presentation (direct-rubric)
- Have a student take the inventory (indirect-inventory)

Rubric

Inventory

Using the Competencies Chart

Plot all 60 competencies based on:
- Competencies associated with one’s job description
- Competencies associated with one’s academic program
- Competencies associated with one’s Top 5 Strengths
- Competencies associated with a particular framework
  - Retention
  - Employer Needs
  - Campus/Program Specific
Comentencies Chart

NACE
Learning and Reasoning
Analysis
Problem Solving
Interpersonal Interaction
Productive Relationships
Appropriate Interaction
Collaboration
Communication
Verbal Communication
Writing
Personal Behavior
Initiative
Follow-Through
Responding to Change
Excellence

Behavior Dimension

Observations/360 Degree Feedback
- What is measured: Proficiency/effectiveness
- Growth can be gradient.
- Measures the effectiveness of enacting a competency (post)
- Measures growth of effectiveness in enacting a competency (pre/post)

Example: Follow-Through
- Evaluate a student’s performance and/or growth in a competency (360 degree feedback)

360 Degree Feedback

- Students take inventory
- Students set competency development goals
- Students are provided with competency-based training and experiences
- Students are evaluated using competencies-360 degree

Professional Development Plan

Self-Evaluation Data

- Aggregate self-evaluation data
- Aggregate any data collected (journals, rubrics, inventory pre and post, etc.)
- Benchmark between programs, courses, etc.

Program Evaluation

- Aggregate self-evaluation data
- Aggregate any data collected (journals, rubrics, inventory pre and post, etc.)
- Benchmark between programs, courses, etc.
Assessment Protocols

- What assessments might you want to use for your program, event, role, or course?
  - Knowledge Dimension: Quizzes/tests
  - Value Dimension: Narratives/interviews
  - Ability Dimension: Demonstrations (rubrics), inventory
  - Behavior Dimension: Observations/360 degree feedback

Gamification and Badges

- Digital Badges

How Badging Works

- Learning
  - 4 hours of training, workshops, retreats, courses, etc. related to the competency
- Application
  - 4 hours of experiential engagement in using the competency such as employment, student organizations, service learning, leadership roles, internships, etc.
- Assessment
  - Assessment on competency growth (self evaluation, rubric, etc.)
- Reflection
  - Written or oral reflection of learning answering the question, “What did I learn in terms of this competency?”

ePortfolios
Cultivate a Sense of Buy-In
- Offer a faculty/staff competency institute.
- Have champions set the tone.
- Weave competencies throughout the college experience for students.
- Make using competencies worth the while of faculty and staff.
- Have SLC liaisons from each department.

Create a Recognizable Brand
- Brand yourself as a leadership university.
- Develop a marketing plan to showcase a consistent message of competencies.
- Put competency information and leadership opportunities on the website and create marketing materials.
- Have a leadership session and booth at Orientation and campus visit days.

Work with Academic Advisors

Partner with Employers
- Have employers identify leadership competencies for each posted position.
- Have internship supervisors evaluate interns on competency development and performance.
- Offer student employer training on using competencies.

Recognize Leadership Achievements
- Offer leadership awards for students, staff, and faculty for each core competency.
- Give departmental award for competency growth.
- Have recognition levels or badges for completing certain workshops, courses, programs, etc. related to leadership competencies.

Develop Resources
- Develop marketing materials.
- Create major/competency map web page.
- Make course searches available by competency.
- Develop a professional development plan.
- Showcase resume statements using SLCs.
- Make a searchable database for leadership opportunities by competency.
SWOT Analysis

- In infusing competencies in your program, unit, department, division, or campus...
- What are the strengths you have to be able to infuse a competency-based approach?
- What are the weaknesses you have?
- What are the opportunities you have?
- What are the threats you have?

SLC Resources

**Competency Mapping**
- Model maps-JB/SLC website
- Academic program database-JB
- Matrix-website

**Curriculum/Learning Tools**
- Book-Amazon
- Workbook-SLC website
- App-Apple store

**Assessment Tools**
- Self evaluations-JB
- Sample evaluations-SLC website
- Rubrics-see me
- Badges-see me
- Value reflections-see me
- SLC Inventory-website

Best Practices

Panels and Breakouts
- Selecting Competencies
- Creating Buy-In
- Implementation
- Incentive Programs
- Assessment
- Unique Campus Highlights

www.studentleadershipcompetencies.com
Selecting Competencies

Creating Buy-In

Implementation

Incentive Programs

Assessment

Unique Campus Highlights

Best Practices
Want to hear more about a certain topic (or a new one)?

Best Practices Breakouts:
- Selecting Competencies
- Incentive Programs
- Creating Buy-In
- Assessment
- Implementation
- Unique Campus Highlights

USING THE COMPETENCIES TO BUILD DEMOCRATIC PARTNERSHIPS WITH ACADEMIC AFFAIRS

Elizabeth Bapasola, Assistant Vice President for Student Affairs
The College of New Jersey

“Get off the dance floor and onto the balcony”

“Leading with an Open Heart” in Leader to Leader, by Ronald Heifetz and Marty Linsky, 2002

Dance Floor vs. Balcony

On the Dance Floor - Everyday interactions and day-to-day work we do.
On the Balcony - Taking a step back and critically evaluating these interactions and our work.

What do you see from the balcony?

Campus Ethos:

“The fundamental character of a culture that underlies its beliefs and customs...[and that] captures[s] characteristics that seem to be important in campus activities and practice” (Kezar, 2007).

“Educators must tend to their institution’s ethos on an ongoing basis and constantly work to align policies and practices with it” (Kezar, 2007).

QUESTION: WHAT’S YOUR CAMPUS ETHOS TOWARDS BUILDING PARTNERSHIPS BETWEEN ACADEMIC AFFAIRS AND STUDENT AFFAIRS?
As able, please stand in the corner of the room to respond to a series of statements.

Choices are:
• Strongly Agree
• Agree
• Disagree
• Strongly Disagree

***Judge Free Zone***

Academic and Student Affairs leaders encourage student affairs administrators and faculty to partner.

Choices are:
• Strongly Agree
• Agree
• Disagree
• Strongly Disagree

Academic and Student Affairs leaders reward student affairs administrators and faculty to partner (e.g., part of tenure/promotion guidelines, additional funding available, annual performance review metric, etc.)

Choices are:
• Strongly Agree
• Agree
• Disagree
• Strongly Disagree

I personally know and interact with many of my colleagues in Academic Affairs (e.g., Provost, Vice Provosts, Deans, Assistant Deans, tenured faculty, adjunct faculty, etc.)

Choices are:
• Strongly Agree
• Agree
• Disagree
• Strongly Disagree

Many individuals in Academic Affairs attend and/or participate in campus events hosted by Student Affairs and/or student organizations.

Choices are:
• Strongly Agree
• Agree
• Disagree
• Strongly Disagree

Many individuals in Student Affairs attend and/or participate in campus events hosted by Academic Affairs and/or teach for-credit courses.

Choices are:
• Strongly Agree
• Agree
• Disagree
• Strongly Disagree
I feel that my colleagues in Student Affairs and Academic Affairs “speak the same language” and respect each other’s work and contribution to students’ holistic learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Academic and Student Affairs Partnerships

“Partnership is not about developing a program together; partnership is exhibiting mutual understanding and, together developing an ethos where people value integrative learning” (Arcelus, 2011).

“Institutions that can achieve a campuswide focus on learning are ones that do not minimize the academic mission of the institution, but surround it with a broader and reinforced educational mission” (Arcelus, 2011).

Key Ways to Strengthen Your Campus Ethos

- Create Rewards/Recognition/Incentives
- Build Relationships
- Invite Participation
- Speak the Same Language
  - Student Leadership Competencies as the common language and starting point for partnerships

Partnership Example: REWARDS/INCENTIVES Engagement Mini-Grant Program

- Reallocated dollars from Student Affairs
- Aimed to:
  - Foster collaborations between members of Academic Affairs (e.g., faculty members, academic departments, Schools) and Student Affairs.
  - Deepen student learning and students’ holistic development.
  - Build our college community.

TCNJ’s Selection Criteria for Mini-Grants

- May ask for up to $2,500 (in FY16) and up to $5,000 (in FY17).
- The project must clearly demonstrate collaboration between Student Affairs and Academic Affairs and be co-written.
- The project must support the mission and/or core beliefs of the College, with priority to the College’s Signature Experiences.
- The budget should be planned as a cost-effective use of grant funds and other College resources and should not duplicate existing activities or programs.
- The project must be a new initiative or an enhancement/expansion of an existing program or project.
Examples of Funded Partnerships in Fall 2015

- Navigating the Non-profit Arena – Awarded $1,900
  Career Center and the Center for Community Engaged Learning and Research
- TCNJ Civility Week – Awarded $2,500
  Office of Student Conduct and Dispute Resolutions and Counselor Education
- Leadership for Sustainable Change Weekend Retreat – Awarded $2,500
  Office of Leadership and School of Education Dean’s Office

Partnership Example: BUILD RELATIONSHIPS Student Affairs/Academic Affairs Networking Events

Partnership Example: INVITE PARTICIPATION Interdisciplinary Seminar on “College and Change”

Co-Instructors:
- Tim Clydesdale, Professor of Sociology (Seminar Convener)
- Liz Bapasola, Assistant Vice President for Student Affairs
- Karen Gordon, Assistant Professor of Education
- Dave Prensky, Associate Professor of Management

Students:
- Alex Monday, Management
- Natasha Pineiros, Communication Studies
- Kenneth Rubin, History/Secondary Education Major
- Jennifer Teets, Sociology Major
- Olivia White, Sociology Major

Course Description:
This year’s seminar includes faculty/student pairs from across Schools and Divisions at TCNJ.

Students and faculty engage with texts, films, and guest speakers that critique, offer context, or propose creativity about central issues in “college and change.” Faculty/student pairs will also complete individual research projects and make a final presentation during the College’s Celebration of Student Achievement in May 2016.

Partnership Example: INVITE PARTICIPATION Senior Thesis to Create Program Assessment

- Welcome Week Pre and Post Assessment Findings
  - Created a Welcome Week Assessment in Summer 2015
  - Student Intern analyzed the findings using SPSS
  - I presented the statistically significant findings to 80 faculty and staff in September 2015
  - Faculty invited me to present the findings again at one of their “Learning Circle” meetings
- Senior Thesis Develops

Speak the Same Language

Key to creating a campus ethos of democratic partnerships is to speak the same language

Discussion:
- How do you see the Student Leadership Competencies as a framework to create a shared language on your campus?
To what degree do you think these tools will work on your campus?

- **Create** Rewards/Recognition/Incentives
- **Build** Relationships
- **Invite** Participation
- **Speak** the Same Language
  - Use the Student Leadership Competencies as the common language and starting point for partnerships

Next Steps – Action Planning

What are your goals/strategies to address the following areas?

- Selecting Competencies
- Creating Buy-In
- Implementation
- Incentive Programs
- Assessment

Final Thoughts

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