

FACILITATOR'S VERSION

# COMPETENCY GUIDE

FOR COLLEGE STUDENT LEADERS



**Advancing Campus Activities  
in Higher Education**

# COMPETENCY GUIDE

FOR COLLEGE STUDENT LEADERS



Evaluating the level of student leader development requires the identification of ideal performance characteristics that demonstrate learning and competence. This document has evolved as an accompanying piece to the Steps to Individual Excellence document that outlines professional performance for campus activities professionals. As with the Steps to Individual Excellence document, the Competency Guide for College Student Leaders was developed from competencies that are inherent in the purpose, development, and application of the CAS Standards and Guidelines that were found applicable to students.

The core competencies identified that are the basis for this document are: Leadership Development, Assessment and Evaluation, Event Management, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, Effective Communication, Multicultural Competency, Intellectual Growth, and Clarified Values. In the spirit of holistic development the following additional competencies are also identified: Enhanced Self Esteem, Realistic Self-Appraisal, Healthy Behavior and Satisfying Lifestyles, Interdependence, Spiritual Awareness, Personal and Educational Goals, and Career Choices.

Being a student leader on a college campus is a unique opportunity that provides a wide array of learning opportunities that not only enhance the collegiate experience but also will enhance life after college. This document serves as a learning map for student leaders as they grow and develop through participation in student organizations, community service, campus employment, grass roots activities, leadership positions, followership positions, mentoring relationships with campus activities advisors, etc. Connecting what they are learning in the classroom to their experiences outside the classroom is a vital aspect of student leader development.

## Core Competencies

1. Leadership Development
2. Assessment and Evaluation
3. Event Management
4. Meaningful Interpersonal Relationships
5. Collaboration
6. Social Responsibility
7. Effective Communication
8. Multicultural Competency
9. Intellectual Growth
10. Clarified Values

## Additional Competencies

11. Enhanced Self Esteem
12. Realistic self-appraisal
13. Healthy Behavior and Satisfying Lifestyles
14. Interdependence
15. Spiritual Awareness
16. Personal and Educational Goals
17. Career Choices



# LEADERSHIP DEVELOPMENT

## **Description:**

Leadership involves a broad spectrum of skills and character qualities. Student leaders involved in campus activities 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.

## **Learning Outcomes:**

- A. Moves the organization toward the mission and strategic goals of the organization
- B. Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals
- C. Hold self and members accountable
- D. Recognizes the ethical components of leadership
- E. Develops an organization inclusive of teambuilding, collaboration and strategic planning
- F. Encourages institutional pride and community building among student body
- G. Displays the capability to influence others through non-traditional leadership roles
- H. Serves in a leadership position in a student organization or community group

## **Suggested Initiatives:**

- A. Create a portfolio of involvement and leadership experiences during your collegiate career
- B. Take leadership assessments (pre-test/post-test) and pursue goals appropriately
- C. Seek out opportunities to read books on leadership and participate in training sessions
- D. Review organization mission statement and set goals and strategies in accordance with mission
- E. Learn about the different leadership styles
- F. Seek out professional staff member as leadership mentor and meet with them frequently
- G. Hold reflective sessions with organization adviser to discuss leadership issues such as group dynamics, progress on goal attainment and motivating volunteers
- H. Learn how to recruit, retain and recognize team members

## **Key Questions:**

- A. What is your leadership style?
- B. How have your leadership interests and styles changed over time?
- C. What is/are your most meaningful leadership experience(s)? Why?
- D. How might you expand your knowledge and understanding of leadership in your current leadership role?
- E. How much time do you spend on communicating with and inspiring the organization's stakeholders about the organizational mission and goals?
- F. Do organizational members see you as authentic-a person with the ability to commit to something?

## **Resources from the NACA Digital Library:**

Title: Leadership Style Survey  
Subject: Leadership Style Survey  
Published Date: July 2008  
Author(s): NACA Student Government-East Institute

Title: SLS 4273 leadership  
Subject: SLS 4273 leadership  
Published Date: August 2008  
Author(s): University of South Florida

Title: Social Change Model of Leadership Development—7 Cs Handout  
Subject: Social Change Model of Leadership Development—7 Cs  
Published Date: July 2008  
Author(s): NACA Student Government-East Institute

## **Assessment Questions:**

**Student Leader: Please rate yourself based on each of the statements below.**

Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals

- Strongly Agree     Agree     Disagree     Strongly Disagree

Hold self and members accountable

- Strongly Agree     Agree     Disagree     Strongly Disagree

Develops an organization inclusive of teambuilding, collaboration and strategic planning

- Strongly Agree     Agree     Disagree     Strongly Disagree

Encourages institutional pride and community building among student body

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## ASSESSMENT AND EVALUATION

### **Description:**

Student leaders involved in campus activities should make knowledge-based decisions in regard to resources allocated for the campus programs planned and implemented by their organization. Leaders should possess the ability to effectively evaluate programs as well as assess their campus and community culture. Program evaluations will assure the continued improvement of campus activities and comprehensive assessment will allow campus activities offerings to meet the community development needs of the entire campus.

### **Learning Outcomes:**

- A. Ability to “map” or connect the mission or primary goals or functions of the organization to the activities and programs that the organization facilitates.
- B. Ability to find the right assessment to measure the student needs and culture of the institution
- C. Ability to design the right programs, as well as gather the right evidence to foster the intended learning outcomes.
- D. Ability to measure organizational effectiveness through internal assessments (e.g. pre- and post-membership surveys, leadership & advisor feedback)
- E. Ability to measure service and impact on student body (or appropriate constituency)

### **Suggested Initiatives:**

- A. Learn how to use quantitative assessment in efficient and meaningful ways (e.g. attendance tracking, likert scale surveys)
- B. Learn how to use qualitative assessment in efficient and meaningful ways (e.g. focus groups, interviews)
- C. Learn how to effectively use benchmarking and best practice information in efficient and meaningful ways (e.g. conference networking)

### **Key Questions:**

- A. What do you know about the organization or program? And, what do I need to know?
- B. Does my program or initiative relate to the organization mission?
- C. What will the program do, achieve, accomplish (outcomes)? How can I measure it?
- D. Who is the target audience of the outcomes (students, faculty, staff, community, other)?
- E. How have you used benchmarking and best practices information as an assessment strategy?

### **Resource from the NACA Digital Library:**

Title: Survey What?! Using Surveys and Assessments in Your Organization  
Subject: Survey What?! Using Surveys and Assessments in Your Organization  
Published Date: July 2008  
Author(s): Barry S. McKinney—NACA Student Government-West Institute

Title: The Assessment Primer: Successful Implementation Strategies for Campus Activities  
Subject: The basic fundamentals of assessment will be shared including best practices using focus groups, interviews, surveys, and learning outcomes.  
Published Date: November 2008—Northeast Regional Conference  
Author(s): Dr. Bill Smedick

**Assessment Questions:**

**Assessment and Evaluation: Please rate yourself based on each of the statements below.**

Ability to “map” or connect the mission or primary goals or functions of the organization to the activities and programs that the organization facilitates.

- Strongly Agree     Agree     Disagree     Strongly Disagree

Ability to design the right programs, as well as gather the right evidence to foster the intended learning outcomes.

- Strongly Agree     Agree     Disagree     Strongly Disagree

Ability to measure organizational effectiveness through internal assessments (e.g. pre- and post-membership surveys, leadership & advisor feedback)

- Strongly Agree     Agree     Disagree     Strongly Disagree

Ability to measure service and impact on student body (or appropriate constituency)

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## EVENT MANAGEMENT

**Description:**

Student leaders engaged in campus activities have a unique opportunity to learn and practice effective event management. Student leaders should strive toward understanding the appropriate steps and issues involved in event planning and management. Some of the most transferable skills are developed and honed in this area such as contract negotiation, program planning and event promotion.

**Learning Outcomes:**

- A. Understands and practices the steps of effective programming
- B. Utilizes personnel and financial resources appropriately
- C. Engages others in program planning through communication
- D. Implements appropriate risk management strategies
- E. Delegates tasks and hold committee members accountable
- F. Negotiates contract adhering to college/university policies and practices
- G. Manages program development, implementation and evaluation in an organized manner

**Suggested Initiatives:**

- A. Participate in program board training initiatives
- B. Attend and participate in educational opportunities, including NACA Risk Management Institute
- C. Read literature related to campus programming, including NACA Programming Magazine and the Risk-Management Reader for Campus Activities Professionals
- D. Practice program development and implementation
- E. Meet with adviser to reflect on programming initiatives
- F. Participate in case studies with discussion (risk assessment and planning)

**Key Questions:**

- A. What does it require to develop and implement a program from beginning to end?
- B. How can team members be utilized to effectively develop and implement a program from beginning to end?
- C. What guidelines (e.g. financial and human resources, university policies) should be considered when developing and implementing a program?

D. What are the distinguishing characteristics of this program that will attract students to attend?

**Resources from the NACA Digital Library:**

Title: Programmer's Handbook—Chapter 10  
Subject: Programmer's Handbook—Chapter 10  
Published Date: January 2008

Title: Concert Management Workshop  
Subject: Concert Management Workshop  
Published Date: August 2008  
Author(s): Concert Management Institute—June 2007

Title: Effective Program Planning  
Subject: Effective Program Planning  
Published Date: June 2008  
Author(s): NACA Programming Basics Institute

**Assessment Questions:**

**Event Management: Please rate yourself based on each of the statements below.**

Utilizes personnel and financial resources appropriately  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Implements appropriate risk management strategies  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Negotiates contract adhering to college/university policies and practices  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Manages program development, implementation and evaluation in an organized manner  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## MEANINGFUL INTERPERSONAL RELATIONSHIPS

**Description:**

Establishing meaningful interpersonal relationships are critical for successful leadership in campus activities. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.

**Learning Outcomes:**

A. Establishes mutually trustworthy and rewarding relationships with students, faculty and staff members, friends, and colleagues

- B. Listens to and reflects upon others' points of view
- C. Treats others with respect; gives value by actively demonstrating that oneself and others matter
- D. Develops and maintains satisfying interpersonal relationships that support and clarify personal values, goals and interests

**Suggested Initiatives:**

- A. Utilize feedback from others
- B. Utilize groups for reflection about behaviors that impede or enhance the achievement of individual and group goals
- C. Identify a mentor and meets monthly with him/her
- D. Take a personal development assessment/inventory
- E. Practice controversy with civility
- F. Seek out relationships with others that are positive
- G. Participate in a workshop on meeting people – “What do you say after hello”

**Key Questions:**

- A. What does it mean to develop and maintain a satisfying interpersonal relationship? What does it require for each party involved?
- B. What are the specific benefits of meaningful interpersonal relationships?
- C. What are some conflict resolution skills that might strengthen interpersonal relationships? What are some behaviors associated with conflict that might impede positive interpersonal relationships?
- D. What is the role of the leader in helping members of an organization trust each other?

**Resources from the NACA Digital Library:**

Title: Relationships: The Key Ingredient to Extraordinary Leadership  
 Subject: Extraordinary leadership is outside or beyond the usual ranking or order. What practices describe this kind of leadership? Leaders who resist the temptation to play a traditional hierarchical leadership game are by definition extraordinary...  
 Published Date: September 2000  
 Author(s): Jan Arminio, PhD

**Assessment Questions:**

**Meaningful Interpersonal Relationships: Please rate yourself based on each of the statements below.**

Establishes mutually trustworthy and rewarding relationships with students, faculty and staff members, friends, and colleagues

- Strongly Agree     Agree     Disagree     Strongly Disagree

Listens to and reflects upon others' points of view

- Strongly Agree     Agree     Disagree     Strongly Disagree

Treats others with respect; gives value by actively demonstrating that oneself and others matter

- Strongly Agree     Agree     Disagree     Strongly Disagree

Develops and maintains satisfying interpersonal relationships that support and clarify personal values, goals and interests

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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# COLLABORATION

## Description:

Collaboration involves seeking the involvement of others and working well with people. Student leaders should actively contribute to the achievement of a group goal. They would seek feedback from others and exhibit growth in their skills as a result of working collaboratively.

## Learning Outcomes:

- A. Works cooperatively with others, seeking their involvement and feedback
- B. Utilizes delegation as a means to involve group members
- C. Creates formal and informal networks with other student leaders to build awareness of the issues facing their organizations
- D. Promotes and conducts joint programs between organizations

## Suggested Initiatives:

- A. Develop awareness of the mission and goals of other organizations in order to find opportunities for collaboration
- B. Participate in a workshop about how to collaborate in program development
- C. Actively recruit, encourage and recognize the involvement and contribution of others
- D. Practice mediation and compromise skills effectively in any situation
- E. Consult regularly with peers and advisors on major decisions

## Key Questions:

- A. What does collaboration require for each party involved?
- B. What are specific benefits of collaboration?
- C. How are the similarities and differences between teamwork and collaboration?
- D. What are some ways that collaboration might serve as a useful leadership tool?
- E. What are the similarities and differences between collaboration and cooperation?

## Resources from the NACA Digital Library:

Title: Collaboration Contract  
Subject: Collaboration Contract  
Published Date: August 2008  
Author(s): Worcester Polytechnic

Title: Partners in Programming: Developing a Network on Your Campus  
Subject: Our world has become more interconnected, and campus programming boards must learn to connect with others on campus in order to remain effective and accountable organizations.  
Published Date: May 2000  
Author(s): Janet E. Anderson, PhD

## Assessment Questions:

**Collaboration: Please rate yourself based on each of the statements below.**

Works cooperatively with others, seeking their involvement and feedback

Strongly Agree    Agree    Disagree    Strongly Disagree

Utilizes delegation as a means to involve group members

Strongly Agree    Agree    Disagree    Strongly Disagree

Creates formal and informal networks with other student leaders to build awareness of the issues facing their organizations

Strongly Agree    Agree    Disagree    Strongly Disagree

Promotes and conducts joint programs between organizations

Strongly Agree    Agree    Disagree    Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

Strongly Agree    Agree    Disagree    Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## SOCIAL RESPONSIBILITY

### Description:

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.

### Learning Outcomes:

- A. Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups
- B. Participates in service/volunteer activities and understands the importance of civic engagement
- C. Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms

### Suggested Initiatives:

- A. Encourage self and others to make decisions that are unpopular if they are the "right" things to do
- B. Demonstrate behavior consistent with campus policies as well as local, state and federal laws.
- C. Incorporate service/volunteerism into organizations and events
- D. Encourage the development of campus based awareness weeks highlighting socially responsible initiatives, for example: alcohol awareness, sustainability, sexual assault, etc.
- E. Review the student code of conduct
- F. Participate in community governance initiatives
- G. Help students realize their role in governance

### Key Questions:

- A. What does civility mean?
- B. What are ways to model socially responsible behavior?
- C. What are the principles that enable us to lead with the interests of others foremost in mind?
- D. How might inclusive leadership support the notion of social responsibility?
- E. What role can student organizations play in supporting democratic principles and social responsibility?
- F. How has participating in service/volunteer activities influenced your definition of civic involvement?
- G. In what way(s) do you serve as a role model for other students?
- H. Describe a time when you had to make an "unpopular decision". How was that challenging?

### Resources from the NACA Digital Library:

Title: Beyond the Checklist: Lessons in Planning with an Eye on Risk Management  
 Subject: For many campus programmers, event planning eventually comes down to the ever dependable checklist. It is the list of to-do's we use repeatedly to cover all the bases for our activities.  
 Published Date: Jan-Feb 2008  
 Author(s): David Hagerbaumer

### Assessment Questions:

**Social Responsibility: Please rate yourself based on each of the statements below.**

Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups

- Strongly Agree     Agree     Disagree     Strongly Disagree

Participates in service/volunteer activities and understands the importance of civic engagement

- Strongly Agree     Agree     Disagree     Strongly Disagree

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

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## EFFECTIVE COMMUNICATION

### **Description:**

Effective communication is a core competency needed by student leaders to ensure organizational achievement of goals. When communication is a focal point of student learning individuals will personally benefit and organizations will be run more efficiently.

### **Learning Outcomes:**

- A. Conveys messages and influence others through writing, speaking, or non-verbal expression
- B. Develops and facilitates thoughtful presentations
- C. Works in teams and in multicultural settings
- D. Illustrates the effective use of listening skills
- E. Writes clearly, concisely, and to the point

### **Suggested Initiatives:**

- A. Reflects on written material with adviser/mentor to ensure that it is clear and concise
- B. Seeks out learning opportunities such as curricular Speech Communication class and/or co-curricular communication workshops/seminars
- C. Effectively facilitates workshops and/or training sessions
- D. Paraphrases to facilitate conversation and dialogue demonstrating active listening
- E. Seek opportunities to serve as a student representative on college/university committees and advisory boards that would have a mixed representation of students, staff and faculty to practice communication skills with different audiences

### **Key Questions:**

- A. What are specific benefits of effective communication?
- B. What are some barriers to effective communication?
- C. What are your communication tendencies? How do these qualities impact your work with others?
- D. What are some goals you have for improving/enhancing your communication skills?

### **Resources from the NACA Digital Library:**

Title: Managing Controversy with Civility  
Subject: Managing Controversy with Civility  
Published Date: July 2008  
Author(s): NACA Student Government-East Institute

Title: Presenting Effectively  
Subject: Part 1—Tips for Presenting and Public Speaking Part 2—Tips for Presenting with PowerPoint  
Published Date: September 2008  
Author(s): NACA

### **Assessment Questions:**

**Effective Communication: Please rate yourself based on each of the statements below.**

Conveys messages and influence others through writing, speaking, or non-verbal expression

- Strongly Agree     Agree     Disagree     Strongly Disagree

Develops and facilitates thoughtful presentations

- Strongly Agree     Agree     Disagree     Strongly Disagree

Works in teams and in multicultural settings

- Strongly Agree     Agree     Disagree     Strongly Disagree

Illustrates the effective use of listening skills

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## MULTICULTURAL COMPETENCY

### **Description:**

Multicultural competency 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 community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding and dignity of all members within and beyond the campus community. 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.

### **Learning Outcomes:**

- A. Recognizes and understands one's own identity, privilege and culture
- B. Recognizes the contributions diversity brings to their own campus and society
- C. Seeks involvement with people different from oneself
- D. Advocates equality and inclusiveness
- E. Positively impacts others' perspective on diversity

### **Suggested Initiatives:**

- A. Assess programming calendar to see if it meets the needs of a diverse community
- B. Attend multicultural workshops and other events
- C. Initiate a co-sponsorship with a cultural group on campus
- D. Cultivate relationships with others different than one's self
- E. Enroll in an academic course on diverse populations and communities: i.e. African American Studies, International Studies, Women in Society
- F. Recruit and select student organization members from a diverse pool

### **Key Questions:**

- A. What are the specific benefits of multicultural competency?
- B. What are the specific benefits of working in diverse groups?
- C. What are the specific challenges of working in diverse groups? How can those challenges be remedied?
- D. What steps are you taking toward becoming more culturally competent?

E. What role can student organizations play in providing a welcoming and inclusive community?

**Resources from the NACA Digital Library:**

Title: Exploring Leadership Styles—True Colors  
Subject: Exploring Leadership Styles—True Colors  
Published Date: July 2008  
Author(s): NACA Student Government-West Institute

Title: Cross Cultural Leadership  
Subject: Cross Cultural Leadership  
Published Date: July 2008  
Author(s): NACA Student Government-East Institute

Title: Understanding Racial Identity Development through Intergroup Dialogue  
Subject: Today's college students are interacting in a meaningful way with more cultures and ethnicities than ever before [Raines, 2002].  
Published Date: September 2006  
Author(s): Kristen Deaton

**Assessment Questions:**

**Multicultural Competency: Please rate yourself based on each of the statements below.**

Recognizes the contributions diversity brings to their own campus and society  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Seeks involvement with people different from oneself  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Advocates equality and inclusiveness  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Positively impacts others' perspective on diversity  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## INTELLECTUAL GROWTH

**Description:**

Intellectual Growth is central to the mission of higher education and must be a focus in all endeavors inside and outside the classroom. Campus Activities offers a fertile practice field for intellectual development when student leaders and programmers engage in critical thinking, problem solving and decision making. Student leaders should be cognizant of this learning opportunity and apply knowledge learned to enhance organizational goals and personal development.

**Learning Outcomes:**

- A. Applies previously understood information and concepts to a new situation or setting
- B. Produces personal and educational goal statements
- C. Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion
- D. Makes connections between campus involvement and curricular studies

**Suggested Initiatives:**

- A. Facilitate workshops by carefully thinking through and planning the content of the program
- B. Make decisions by analyzing qualitative and quantitative data
- C. Solve problems by looking at all sides of a situation
- D. Read relevant literature
- E. Conduct web research on topics of interest to organizational success
- F. Utilize case studies designed to encourage use of several leadership concepts and values
- G. Seek out reflective conversations with faculty applying learned concepts to organizational leadership
- H. Utilize a journal

**Key Questions:**

- A. In what ways can what is learned outside of the classroom be applied within the classroom?
- B. In what ways can what is learned inside of the classroom be applied to outside of the classroom activities?
- C. What are the specific benefits of applying classroom learning in outside of classroom activities?
- D. How do you challenge yourself to learn beyond what you already know?
- E. How can you help someone else learn about themselves in a new and different way?

**Resources from the NACA Digital Library:**

Title: Creative Problem Solving  
 Subject: Creative Problem Solving  
 Published Date: July 2008  
 Author(s): NACA Student Government-West Institute

Title: Ethics, Morals and Decision Making Scenarios  
 Subject: Ethics, Morals and Decision Making Scenarios  
 Published Date: July 2008  
 Author(s): NACA Student Government-West Institute

**Assessment Questions:**

**Intellectual Growth: Please rate yourself based on each of the statements below.**

Applies previously understood information and concepts to a new situation or setting

- Strongly Agree     Agree     Disagree     Strongly Disagree

Produces personal and educational goal statements

- Strongly Agree     Agree     Disagree     Strongly Disagree

Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion

- Strongly Agree     Agree     Disagree     Strongly Disagree

Makes connections between campus involvement and curricular studies

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?



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Additional Comments/Recommended Actions:

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## CLARIFIED VALUES

### **Description:**

Understanding personal and organizational values play a significant role in achieving effective leadership in Campus Activities. Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness.

### **Learning Outcomes:**

- A. Articulates personal and organizational values and how they are congruent with the mission of the institution
- B. Demonstrates willingness to scrutinize personal beliefs and values
- C. Identifies personal, work, and lifestyle values and explains how they influence decision-making
- D. Understands how culture influences one's own values
- E. Acts and makes decisions in congruence with personal values and the mission of the institution

### **Suggested Initiatives:**

- A. Analyze case studies that lead to clarifying personal and group values
- B. Utilize reflection by recording values and how values guide him/her in a journal
- C. Seek out conversations on values with Leadership Coach, Mentor or Adviser
- D. Engage in diversity dialogues/honest conversations on difference
- E. Attend opportunities that assist in defining/clarifying values
- F. Participate in community service, civic engagement, service learning and/or social justice activities

### **Key Questions:**

- A. In what ways are values clarified or challenged through campus involvement?
- B. Do you have a role model or mentor? What is it about him/her you admire?
- C. How has participation in community service, civic engagement, service learning and/or social justice activities influenced/clarified your values?
- D. How do we know what someone values? Or what a group values?
- E. What are the specific benefits of campus involvement in clarifying values?

### **Resources from the NACA Digital Library:**

Title: Careers In Student Affairs 101: How to Do What You Love in Life  
Subject: It is often challenging to consider what you want to do with the rest of your life, but it can often help to consider your values. If you are drawn to the opportunity to work with college students every day, make a difference, enhance student...  
Published Date: Jan-Feb 2007  
Author(s): Jamie L. H. Brown; Sarah Marshall, PhD

Title: Ethics, Morals, and Decision Making  
Subject: Ethics, Morals, and Decision Making  
Published Date: July 2008  
Author(s): NACA Student Government-West Institute

### **Assessment Questions:**

**Clarified Values: Please rate yourself based on each of the statements below.**

Demonstrates willingness to scrutinize personal beliefs and values  
 Strongly Agree    Agree    Disagree    Strongly Disagree

Identifies personal, work, and lifestyle values and explains how they influence decision-making  
 Strongly Agree    Agree    Disagree    Strongly Disagree

Understands how culture influences one's own values  
 Strongly Agree    Agree    Disagree    Strongly Disagree

Acts and makes decisions in congruence with personal values and the mission of the institution

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## ENHANCED SELF ESTEEM

### **Description:**

A meaningful outcome of student leadership is confidence in one's abilities. Students engaged in campus activities have a unique opportunity to practice a variety of skills and competencies resulting in enhanced self-esteem.

### **Learning Outcomes:**

- A. Functions without need for constant reassurance from others
- B. Initiates actions toward achievement of goals
- C. Shows self respect and respect for others
- D. Takes reasonable risks

### **Suggested Initiatives:**

- A. Set goals and reward self for goal accomplishment
- B. Establish and maintain good organizational relationships
- C. Practice integrity-Do what you value
- D. Highlight accomplishments in leader journal
- E. Discuss balance with mentor or adviser

### **Key Questions:**

- A. How has your involvement influenced your self esteem?
- B. Why is personal balance important in college? How will this influence your future life patterns?
- C. What aspects of your life are less than whole, complete, or consistent?
- D. What are your best intentions? How can you begin to bridge the gap between these and your last worst act?
- E. How would your daily actions be different if you were carrying a business card that stated, "I'm committed to being a person of integrity?"

### **Resources from the NACA Digital Library:**

Title:	Being Accountability Partners: A Fun and Successful Way to Pursue Health and Wellness
Subject:	From our experience, student leaders and student affairs professionals tend to be those who are "givers." What we mean by this is that they feel validated by helping others and seeing others succeed. Often when asked what their greatest accomplishment...
Published Date:	March 2007
Author(s):	Stephanie Russell Holz; Casey Stevens
Title:	Personal Goal Setting Action Plan
Subject:	Personal Goal Setting Action Plan
Published Date:	July 2008
Author(s):	NACA Student Government-East Institute

**Assessment Questions:**

**Enhanced Self Esteem: Please rate yourself based on each of the statements below.**

Functions without need for constant reassurance from others

- Strongly Agree     Agree     Disagree     Strongly Disagree

Initiates actions toward achievement of goals

- Strongly Agree     Agree     Disagree     Strongly Disagree

Shows self respect and respect for others

- Strongly Agree     Agree     Disagree     Strongly Disagree

Takes reasonable risks

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## REALISTIC SELF-APPRAISAL

**Description:**

The use of reflection and assessment measures to better understand one's self promote student learning. Realistic self-appraisal enhances what student leaders know about themselves, where work is needed, and areas of accomplishment. Student leaders can utilize this knowledge to effectively share their skills and competencies while seeking opportunities to enhance weaknesses.

**Learning Outcomes:**

- A. Acknowledges and articulates personal skills, abilities and challenges
- B. Articulates rationale for personal behavior
- C. Learns from past experiences
- D. Open to feedback from others
- E. Seeks to improve areas of challenges and makes them opportunities
- F. Acts in a consistent manner based on self-identified purpose and values

**Suggested Initiatives:**

- A. Seek and consider feedback from others (here is the feedback I received and this is what I did with it)
- B. Critique and subsequently learn from past experiences (story telling of mistakes and lessons learned)
- C. Complete 360 evaluation
- D. Complete pre-test/post-test Assessment
- E. Utilize a journal
- F. Engage in reflective conversations with Mentor, Leadership Coach, Adviser and Peers

**Key Questions:**

- A. What types of feedback have you received from others? How have you used this feedback?
- B. What goals have you set for yourself based on that feedback?
- C. Why is feedback an important learning tool?

**Resources from the NACA Digital Library:**

Title: 360 degree evaluation for the Steps to Individual Excellence as a Campus Activities Professional  
Subject: 360 degree evaluation for the Steps to Individual Excellence as a Campus Activities Professional  
Published Date: 2007  
Author(s): NACA Education Advisory Group

Title: Leadership Style Survey  
Subject: Leadership Style Survey  
Published Date: July 2008  
Author(s): NACA Student Government-East Institute



**Assessment Questions:**

**Realistic Self Appraisal: Please rate yourself based on each of the statements below.**

Acknowledges and articulates personal skills, abilities and challenges  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Learns from past experiences  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Open to feedback from others  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Seeks to improve areas of challenges and makes them opportunities  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## HEALTHY BEHAVIOR AND SATISFYING LIFESTYLES

**Description:**

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.

**Learning Outcomes:**

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

**Suggested Initiatives:**

- A. Adhere to a healthy diet and develop a schedule of exercise and sleep
- B. Attend to mental and emotional states by recognizing signs of stress within one's self
- C. Recognize the need to establish a personal schedule that outlines academic, personal and social goals
- D. Effectively manage time and priorities on a daily basis through the use of a Personal Planner
- E. Participate in intramurals & recreation programs regularly
- F. Respect campus policies: sound policy, vandalism (common damage), alcohol policy
- G. Facilitate a discussion among peers on what it means to have a healthy community

**Key Questions:**

- A. Why is maintaining a healthy lifestyle important?
- B. What strategies do you use to stay healthy and balanced?
- C. How do you manage your time and set priorities?
- D. How do your priorities influence your lifestyle?

**Resources from the NACA Digital Library:**

Title: The Tao of Wellness  
 Subject: For student activities professionals, the demands of our job can take a toll on us on all levels. How do we balance it all? For example, many of us work long hours, coordinate and attend events and programs, attend countless meetings, manage...  
 Published Date: March 2007  
 Author(s): Chris George

Title: A Student's Guide to Everyday Stress Management  
 Subject: College is a time to enjoy life. It is a time to build lasting friendships. It is a time to expand your horizons. It is a time to become more in tune with yourself. College is also a time to experience stress...  
 Published Date: March 2007  
 Author(s): Cassandra Lee

**Assessment Questions:**

**Healthy Behavior & Satisfying Lifestyles: Please rate yourself based on each of the statements below.**

Achieves balance between education, work, and unstructured free time  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Articulates and meets goals for work, leisure, and education  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Maintains a healthy physique  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Chooses behaviors and environments that promote health and reduce risk  
 Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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# INTERDEPENDENCE

## Description:

Student leaders need to develop and maintain mutually satisfying relationships. They will understand the need to establish relationships with others toward the achievement of group goals. This is displayed through listening and considering others' point of view and treating others with respect.

## Learning Outcomes:

- A. Accepts supervision and direction as needed
- B. Accepts and completes responsibilities in a timely manner
- C. Exhibits self-reliant behaviors
- D. Recognizes the values and contributions of others
- E. Explores creative solutions

## Suggested Initiatives:

- A. Engage in self-assessment & evaluation
- B. Participate in a workshop on setting appropriate priorities
- C. Engage in self-assessment & evaluation,
- D. Attend workshops on group dynamics, ethical decision-making, leadership styles, etc.
- E. Participate in workshops on decision making and problem solving

## Key Questions:

- A. How do you recognize the values and contributions of others?
- B. How do satisfying relationships influence the achievement of group goals?
- C. What do you do to show others that you are trustworthy?
- D. What behaviors might you exhibit to strengthen a person's respect for you?



## Resources from the NACA Digital Library:

- Title: Coming Together: Team Building for Concert Committees  
Subject: Traditional teambuilding exercises and training are not a viable option for this team, as retreats and ropes courses are just not practical in this instance. But intentional teamwork can be achieved through the training of the concert committee...  
Published Date: September 2006  
Author(s): Judith Cooper
- Title: Advising Student Organizations: Strategies for Establishing and Maintaining Successful Advisor/Student Relationships  
Subject: Sometimes we may feel that the challenges and obstacles we face as student organization advisors outweigh the benefits and rewards. Many advisors can become overwhelmed and frustrated while working with students and student groups...  
Published Date: Nov–Dec 2006  
Author(s): Erin Morrell

## Assessment Questions:

**Interdependence: Please rate yourself based on each of the statements below.**

Accepts supervision and direction as needed

- Strongly Agree     Agree     Disagree     Strongly Disagree

Accepts and completes responsibilities in a timely manner

- Strongly Agree     Agree     Disagree     Strongly Disagree

Recognizes the values and contributions of others

- Strongly Agree     Agree     Disagree     Strongly Disagree

Explores creative solutions

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## SPIRITUAL AWARENESS

### **Description:**

Personal growth and development of students is enhanced by the recognition of spirituality as an integral component of holistic development. Being able to understand ones own belief systems and the belief systems of others will allow student leaders to better relate to others and deepen their own personal self awareness.

### **Learning Outcomes:**

- A. Understands and is able to articulate one's own personal belief system
- B. Seeks opportunities to understand the belief systems of others
- C. Recognizes spirituality as a component to a holistic approach to personal growth & development
- D. Understands roles of spirituality in personal and group values and behaviors
- E. Functions on the basis of personal identity, ethical, spiritual, and moral values

### **Suggested Initiatives:**

- A. Attend worship services and events to strengthen faith
- B. Engage in dialogue with people of different faiths
- C. Participate in workshops and courses on such topics as work-life balance, holistic approach to development, religion, philosophy, character and values
- D. Explore issues of purpose, meaning, faith and connectedness to others
- E. Implement programs that explore issues of purpose, meaning, faith and connectedness to others

### **Key Questions:**

- A. Describe your own personal belief system?
- B. How does your personal belief system influence your behavior?
- C. In what ways have you sought out opportunities to learn about the belief systems of others?

### **Resources from the NACA Digital Library:**

Title: Piggy-Back Rides and Pick-Up Basketball Games: Reflections on the Impact of International Service Trips  
Subject: For decades, higher education experts have been encouraging college and university leaders to take action and address society's increasing problems and growing community needs. Since the early 1980s, an increasing interest in service has reflected...  
Published Date: March 2007  
Author(s): Catherine Schwenkler; Drew Stilljes

Title: Teetering Towards Success... How Do You Balance?  
Subject: Whether we like it or not, wellness is a part of our daily lives. It is what we make of it that will have the greatest impact on our attitudes, health and life-long well-being. Balancing a healthy lifestyle with a professional...  
Published Date: March 2007  
Author(s): Ronnie Houchin; Jennifer Rybski

### **Assessment Questions:**

**Spiritual Awareness: Please rate yourself based on each of the statements below.**

Seeks opportunities to understand the belief systems of others

- Strongly Agree     Agree     Disagree     Strongly Disagree

Recognizes spirituality as a component to a holistic approach to personal growth & development

- Strongly Agree     Agree     Disagree     Strongly Disagree

Understands roles of spirituality in personal and group values and behaviors

- Strongly Agree     Agree     Disagree     Strongly Disagree

Functions on the basis of personal identity, ethical, spiritual, and moral values

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## PERSONAL AND EDUCATIONAL GOALS

### **Description:**

Being able to articulate personal and education goals and monitoring progress towards these goals will help students be adequately prepared for life after college. Being able to connect what they are learning in the classroom to their out of the classroom activities/organizations/experiences will enhance their development.

### **Learning Outcomes:**

- A. Sets, articulates, and pursues individual and educational goals and objectives
- B. Uses personal and educational goals to guide decisions
- C. Acknowledges the effect of one's personal and educational goals on others
- D. Overcomes obstacles that hamper goal achievement

### **Suggested Initiatives:**

- A. Participate in workshops on Goal Setting, Vision and Strategic Planning, etc.
- B. Develop a Personal Mission Statement
- C. Set personal and educational goals twice a year and review them with a mentor and/or adviser
- D. Consider others' perspectives when making decisions
- E. Meet with Career Center professionals to discuss career choices
- F. Conduct informational interviews/site visits with potential employers and/or graduate schools

### **Key Questions:**

- A. What are your individual and educational goals and objectives?
- B. How do you use your individual and educational goals and objectives to set your priorities?
- C. How can conducting informational interviews be beneficial toward the pursuit of your educational goals and objectives?
- D. How are your values related to your individual and educational goals?

### **Resources from the NACA Digital Library:**

Title: Personal Goal Setting Action Plan  
Subject: Personal Goal Setting Action Plan  
Published Date: July 2008  
Author(s): NACA Student Government-East Institute

Title: Making a Good First Impression: Scoring High in the Student Interview Process  
Subject: Universities have long been the training ground for young adults entering into what we call "the real world." Interviews for positions in student organizations are not only good experience, but good practice, for entry into that next phase of...  
Published Date: May 2008



**Assessment Questions:**

**Personal and Educational Goals: Please rate yourself based on each of the statements below.**

Sets, articulates, and pursues individual and educational goals and objectives

- Strongly Agree     Agree     Disagree     Strongly Disagree

Uses personal and educational goals to guide decisions

- Strongly Agree     Agree     Disagree     Strongly Disagree

Acknowledges the effect of one's personal and educational goals on others

- Strongly Agree     Agree     Disagree     Strongly Disagree

Overcomes obstacles that hamper goal achievement

- Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

- Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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## CAREER CHOICES

**Description:**

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.

**Learning Outcomes:**

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

**Suggested Initiatives:**

- A. Utilize Career Center Services, personnel and resources regularly
- B. Develop a resume and/or create a co-curricular transcript of student involvement
- C. Discuss career opportunities with mentors and advisers, e.g. career opportunities in Student Affairs
- D. Research career opportunities and/or Graduate School programs

**Key Questions:**

- A. What skills have you learned through your involvement that may be applicable to your career choice?
- B. What types of characteristics are important to you in a work environment?
- C. How will a commitment to life-long learning support career exploration and preparation?
- D. Who are the resource people that might help me to reflect on career issues?

**Resources from the NACA Digital Library:**

Title: Marketing Leadership: Developing Your Résumé and Preparing for Interviews  
Subject: All of your involvement in co-curricular activities, as well as out of the classroom experiences, can be useful to you in marketing your leadership abilities. Often students forget that their work in co-curricular activities can be marketable...  
Published Date: Jan-Feb 2007  
Author(s): Celia R. Norcross

Title: Finding That Next Job—Interview Tips for Professionals  
Subject: Having a great résumé is only a third of the battle in finding your next job. The interview (or in some cases, the interviews) and the follow-up are the other two-thirds. According to CareerJournal.com, experts estimate that more than 80%...  
Published Date: May 2008  
Author(s): Kim Roeder

**Assessment Questions:**

**Career Choices: Please rate yourself based on each of the statements below.**

Articulates career choices based on assessment of interests, values, skills, and abilities

Strongly Agree     Agree     Disagree     Strongly Disagree

Articulates the characteristics of a preferred work environment

Strongly Agree     Agree     Disagree     Strongly Disagree

Constructs a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments

Strongly Agree     Agree     Disagree     Strongly Disagree

Takes steps to initiate a job search or seek advanced education

Strongly Agree     Agree     Disagree     Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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**Advisor: Please indicate your level of agreement with the above ratings.**

Strongly Agree     Agree     Disagree     Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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# Competency Guide for College Student Leaders— Newest project by the NACA Education Advisory Group

By Ken Brill, Augustana College (IL)

Lucy Croft, EdD, University of North Florida

John Ogle, NACA Office

Stephanie Russell Holz, The University of Tampa (FL)

Bill Smedick, PhD, The Johns Hopkins University (MD)

Mona Hicks, EdD, University of North Texas

Jeff Coats, PhD, Bowling Green State University (OH)

## Overview of NACA Education Advisory Group

NACA is committed to providing opportunities and resources to enhance learning and advance campus activities as a profession as illustrated by its 3 to 5 year Strategic Plan (NACA, 2006, p. 9) focusing on 6 goals (To further review the NACA Strategic Long-Range Plan—February 2006, please refer to [www.naca.org/SiteCollectionDocuments/StrategicPlan0206.pdf](http://www.naca.org/SiteCollectionDocuments/StrategicPlan0206.pdf)):

### GOAL 1—PROFESSIONAL DEVELOPMENT

Through the development of a comprehensive educational strategy, NACA will be the preeminent learning source for its members.

### GOAL 2—RESEARCH/OUTCOMES

Through NACA's efforts, there will be a robust research agenda that advances campus activities in higher education.

### GOAL 3—KNOWLEDGE SOURCE

NACA will be increasingly considered the most credible and trusted source of information about campus activities among our members, higher education and the entertainment industry.

### GOAL 4—INCLUSIVE MEMBERSHIP

NACA will develop and implement programs and services that support its diverse and inclusive membership culture.

### GOAL 5—BUSINESS NETWORKS

All NACA members will see increased value in their participation and access to business opportunities.

### GOAL 6—ADVOCACY

Through proactive advocacy NACA will increasingly influence the dialogue on campus activities issues.

To address Goals 1 thru 3, NACA established the Education Advisory Group (EAG) in the fall of 2006. The EAG mission is to move forward educational initiatives for the development students and professionals involved in campus activities. The Group accomplishes its mission by identifying current issues in student activities and higher education and addresses them through NACA's educational programs, publications, and projects. The EAG provides a great opportunity for seasoned volunteers. Its past and present members include: Jan Arminio, Ph.D., Ken Brill, Ceci Brinker, Lucy Croft, Ed.D., John Ogle, Stephanie Russell Holz, Bill Smedick, Ph.D., Mona Hicks, Ed.D. and welcomes its newest member: Jeff Coats, Ph.D.

## Key Accomplishments of the Education Advisory Group

Since its inception, the EAG has been diligently working to accomplish the three aforementioned goals while making significant contributions to the field of campus activities through various initiatives. These include but are not limited to completing the *Steps to Individual Excellence as a Campus Activities Professional* and assessment guide, presenting at regional and national conferences, selecting the NACA Research Grant recipients, and setting a strategic direction for the educational articles in *Programming Magazine*.

The Steps document and the related assessment guide were

launched in September 2007. They provide professionals with a curriculum of general knowledge, practical steps and applications, and identified outcomes designed to enhance professional excellence in campus activities. The creation of the Steps document called for educational presentations at the regional conferences and national convention to inform and train the NACA membership on its implementation.

(For an electronic copy, go to the NACA Digital Library at [www.naca.org/MediaCenter/DigitalLibrary/Pages/DigitalLibrarySearch.aspx](http://www.naca.org/MediaCenter/DigitalLibrary/Pages/DigitalLibrarySearch.aspx). You can also purchase copies from the NACA Bookstore at <https://www.naca.org/store/Pages/store.aspx>.)

The establishment of Research Grants in 2008 is designed to encourage research that focuses on issues related to campus activities. This inaugural year for the Research Grant prompted the submission of 15 proposals which were reviewed by the NACA Education Advisory Group. The 2008 recipient of the Comprehensive Award received a stipend of \$2500 and travel to NACA National Conventions, while those receiving the Secondary Awards received a stipend of \$500. A special congratulations to the **Comprehensive Award** recipient: University of South Florida—Dr. Thomas E. Miller, Associate Professor, College of Education; Dr. Charlene Herreid, Coordinator of Statistical Research; Cari Murphy, Research Assistant for their study entitled Predicting the Risk of Individual Student Attrition and Enhancing Student Persistence and Degree Attainment for First Time in College (FTIC) Students.

(For more information on the Research Grants, please refer to the website: [www.naca.org/education/researchinitiatives/Pages/ResearchGrantRecipients.aspx](http://www.naca.org/education/researchinitiatives/Pages/ResearchGrantRecipients.aspx).)

## Newest Project—Competency Guide for College Student Leaders

As a natural next step, the EAG embarked on the development of an assessment guide to measure the learning and development of students engaged in campus activities. This document evolved into the *Competency Guide for College Student Leaders*. The premise of this tool is based on the thought that all student leaders should achieve certain learning outcomes as a result of their involvement in campus activities. By taking a learning centered approach coupled with assessment practices that measure learning outcomes achieved will enhance our impact and value to both our institutions and the students we serve. In 1994, ACPA produced the Student Learning Imperative stating "...if learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what and how much students learn also must be the criterion by which the value of student affairs is judged" (p. 3). This implies Student Affairs professionals need to assess student learning outcomes with intention to the quality of learning that is transpiring through co-curricular activities and engagement. In *Good Practice in Student Affairs, Principles to Foster Student Learning*, Blimling, Whitt & Associates (1999) state: "Student affairs educators can seize opportunities to generalize learning from a variety of out-of-class activities by thinking through what they want students to learn from the experiences they are structuring, stating these clearly, and by linking with academic programs to form partnerships." (p. 189). The CAS Standards (2006) clearly reiterate the need for assessment: "the campus activity professional (CAP) must provide evidence of its impact on the achievement of student learning and development outcomes" (p. 57).

The *Competency Guide for College Student Leaders* is comprised

of three components: The Student Competency Guide, The Facilitators Guide and the Evaluation.

### **The Student Competency Guide:**

The Student Competency Guide serves as a learning map for student leaders as they grow and develop through participation in student organizations, community service, campus employment, grass roots activities, leadership positions, followership positions, mentoring relationships with campus activities advisors, and other endeavors. This guide has evolved as an accompanying piece to the *Steps to Individual Excellence as a Campus Activities Professional* document. As with the *Steps to Individual Excellence* document, the *Competency Guide for College Student Leaders* was developed from competencies that are inherent in the purpose, development, and application of the CAS Standards and Guidelines that were found applicable to students.

Evaluating the level of student leader development requires the identification of ideal performance characteristics that demonstrate learning and competence. The Education Advisory Group, after much deliberation, identified ten core competencies to structure the Student Competency Document around. These core competencies are: Leadership Development, Event Management, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, Effective Communication, Realistic Self-appraisal, Multicultural Competency, Intellectual Growth, and Clarified Values. We believe these core competencies give students and advisors a way to identify and measure student leader success. After narrowing down the core competencies to ten, we identified a desired student learning and developmental outcome for each. In order to give validity to the outcomes we felt it was imperative to provide specific suggested initiatives and examples of achievement. An abbreviated listing of each student core competency, suggested initiative, and example of achievement is provided below:

## **STUDENT CORE COMPETENCIES**

### **1. Desired Student Learning and Development Outcome—Leadership Development**

Student leaders involved in campus activities must understand that their role as positive change agents to influence others and create a vision. Leadership was discussed as a process rather than a position and group members felt that leadership was relationship oriented and situational in nature. Some examples of **initiative** for student leaders to take to achieve this outcome are to create an involvement portfolio, read books on leadership, attend different leadership workshops, and seek out a professional staff leadership mentor. If a student completes these initiatives along with the others listed in the Student Competency Guide some example of **achievement** would be that the student would be able to move the organization toward the mission and strategic goals of the organization and is able to recognize the ethical components of leadership.

### **2. Desired Student Learning and Development Outcome—Assessment and Evaluation**

Student leaders should make knowledge-based decisions in regard to resources allocated for the campus programs planned and implemented by their organization. Leaders should possess the ability to effectively evaluate programs as well as assess their campus and community culture. Program evaluations will assure the continued improvement of campus activities and comprehensive assessment will allow campus activities offerings to meet the community development needs of the entire campus. **Initiatives** students can take to achieve this outcome is to learn how to use both quantitative and qualitative assessment in addition to learning how to effectively use benchmarking and best practices information in efficient and meaningful ways. If done properly, examples of **achievement** are things like having the ability to measure organizational effectiveness, and recognize the impact service has on the student body.

### **3. Desired Student Learning and Development Outcome—Meaningful Interpersonal Relationships**

Student leaders need establish meaningful interpersonal relationships which are critical for successful leadership in campus activities. The student leader often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus

constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness. Utilizing feedback from others, incorporating group reflection, and taking personal development assessment/inventories are suggested **initiatives** to further develop meaningful interpersonal relationships. When these initiatives among others are taken **achievement** can be seen through the development of mutually trustworthy and rewarding relationship and the ability to maintain these satisfying interpersonal relationships that support and clarify personal values, goals and interests.

### **4. Desired Student Learning and Development Outcome—Event Management**

Student leaders engaged in campus activities have a unique opportunity to learn and practice effective event management. Student leaders should strive toward understanding the appropriate steps and issues involved in event planning and management. Students that take the **initiative** to participate in program board training activities, read NACA's *Programming Magazine* and the *Risk Management Reader for Campus Activities Professionals*, and participate in risk assessment and planning case studies demonstrate **achievement** by practicing the steps of effective programming.

### **5. Desired Student Learning and Development Outcome—Collaboration**

Student leaders should actively contribute to the achievement of a group goal. How often have we seen the success of co-sponsored programs on our campus? This positive phenomenon is due, in part, to successful collaboration. Student leaders should seek feedback from others and exhibit growth in their skills as a result of working collaboratively. They can take the **initiative** to actively recruit, encourage and recognize the involvement and contribution of others. They can also develop awareness of the mission and goals of other organizations in order to find opportunities for collaboration. Examples of **achievement** can be seen when students utilize delegation as a means to involve group members and promote and conduct joint programs between organizations.

### **6. Desired Student Learning and Development Outcome—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. This development can be especially difficult for students because it often involved making unpopular decisions because they are the "right" thing to do. Suggested **initiatives** for student leaders are to demonstrate behaviors that are consistent with campus policies as well as local, state and federal laws, reviewing the student code of conduct, and participating in community governance initiative. When **achievement** is met in this section, student leaders will challenge the behavior of other individual or groups, participate in service/volunteer activities and understand the importance of civic engagement.

### **7. Desired Student Learning and Development Outcome—Effective Communication**

Student leaders must exhibit effective communication to ensure organizational achievement of goals. When communication is a focal point of student learning individuals will personally benefit and organizations will be run more efficiently. **Initiatives** that can be taken to address this learning outcome are effectively facilitating workshops and/or training sessions, demonstrating active listening, and seeking out learning opportunities such as a curricular Speech Communication class and/or co-curricular communication workshops/seminars. Examples of **achievement** are evident when students are able to convey messages and influence others through writing, speaking, or non-verbal expression and can write clearly and concisely.

### **8. Desired Student Learning and Development Outcome—Multicultural Competency**

Student leaders develop multicultural competency 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 community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding and dignity of all members within and beyond the campus community. 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. Suggested **initiatives** in the area of multicultural competence are enrolling in an academic course that addresses diverse populations and communities, recruiting and selecting organization members from a diverse pool, and assessing programming calendar to see if it meets the needs of a diverse community. When students are able to recognize and understand one's own identity, privilege, and culture and advocates equality and inclusiveness **achievement** is noted.

### 9. Desired Student Learning and Development Outcome— Intellectual Growth

Student leaders promote intellectual growth in all endeavors inside and outside the classroom and recognize it as central to the mission of higher education. Campus Activities offers a fertile practice field for intellectual development when student leaders and programmers engage in critical thinking, problem solving and decision making. Student leaders should be cognizant of this learning opportunity and apply knowledge learned to enhance organizational goals and personal development. Reading relevant literature, utilizing case studies, and keeping a personal journal are suggested **initiatives** that contribute to intellectual growth. Being about to apply previously understood information and concepts in a new situation or setting and using complex information from a variety of sources including personal experience and observation to form a decision or opinion are examples of **achievement**.

### 10. Desired Student Learning and Development Outcome— Clarified Values

Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness. Understanding personal and organizational values play a significant role in achieving effective leadership in campus activities. Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Taking **initiatives** such as reflecting in a journal on how values guide personal behavior, engaging in diversity dialogues/honest conversations on difference, and participating in social justice activities help students clarify behaviors. An **achievement** indicator of clarified values is when students can articulate personal and organizational values and how they are congruent with the mission of the institution as well as have the ability to understand how culture influences one's own values.

After developing the Core Competencies the EAG had discussions about other factors that are important to student leaders. While they are not specific to a student government executive board member, programming board officer, etc. we felt the core competencies were vital to creating personal balance which positively affects leadership ability. So in the spirit of holistic development the following additional competencies are also identified:

- **Enhanced Self Esteem**
- **Satisfying and Productive Lifestyles**
- **Interdependence**
- **Healthy Behavior**
- **Spiritual Awareness**
- **Personal and Educational Goals**
- **Career Choices**

These additional competencies are detailed in the same manor as the Core Competencies with a desired student learning and developmental outcome, suggested initiatives, and example of achievement.

### The Facilitator Guide

The Facilitator Guide serves a tool for advisors to utilize when mentoring student leaders and assisting them with identifying their learning outcomes as a result of the co-curricular and experiential learning opportunities. The Facilitator Guide follows the identical format of the Competency Guide with an extra section that establishes key questions for the advisor to ask the students as they explore the learning that is transpiring during their campus activity involvement related to each of the 17 desired student learning and development outcomes.

Examples of these questions for the Core Competency—Leadership Development:

Intro—Student leaders involved in campus activities 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.

Key questions asked by the advisor to the student leader:

- A) In what kinds of leadership activities have you been involved?
- B) What is your leadership style?
- C) How has your leadership interests and styles changed over time?
- D) What is/are your most meaningful leadership experience(s)? Why?

Through the exploration of answering the above questions, student leaders focus their attention on acknowledging their competency in leadership development. As stated above, the format is repeated for all 17 student competencies.

### The Evaluation

The evaluation is the third and final component to the *Competency Guide for College Student Leaders*. The intent of the evaluation is to identify student leaders' area of strength and growth within the 17 competencies. Evaluating the level of student leader development requires the identification of ideal performance characteristics that demonstrate learning and competence. The student leaders complete their portion of the evaluation and turn it in to their advisor for him/her to evaluate. Once the advisor has completed his/her section, the advisor should meet with the student leaders to discuss the results and provide feedback. This exercise demonstrates the ability of the student leaders to receive constructive feedback and provides an opportunity for the student leaders to share expectations and areas of challenge.

An example of the evaluation process for the Core Competency – Leadership Development:

Intro—Student leaders involved in campus activities 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.

**Student Leader: Please rate yourself based on each of the statements below.**

Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals  
 Strongly Agree  Agree  Disagree  Strongly Disagree

Hold self and members accountable  
 Strongly Agree  Agree  Disagree  Strongly Disagree

Develops an organization inclusive of teambuilding, collaboration and strategic planning  
 Strongly Agree  Agree  Disagree  Strongly Disagree

Encourages institutional pride and community building among student body  
 Strongly Agree  Agree  Disagree  Strongly Disagree

Provide examples, reflections and additional comments related to this competency...

**Advisor: Please indicate your level of agreement with the above ratings.**

Strongly Agree  Agree  Disagree  Strongly Disagree

What is the reason for your level of agreement?

Additional Comments/Recommended Actions:

## Next Steps

The Education Advisory Group is committed to keeping NACA on the cutting edge of research and program development in the field of Campus Activities. The research demands that we continue to address student learning outside the classroom: “The fact that about 85% of students’ waking hours are spent outside the classroom (Kuh, Schuh, Whitt, et al., 1991), and that an increasing number of students are enrolled part-time, clearly suggest the need to maximize the opportunities colleges and universities have for enhancing students’ learning (Magolda, Terenzini, 1999, p. 25)

So where do we go from here? There are still many educational initiatives to tackle, research to be done, and topics to be explored. Our next steps related to the *Competency Guide for College Student Leaders* are:

1. Complete the *Competency Guide for College Student Leaders* with all three sections and unveil at the 2009 NACA National Convention in February.
2. Make the *Competency Guide for College Student Leaders* available in the NACA digital library.
3. Present educational sessions at the NACA, ACPA, and NASPA National Convention.
4. Send out the *Competency Guide for College Student Leaders* to the chief student affairs officer at member institutions.

This Guide and other related projects are works in progress and will continue to evolve for relevance and practicality purposes. We invite you, as a member of NACA, to go to [www.naca.org](http://www.naca.org) and visit the digital library for educational resources and assessment tools. **Then use them** and share this with your colleagues on campus. We welcome your feedback and comments to John Ogle, Director of Education and Research, at the NACA Office: [john@naca.org](mailto:john@naca.org).

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