

Professional Competencies Self-Assessment & Development Plan

These methods should serve as a framework for a system in which the degree of competency can be gauged in the following areas:

- Personal and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resource
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

In order to gauge this area, we should first determine the extent of the knowledge the employee already possesses. In this way, we can measure the growth of the individual and change methods accordingly.

PERSONAL AND ETHICAL FOUNDATIONS

The **Personal and Ethical Foundations** competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal

voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process.

On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Articulate key elements of one's set of personal beliefs and commitments as well as the source of them.	1	2	3	4
1	2	3	4	Articulate one's personal code of ethics for student affairs practice, drawn from or by the ethical statements of professional student affairs associations and their ethical principles.	1	2	3	4
1	2	3	4	Describe the ethical statements and/or foundational principles of any professional associations directly relevant to one's job.	1	2	3	4
1	2	3	4	Identify ethical issues in the course of one's job.	1	2	3	4
1	2	3	4	Explain how one's behavior reflects the ethical statements of the profession and address lapses in one's own ethical behavior.	1	2	3	4
1	2	3	4	Appropriately question institutional actions which are not consistent with ethical standards.	1	2	3	4
1	2	3	4	Utilize institutional and professional resources to assist with ethical issues.	1	2	3	4
1	2	3	4	Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity how they affect one's integrity and work with others.	1	2	3	4
1	2	3	4	Take responsibility to broaden perspectives by participating in activities that challenge one's beliefs.	1	2	3	4
1	2	3	4	Identify the challenges associated with balancing personal and professional responsibilities, and recognize the intersection of one's personal and professional life.	1	2	3	4
1	2	3	4	Identify one's primary work responsibilities and, with	1	2	3	4

				appropriate, ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.				
1	2	3	4	Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements.	1	2	3	4
1	2	3	4	Recognize and articulate healthy habits for better living.	1	2	3	4
1	2	3	4	Identify positive and negative impacts on wellness and, as appropriate, seek assistance from available resources.	1	2	3	4
1	2	3	4	Identify and describe personal and professional responsibilities inherent to excellence in practice.	1	2	3	4
1	2	3	4	Recognize the importance of reflection in personal, professional, and ethical development.	1	2	3	4

What are your top 3 Personal and Ethical Foundations Strengths and how do you use them in your work each day?

How diverse is your work environment? What could you do in order to facilitate an environment of inclusion in your office or classroom?

VALUES, PHILOSOPHY, AND HISTORY

The **Values, Philosophy, and History** competency area involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession’s history, philosophy, and values.

On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Describe the foundational philosophies, disciplines, and values of the profession.	1	2	3	4
1	2	3	4	Explain the importance of service to the institution and to student affairs professional associations.	1	2	3	4
1	2	3	4	Describe the various research, philosophies, and scholars that defined the profession.	1	2	3	4
1	2	3	4	Demonstrate responsible campus citizenship and participation in the campus community.	1	2	3	4
1	2	3	4	Describe the roles of faculty, academic affairs, and student affairs educators in the institution.	1	2	3	4
1	2	3	4	Learn and articulate the principles of professional practice.	1	2	3	4
1	2	3	4	Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.	1	2	3	4
1	2	3	4	Explain the role and responsibilities of student affairs professional associations.	1	2	3	4
1	2	3	4	Explain the purpose and use of publications that incorporate the philosophy and values of the profession.	1	2	3	4
1	2	3	4	Explain the public role and societal benefits of student affairs in particular and of higher education in general.	1	2	3	4
1	2	3	4	Articulate an understanding of the ongoing nature of the history of higher education and one’s role in shaping it.	1	2	3	4

1	2	3	4	Be able to model the principles of the profession and expect the same from colleagues and supervisees.	1	2	3	4
1	2	3	4	Explain how the values of the profession contribute to sustainable practices.	1	2	3	4
1	2	3	4	Able to articulate the changing nature of the global student affairs profession and communicate the need to provide a contextual understanding of higher education.	1	2	3	4

What are your top 3 Values, Philosophy, and History strengths and how do you use them in your work each day?

In what ways does your department or division apply the traditions and values of the institution in your workday?

LAW, POLICY, AND GOVERNANCE

The **Law, Policy, and Governance** competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures

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Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, four-year, graduate, professional, vocational, etc.) in one's state and nation.	1	2	3	4
1	2	3	4	Explain the differences between public, private, and for-profit higher education with respect to the legal system and what they may mean for respective students, faculty, and student affairs professionals.	1	2	3	4
1	2	3	4	Describe how national and state constitutions and laws influence the rights of students, faculty, and staff on all types of college campuses.	1	2	3	4
1	2	3	4	Describe evolving laws, policies, and judicial rulings that influence the student-institutional relationship and how they affect professional practice.	1	2	3	4
1	2	3	4	Act in accordance with national, state/ provincial, and local laws and with institutional policies regarding non-discrimination.	1	2	3	4
1	2	3	4	Identify major internal and external stakeholders, policymakers, and special interest groups who influence policy at the national, state/provincial, local, and institutional levels.	1	2	3	4
1	2	3	4	Describe the governance systems at one's institution including the governance structures for faculty, student affairs professionals, staff, and students.	1	2	3	4
1	2	3	4	Describe how policy is developed and implemented in	1	2	3	4

				one's department and institution, as well as the local, state/province, and national levels of government.				
1	2	3	4	Know when and how to consult with one's immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications.	1	2	3	4
1	2	3	4	Explain concepts of risk management, reasonable accommodation, and enact liability reduction strategies.	1	2	3	4
1	2	3	4	Demonstrate awareness of inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations at national, state/provincial, local, and institutional levels.	1	2	3	4
1	2	3	4	Describe the student conduct process at the institutional level and demonstrate concern for the legal, social, moral, educational, and ethical expectations of the community.	1	2	3	4
1	2	3	4	Encourage and advocate participation in national, state/provincial, local, and institutional electoral processes as applicable.	1	2	3	4

What are your top 3 Law, Policy, and Governance strengths and how do you use them in your work each day?

How often does your division or department review institutional or departmental policy? What can you do in order to keep members of your department or division accountable?

ORGANIZATIONAL AND HUMAN RESOURCES

The **Organizational and Human Resources** competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management, and sustainable resources.

On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Demonstrate effective stewardship/use of resources (e.g., financial, human, material)	1	2	3	4
1	2	3	4	Describe campus protocols for responding to significant incidents and campus crises.	1	2	3	4
1	2	3	4	Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability.	1	2	3	4
1	2	3	4	Use technological resources with respect to maximizing the efficiency and effectiveness of one's work.	1	2	3	4
1	2	3	4	Describe ethical hiring techniques and institutional hiring policies, procedures, and processes.	1	2	3	4
1	2	3	4	Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.	1	2	3	4
1	2	3	4	Explain how job descriptions are designed and support overall staffing patterns in one's work setting.	1	2	3	4
1	2	3	4	Design a professional development plan that assesses one's current strengths and weaknesses, and establishes action items for fostering an appropriate pace of growth.	1	2	3	4
1	2	3	4	Explain the application of introductory motivational techniques with students, staff, and others.	1	2	3	4

1	2	3	4	Describe the basic premises that underlie conflict in and the constructs utilized for facilitating conflict resolution.	1	2	3	4
1	2	3	4	Develop and utilize appropriate meeting materials (e.g., facilitation skills, agenda, notes/ minutes).	1	2	3	4
1	2	3	4	Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom you are engaged prefers.	1	2	3	4
1	2	3	4	Recognize how networks in organizations play a role in how work gets accomplished.	1	2	3	4
1	2	3	4	Understand the relational roles partners, allies, and adversaries play in the completion of goals and work assignments.	1	2	3	4
1	2	3	4	Explain the basic tenets of personal or organizational risk and liability as they relate to one's work.	1	2	3	4
1	2	3	4	Provide constructive feedback in a timely manner.	1	2	3	4
1	2	3	4	Advocate for equitable hiring practices.	1	2	3	4
1	2	3	4	Articulate basic institutional accounting techniques for budgeting as well as monitoring and processing revenue and expenditures.	1	2	3	4
1	2	3	4	Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.	1	2	3	4
1	2	3	4	Demonstrate an understanding of how physical space impacts the institution's educational mission.	1	2	3	4
1	2	3	4	Understand the basic concepts of facilities management and institutional policies related to energy usage and environmental sustainability.	1	2	3	4

What are your top 3 Organizational and Human Resources Strengths and how do you use them in your work each day?

Do you feel that your department or area uses human capital, financial and physical resources effectively? What can you do to help your area use human resources more effectively?

LEADERSHIP

The **Leadership** competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members. This section is organized by the leadership learning concepts of education, construct knowledge and articulation; training, skill identification and enhancement; development, personal reflection and growth; and engagement, active participation and application.

On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Articulate the vision and mission of the primary work unit, the division, and the institution.	1	2	3	4
1	2	3	4	Identify and understand individual-level constructs of “leader” and “leadership.”	1	2	3	4
1	2	3	4	Explain the values and processes that lead to organizational improvement.	1	2	3	4
1	2	3	4	Explain the advantages and disadvantages of different types of decision-making processes (e.g., consensus, majority vote, decision by authority).	1	2	3	4
1	2	3	4	Identify institutional traditions, customs, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas, resource allocation processes) and how they influence others to act in the organization.	1	2	3	4
1	2	3	4	Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills.	1	2	3	4
1	2	3	4	Identify basic fundamentals of teamwork and teambuilding in one’s work setting and communities of practice.	1	2	3	4

1	2	3	4	Describe and apply the basic principles of community building.	1	2	3	4
1	2	3	4	Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader with and without roles of authority.	1	2	3	4
1	2	3	4	Build mutually supportive relationships with colleagues and students across similarities and differences	1	2	3	4
1	2	3	4	Understand campus cultures (e.g., academic, student, professorial, administrative) and apply that understanding to one's work.	1	2	3	4
1	2	3	4	Use appropriate technology to support leadership processes (e.g., seeking input or feedback, sharing decisions, posting data that supports decisions, use group support website tools).	1	2	3	4
1	2	3	4	Think critically, creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.	1	2	3	4
1	2	3	4	Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions.	1	2	3	4
1	2	3	4	Articulate the logic and impact of decisions on groups of people, institutional structures (e.g., divisions, departments), and implications for practice.	1	2	3	4
1	2	3	4	Exhibit informed confidence in the capacity of individuals to organize and take action to transform their communities and world.	1	2	3	4
1	2	3	4	Within the scope of one's position and expertise, lead others to contribute toward the effectiveness and success of the organization.	1	2	3	4

What are your top 3 Leadership Strengths and how do you use them in your work each day?

Do you feel leadership is effectively managed in your work environment? What could you do to improve the leadership in your department or area?

SOCIAL JUSTICE AND INCLUSION

For the purpose of the **Social Justice and Inclusion** competency area, social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences.	1	2	3	4
1	2	3	4	Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.	1	2	3	4
1	2	3	4	Engage in critical reflection in order to identify one's own prejudices and biases.	1	2	3	4
1	2	3	4	Participate in activities that assess and complicate one's understanding of inclusion, oppression, privilege, and power.	1	2	3	4
1	2	3	4	Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice.	1	2	3	4
1	2	3	4	Connect and build meaningful relationships with others while recognizing the multiple, intersecting identities, perspectives, and developmental differences people hold.	1	2	3	4
1	2	3	4	Articulate a foundational understanding of social justice and inclusion within the context of higher education.	1	2	3	4
1	2	3	4	Describe and apply the basic principles of community	1	2	3	4

				building.				
1	2	3	4	Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, national, and global interconnections.	1	2	3	4

What are your top 3 Social Justice and Inclusion strengths and how do you use them in your work each day?

In what ways does your department or division apply social justice in their policies and practices? How can you improve the quality of inclusiveness within your work environment?

STUDENT LEARNING AND DEVELOPMENT

The **Student Learning and Development** competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development (e.g., learning, psychosocial and identity development, cognitive-structural, typological, environmental, moral).	1	2	3	4
1	2	3	4	Articulate how race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.	1	2	3	4
1	2	3	4	Identify the strengths and limitations in applying existing theories and models to varying student demographic groups.	1	2	3	4
1	2	3	4	Articulate one's own developmental journey in relation to formal theories.	1	2	3	4
1	2	3	4	Identify one's own informal theories of student development ('theories in use') and how they can be informed by formal theories to enhance work with students.	1	2	3	4
1	2	3	4	Assess teaching, learning, and training and incorporate the results into practice.	1	2	3	4
1	2	3	4	Assess learning outcomes from programs and services and use theory to improve practice.	1	2	3	4

What are your top 3 Student Learning and Development Strengths and how do you use them in your work each day?

Does your department or division support the use of student learning and development in the general work day? What can you do to support the use of student learning and development theories?

TECHNOLOGY

The **Technology** competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities.

On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Demonstrate adaptability in the face of fast-paced technological change.	1	2	3	4
1	2	3	4	Remain current on student and educator adoption patterns of new technologies and familiarize oneself with the purpose and functionality of those technologies.	1	2	3	4
1	2	3	4	Troubleshoot basic software, hardware, and connectivity problems and refer more complex problems to an appropriate information technology administrator.	1	2	3	4
1	2	3	4	Draw upon research, trend data, and environmental scanning to assess the technological readiness and needs of students, colleagues, and other educational stakeholders when infusing technology into educational programs and interventions.	1	2	3	4
1	2	3	4	Critically assess the accuracy and quality of information gathered via technology and accurately cite electronic sources of information respecting copyright law and fair use.	1	2	3	4
1	2	3	4	Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data.	1	2	3	4
1	2	3	4	Ensure compliance with accessible technology laws and policies.	1	2	3	4
1	2	3	4	Demonstrate awareness of one's digital identity and	1	2	3	4

				engage students in learning activities related to responsible digital communications and virtual community engagement as related to their digital reputation and identity.				
1	2	3	4	Model and promote equitable and inclusive practices by ensuring all participants in educational endeavors can access and utilize the necessary tools for success.	1	2	3	4
1	2	3	4	Appropriately utilize social media and other digital communication and collaboration tools to market and promote advising, programming, and other learning-focused interventions and to engage students in these activities.	1	2	3	4
1	2	3	4	Engage in personal and professional digital learning communities and personal learning networks at the local, national, and/or global level.	1	2	3	4
1	2	3	4	Design, implement, and assess technologically-rich learning experiences for students and other stakeholders that model effective use of visual and interactive media.	1	2	3	4
1	2	3	4	Ensure that one's educational work with and service to students is inclusive of students participating in online and hybrid format courses and programs.	1	2	3	4
1	2	3	4	Incorporate commonly utilized technological tools and platforms including social medial and other digital communication and collaboration tools into one's work.	1	2	3	4

What are your top 3 Technology strengths and how do you use them in your work each day?

Is technology effectively used and managed in your area? What do you do to facilitate a more effective use of technology in your area?

ADVISING AND SUPPORTING

The **Advising and Supporting** competency area addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues. On the left, please rate your skills, ability, and knowledge regarding the outcomes and on the right, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Exhibit culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).	1	2	3	4
1	2	3	4	Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences.	1	2	3	4
1	2	3	4	Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.).	1	2	3	4
1	2	3	4	Facilitate reflection to make meaning from experiences with students, groups, colleagues, and others	1	2	3	4
1	2	3	4	Conscientiously use appropriate nonverbal communication.	1	2	3	4
1	2	3	4	Facilitate problem-solving.	1	2	3	4
1	2	3	4	Facilitate individual decision-making and goal-setting.	1	2	3	4
1	2	3	4	Appropriately challenge and support students and colleagues.	1	2	3	4
1	2	3	4	Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.	1	2	3	4
1	2	3	4	Identify when and with whom to implement appropriate	1	2	3	4

				crisis management and intervention responses.				
1	2	3	4	Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.	1	2	3	4
1	2	3	4	Seek opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., relationship issues, navigating systems of oppression, suicidality) as well as interfacing with specific populations within the college student environment (e.g., student veterans, low-income students, etc.).	1	2	3	4
1	2	3	4	Utilize virtual resources and technology to meet the advising and supporting needs of students.	1	2	3	4
1	2	3	4	Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students' development.	1	2	3	4

What are your top 3 Advising and Supporting Strengths and how do you use them in your work each day?

Is advising and supporting appropriately focused on to effectively challenge and support students? How can you more effectively develop yourself and others in this area?

Self-Assessments

To gain a better understanding of yourself, answer the following questions.

1. Of the new or recent developments in my department or field, **what interests me the most? What are my current skills and strengths for pursuing these interests?**
2. **What is most important to me in my work?** What values guide the kind of work that I do?
3. **What factors put limits on your job?** Examples might be health concerns, accessibility, and/or relationships with colleagues or supervisors.

Professional Development Worksheet

1. **How is the mission of my department changing?** What other changes are occurring regarding our services, policies, structure, and reporting relationships and personnel?
2. **What is my department's changing needs regarding the workplace, and what new expertise and skills will be required or desirable?**
3. **What opportunities are available for developing these new skills?** Examples include conferences, mentoring, training and other professional development programs.
4. **How might my role change in my department?** How can I better prepare for or develop new skills for these changes?
5. **What are the department's future needs?** What kinds of development activities would help position me for participation in another work project?
6. **In what areas do my interests and personal plans overlap with the changing needs of my organization?**
7. **In my work experience, how does my work revolve around the mission statement of my department?**