Using the Professional Competencies to Foster Development in Yourself and Your Team Members

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Session Overview

I. Intentional growth and development as a supervisor
II. Brief review of Professional Competencies and Rubrics
III. Effective supervision strategies to foster employee growth and development
IV. Q&A
Learning Outcomes

As a result of engaging in this session, participants will:

1. Gain familiarity with the ACPA/NASPA Professional Competencies and Rubrics
2. Evaluate current professional competency development and consider ways to progress further
3. Consider concepts related to effective supervision and how to intentionally foster professional growth and development in others

Growth as a Supervisor

“...supervision should not be taken for granted in the field of student affairs. If supervision is to serve as the foundation of support to staff and students, then we as practitioners must recognize the importance and development of professional competencies that should be learned by supervisors and cultivated within new professionals...”
Growth as a Supervisor

“...in the spirit of modeling the way, we as supervisors and practitioners should not only focus on planning efforts, but rather improving ourselves as leaders”

(Kegolis, 2009, p. 126)

Leadership Characteristics

Self Awareness
• Emotional Self Awareness
• Accurate Self Assessment
• Self-confidence

Self Management
• Self-control
• Transparency
• Adaptability
• Achievement
• Initiative
• Optimism
Growth as a Supervisor

Leadership Characteristics

Social Awareness
- Empathy
- Organizational awareness
- Service

Relationship Management
- Inspiration
- Influence
- Developing others
- Change catalyst
- Conflict management
- Teamwork and collaboration

The Leadership Repertoire

Like clubs in a golf pro’s bag . . .

- Visionary
- Coaching
- Affiliative
- Democratic
- Pacesetting
- Commanding
Professional Competencies

Advising and Supporting #AS
- Assessment, Evaluation and Research #AER
- Law, Policy and Governance #LPG
- Leadership #LEAD
- Organizational and Human Resources #OHR

Personal & Ethical Foundations #PEF
- Social Justice and Inclusion #SJI
- Student Learning and Development #SLD

Technology #TECH
- Values, Philosophy & History #VPH

Competency Rubrics

Tools professionals can use to assess their knowledge, skills, and dispositions across foundational, intermediate, and advanced levels of experience.

## Competency Rubrics

### Leadership

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Foundational</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness and Continual Reflection</td>
<td>- Recognize how personal values, beliefs, and behaviors influence interactions with others.</td>
<td>- Use reflection to develop and incorporate an authentic self into one's identity as a leader.</td>
<td>- Display congruence between one's identity and one's professional actions.</td>
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<td>- Actively and constructively engage in critical self-reflection and identity development.</td>
<td>- Recognize the importance of organizational culture and community.</td>
<td>- Facilitate collective learning and relationship-building across campus, community, and the profession.</td>
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<td>Teamwork and Interpersonal Skills</td>
<td>- Identify and apply the key principles of community building.</td>
<td>- Encourage dialogue and collaboration in one's role and community building.</td>
<td>- Establish systems and teams that promote leadership development and mentoring.</td>
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</table>
### Law, Policy, and Governance

<table>
<thead>
<tr>
<th>Competency Area</th>
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<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Laws and Legal Systems</td>
<td>- Explain the difference between public, private, and for-profit education.</td>
<td>- Identify and explain emerging civil rights trends.</td>
<td>- Develop policies and practices consistent with laws related to educational equity.</td>
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<td>- Describe how and why public institutions differ from non-profit organizations.</td>
<td>- Explain legal theories related to civil rights, the exercise of free speech, discrimination, and diversity.</td>
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<td>Governance</td>
<td>- Describe the governance structure of one's institution.</td>
<td>- Explain governance systems and structures at one's institution.</td>
<td>- Participate effectively in the governance system of one's institution when appropriate.</td>
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*ACRHE—College Student Educators International & NASPA—Student Affairs Administrators in Higher Education.*
Discussion / Reflection

• When and why has your personal / professional growth occurred?

Fostering Employee Growth

Job descriptions may be written or updated with competency concepts; the rubrics can then be used during annual performance evaluations to identify desired areas of growth and to set professional development goals.
Rubrics can be used in supervisory, mentoring and/or coaching relationships to help establish performance expectations through conversation and guidance.

Professionals may also use the rubrics to create a self-assessment tool to assess their level of competence and areas in which to intentionally develop skills, knowledge, and dispositions.
Fostering Employee Growth

• How have you used the Professional Competencies to foster employee development?
Professional Standards Resources

• Best Practices in Using the Professional Competencies: https://www.naspa.org/constituent-groups/groups/professional-standards-division/resources
• Professional Standards Blog: Https://www.naspa.org/constituent-groups/groups/professional-standards-division
• Hashtags: #procomp #PPF #VPH #AER #LPG #OHR #LEAD #SJI #SLD #TECH #AS

References