Competency Models

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Technical Difficulties?

• Attempt the alternate audio option provided
• Send us a question through the GoToWebinar control panel
• Contact GoToWebinar Support Center at 866.926.6492
AFA Core Competencies Update & Next Steps

- 2004   Creation of original Core Competencies
- 2016   Educational Programs Workgroup
- 2017   Core Competencies Workgroup
  - Creation of Model & Taxonomy
- 2018   Professional Development Committee
  - Needs Assessment of Membership
  - Curriculum Map of Current Programs
  - Association Strategy for Professional Development
- 2019   Professional Development Committee
  - Strategy Implementation

AFA Core Competencies

Foundational Knowledge

Professional Skills
## AFA Core Competencies

### Foundational Knowledge
- Governance
- Fraternity/Sorority Systems
- Student Learning
- Program Administration
- Student Safety

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### Professional Skills
- Navigating Complexity
- Operating Strategically
- Driving Results
- Working across Differences
- Collaborating with Stakeholders
- Driving Vision and Purpose

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### Foundational Knowledge
- Governance
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- Student Safety
  - Describing student safety issues
  - Examining student safety issues
  - Employing research-supported approaches to facilitate student safety
  - Managing crisis response procedures
  - Assessing and managing institutional/organizational liability

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**Professional Skills**
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**Discipline**
- **Unknown**
- **Discovery**
- **Practice**
- **Proficiency**
Prioritizing Your Professional Development

1. Prioritize competencies based on the current or desired position.
2. Self-assess the stage of development in each priority competency area.
3. Review and confirm the results with a supervisor or mentor.
4. Use the suggested experiences to create a professional development plan in up to three competency areas.
5. Engage in experiences and incorporate lessons into professional practice.

- AFA Core Competencies Manual, p. 6

Building Your Competence

- UNKNOWN
- DISCOVERY
- PRACTICE
- PROFICIENCY
Professional Development Activities

- Instruction
- Interactions
- Experiences

Classes, workshops, videos, manuals, books, etc.

Coaching, mentoring, shadowing, interviewing, critique and feedback, etc.

Student Safety

Employing research-supported approaches to facilitate student safety

Including familiarity with relevant higher education publications on student safety issues (e.g., the College AIM Matrix, the NIAAA report, etc.) and developing and aligning initiatives with research and theory on multiple approaches to student safety such as risk reduction, risk prevention, health promotion, health education, peer education, environmental management, liability management, crisis response, incident response and treatment, early intervention teams, and brief motivational interviewing.

**Goal: Move from Level 1: Unknown to Level 2: Discovery**

- Contact colleagues to learn more about various approaches to student safety, specifically risk reduction, risk prevention, health promotion, and environmental management
- Categorize current efforts of my organization based on which approach they take

-or-

**Goal: Move from Level 2: Discovery to Level 3: Practice**

- Re-read the College AIM Matrix
- Search for and watch webinars, videos, and/or workshop presentations by the authors
- Evaluate current practices of my organization/institution according to impact
- Create recommendations about what we should start, stop, or continue

Sample Professional Development Plan
Competency Model Impact

For Students
Why Is This So Important?

- Your sanity!
- Clarity around your work
- Consistency among events
- Focus and purpose
- Less outside sway from influencers, big-idea people or naysayers

What Are My Training Options?

- Council training
- New member training
- Consultant training
- Staff training
- Retreats, institutes, academies
- Speaker selection
- Picking options at conferences for team members and students
Differences

- Competencies
  - Skills and behaviors
- Experiences
  - Assignments or roles
- Traits
  - Inclinations, attitudes, and tendencies
- Drivers
  - Values, interests and motivations

Values, no matter how awesome they are, are not competencies.

A mission, vision or value proposition statement, no matter how well written, are not competencies.

Tasks, no matter how many are listed, are not competencies.

Strengths, from Strengths Finder 2.0, are not competencies.
Defining Competency

- Competencies are **measurable** knowledge points, skills and behaviors.

How to Start When You Are Not a Competency Expert

- **List them**
  - Make presumptions based on research, anecdotes and experiences
- **Sort them**
  - Place them into categories
- **Define them**
  - Add definitions and how the competency is overused and underused
- **Confirm them**
  - Ask and analyze
- **Refine them**
  - Make updates based on your research
- **Use them**
  - Put them into your training and development content
List Them (After Research)

- Self-awareness
- Decision quality
- Confidence
- Purpose
- Confidence
- Resiliency
- Collaboration
- Communication
- Persistence
- Risk taking
- Strategic thinking
- Adaptability
- Influence
- Focus
- Integrity
- Conflict management
- Negotiation
- Perspective

Example

COMPETENCIES ALPHABETICALLY

1. Accountability
2. Action oriented
3. Adaptability
4. Ambition
5. Authenticity
6. Balance Stakeholders
7. Collaboration
8. Communication
9. Compassion
10. Confidence
11. Conflict Management
12. Creativity
13. Credibility
14. Critical Thinking
15. Decision Quality
16. Direct Work
17. Establish Priorities
18. Feedback
19. Focus
20. Future Thinking
21. Gift
22. Inclusiveness
23. Influence
24. Integrity
25. Learner
26. Manage Change
27. Mentorship
28. Motivates Others
29. Persistence
30. Preparing for
31. Preparedness
32. Presence
33. Proactive Thinking
34. Purpose/Mission
35. Realistic Thinking
36. Relationship Building
37. Resilience
38. Resourceful
39. Respect
40. Self-Awareness
41. Strategic Thinking

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Sort Them Into Categories

- **Model: Positional student leaders**
  - Sort: Personal development, team work and chapter management

- **Model: Summer retreat**
  - Sort: Chapter service, community service, global service

- **Model: Advisor training**
  - Sort: Business, supervision, personal development

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Example | Students

COMPETENCIES BY CATEGORY

[Diagram showing competencies by category: Personal, Work, People]

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Content Development

- Start with why
- **Define it**
  - Show the model
  - Practice the work/skill/model.
  - Deliver the final tips
  - Create an action plan

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Define Them

Students with **purpose:**

- Can articulate a personal or professional vision.
- They have a passion, love or belief in something that is meaningful to them.
- Have identified a pain point or passion point that needs attention in the community or in the workplace.
- Have a desire to serve.
- Align their purpose with their actions.
- Work not to be busy but to fulfill a purpose.
- Share their vision with others to get feedback and support.
Define Them (cont.)

Overused
- Are inflexible with their time and won’t spend energy on things other than their purpose.
- Do not adapt to change as it relates to their vision.
- Are hyper-focused.
- Are argumentative about their vision and beliefs in a way that turns others off.

Underused
- Let fear take over working on the purpose.
- Lack focus as it relates to a vision.
- Are easily persuaded to join new causes that take away from a personal or professional vision.
- Focus on granular details of life instead of the big picture vision.

Defining It

1. Accountability

- Master tasks with accountability.
- Make your own goals.
- Lead by example.
- Do not blame others.
- Own your decisions.
- Take responsibility for your actions.
- Take responsibility for your results.
- Make sure that the work is done.
- Resolve issues directly and not through others.
- Hold others accountable.
- Hold yourself accountable.
- Don’t let others do your work.
- Don’t make excuses.

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Defining It

1. Accountability

- Underrated Skill:
  - Don’t have a plan or a vision for their work.
  - Search for mentors who will confirm they don’t need to be accountable.
  - Forget or fail to follow up or show up.
  - Overestimate and don’t ask for help.

- Overrated Skill:
  - Targer to be flexible and adaptable.
  - Live with the value of making mistakes.
  - Prioritize tasks over people.
  - Achievements beyond what they are realistically accomplished.

Confirm Them and Refine Them

- After the presumption, ask about and analyze your competencies.
- Narrow them down, eliminate some and add the missing links.
- Have peers, colleagues, students, other professionals and the naysayers weigh in.
- Remember, competency models do not have to be perfect to be impactful. The purpose is to drive focus.
At Radically Unfinished, we had 50 women sort their competency cards with two sort questions:

- What competencies do you need for your current position?
- What is missing from that list and where do you want to spend time in development?
Self-Awareness Went Off the Charts!

Training and Development
70 Ideas
- Google it!
- Read the manual
- Look in Dropbox
- Look in a chat/online group
- Read a book
- Find an article

20 Ideas
- Set up a meeting to discuss
- Talk with a partner or a peer
- Meet with a supervisor
- Get a coach
- Connect with a mentor
- Reach out to a vendor or partner
- Chat with a partner in the industry
- Have lunch with an expert
10 Ideas

- Videos
- Webinars
- Podcasts
- Live trainings
- Conferences
- Conventions
- Certifications

Closing

- What is your biggest take-away?
- What else can I answer for you?
Stay in Contact!

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